

Hamilton-Fulton-Montgomery BOCES Annual Professional Performance Review

All teacher* evaluations and professional growth shall be governed by the following procedures: *NOTE: The word “Teacher” throughout this document and within all accompanying documents refers to all certified and/or licensed professional staff who provide direct or indirect services for students. Staff includes, but is not limited to, teachers, teacher assistants, therapists, psychologists, social workers, and nurses.

I. Probationary Teachers – The goal of the Professional Performance Review process is to assist probationary teachers in their new role and to provide them with opportunities for personal and professional development and growth. The following system of performance review will be followed for probationary teachers.

A. During year one:

Performance review will be accomplished through both the FORMATIVE and SUMMATIVE activities outlined below:

1. During new teacher orientation, the “Components of Professional Practice”, its rubrics and the observation procedures will be shared. In addition, during the school year, the supervisor will meet on an individual basis with each new teacher to discuss BOCES expectations and goals.
2. The BOCES administrator will conduct formal, announced observations using the “Components of Professional Practice”(Attachment #1) as a guide. In year one, Domain 1 (Planning & Preparation) and Domain 3 (Instruction) will be the areas of concentration. A secondary emphasis will be placed on Domain 2 (Classroom/Work-setting Environment) and Domain 4 (Professional Responsibilities). A minimum of three (3) formal observations will be conducted during the first year of a probationary appointment.
3. All formal observations and evaluations of work performance, which will be entered in the teacher’s personnel file, will be conducted openly, with full knowledge of the teacher. Teachers will be given reasonable notice of the time frame during which each such formal observation will be conducted.
4. Prior to the observation, the teacher and BOCES administrator will meet to discuss the “Instructional Plan” worksheet (Attachment #2), which will have been prepared by the probationary teacher.
5. Prior to the post observation meeting (generally within 5 school days of the observation), the teacher will be provided with the BOCES administrator’s completed “Observation Record” (Attachment #3) and will have completed the “Lesson Reflection” (Attachment #4) worksheet.

6. During the post-observation discussion, the teacher and the observer will develop effective action plans to be completed prior to the next formal observation. There will be at least a two-week interval between formative observations.
7. At the end of the first year, for those staff members being retained, a Summative Evaluation in narrative form will be developed by the BOCES administrator after meeting with the teacher involved and will be based upon the following:
 - a. The written evaluations developed during the year and progress made through the various action plans developed.
 - b. A minimum of three (3) and a maximum of five (5) artifacts presented to the BOCES administrator by the teacher.
 - c. A self-evaluation written by the teacher presented to the BOCES administrator during the evaluation meeting.

The BOCES administrator and the teacher, prior to the last day of the school year, will discuss the summative evaluation. It will include a clear indication of progress toward tenure and any recommendations for further development. For teachers who have not shown appropriate progress toward tenure, a recommendation will be made by the Superintendent to the Board of Education to terminate the probationary appointment. The summative evaluation will also include the method of evaluation to be followed for the second year of probation. (See section 1 & 2 “During Year Two”)

B. During Year Two:

1. For teachers making satisfactory progress toward tenure at the end of the first year of probation, the same evaluative procedure followed in year one will be followed in year two. A minimum of two formal observations will be conducted.

Teachers making satisfactory progress toward tenure at the end of the second year of probation will choose a form of evaluation/professional development to be followed during the third year of probation from the options provided for tenured teachers.

2. For teachers deemed to need additional assistance in making satisfactory progress toward tenure at the end of the first year:
 - a. The teacher and the BOCES administrator will develop an effective action plan by the end of June to be implemented during the second teaching year.
 - b. Increased classroom/work-setting visitations (a minimum of six during the school year) with formative evaluations will be conducted.

At the end of the second year, the BOCES administrator will develop a summative evaluation based upon the progress made toward the goals identified in the action plan (section “a” above) and items listed in Section 7 above. The summative evaluation will include a recommendation to move the teacher to the professional growth/development options for tenured teachers or to terminate the probationary appointment.

C. During Year Three:

Probationary teachers will make a selection from the professional growth/development options provided for tenured teachers. By February 1, a final summative evaluation will be prepared by the BOCES administrator based upon progress in the professional growth/development option and the formative evaluations from year one and year two. The District Superintendent will make a recommendation for approval of or denial of tenure to the Board of Education at the regularly scheduled April meeting.

II. Tenured Teachers – All tenured teachers will select a professional growth/development option or the supervisor may request a formal observation, which will become the basis for the teacher’s ongoing professional performance review. Professional growth/development options might not follow exactly the regular school calendar (September to June). With the teacher’s and administrator’s agreement, some goals may need to continue into the following school year. If a professional growth option is completed in the middle of the regular school year, the administrator and teacher will determine when the next professional growth option will begin. The following format for professional growth/development has been specifically developed for tenured teachers.

- A. Tenured teachers will select from the professional growth/development options. Working with the supervising BOCES administrator, teachers will design a format that is best suited to meet their individual needs and/or the needs of their program. Teachers may work on an individual basis or in conjunction with other faculty members. Within six weeks of submitting the selection, the teacher and BOCES administrator will agree upon and sign the professional growth proposal form.
- B. At least one update meeting will be held with the teacher and BOCES administrator, said meeting to be scheduled by the supervisor or at the request of the teacher. Teachers with administrator approval will be allowed to make modifications to the original proposal that are necessary to meet the teacher’s professional needs.
- C. A culminating meeting will be scheduled by the administrator, at which time documentation of the completion of the professional growth/development option will be provided by the teacher. The professional growth/development proposal form and the evaluation form will become part of the teacher’s personnel file.

III. Professional Growth/Development

- A. Options (See pages 5 – 13)
 - 1. Self Improvement
 - 2. Instructional Team Interaction
 - 3. Portfolio of Professional Growth
 - 4. Writing a Professional Piece of Literature
 - 5. Videotaping and Analysis
 - 6. Teacher Administrator Collaboration
 - 7. Self Choice
 - 8. Teacher or Administrator requested formal observation – using the documents and format described in Sections A3, A4, A5

B. General Guidelines

1. Define a focus using the “Components of Professional Practice”.
2. Choose an option(s) which effectively matches the focus.
3. Determine an action plan. (Update meeting scheduled by administrator or at request of the teacher.)
4. Implement the plan.
5. At the culminating meeting, share findings and provide supporting artifacts, as appropriate.*

*Artifacts are specific evidence of student learning or performance that resulted from the lesson/service(s) observed or are evidence of completion of the professional growth/development option.

COMPONENTS OF PROFESSIONAL PRACTICE

DOMAIN 1: PLANNING AND PREPARATION

- 1a: Demonstrating Knowledge of Content and Pedagogy**
 - Knowledge of content
 - Knowledge of prerequisite relationships
 - Knowledge of content-related pedagogy
- 1b: Demonstrating Knowledge of Students**
 - Knowledge of characteristics of age group
 - Knowledge of students' varied approaches to learning
 - Knowledge of students' skills and knowledge
 - Knowledge of students' interests and cultural heritage
- 1c: Selecting Instructional Goals**
 - Value
 - Clarity
 - Suitability for diverse students
 - Balance
- 1d: Demonstrating Knowledge of Resources**
 - Resources for teaching
 - Resources for students
- 1e: Designing Coherent Instruction**
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f: Assessing Student Learning**
 - Congruence with instructional goals
 - Criteria and standards
 - Use for planning

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2a: Creating an Environment of Respect and Rapport**
 - Teacher interaction with students
 - Student interaction
 - 2b: Establishing a Culture for Learning**
 - Importance of content
 - Student pride in work
 - Expectations for learning and achievement
 - 2c: Managing Classroom Procedures***
 - Management of instructional groups
 - Management of transitions
 - Management of materials and supplies
 - Performance of non-instructional duties
 - Supervision of volunteers and paraprofessionals
 - 2d: Managing Student Behavior**
 - Expectations
 - Monitoring of student behavior
 - Response to student misbehavior
 - 2e: Organizing Physical Space**
 - Safety and arrangement of furniture
 - Accessibility to learning and use of physical space
- *Includes all work-settings where student services are performed.**

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a: Reflecting on Teaching**
 - Accuracy
 - Use in future teaching
- 4b: Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records
- 4c: Communicating with Families**
 - Information about the instructional program
 - Information about individual students
 - Engagement of families in the instruction program
- 4d: Contributing to the School and District**
 - Relationships with colleagues
 - Service to the school
 - Participation in school and district projects
- 4e: Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
- 4f: Showing Professionalism**
 - Service to students
 - Advocacy
 - Decision making

DOMAIN 3: INSTRUCTION

- 3a: Communicating Clearly and Accurately**
 - Directions and procedures
 - Oral and written language
- 3b: Using Questioning and Discussion Techniques**
 - Quality of questions
 - Discussion techniques
 - Student participation
- 3c: Engaging Students in Learning**
 - Representation of content
 - Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing
- 3d: Providing Feedback to Students**
 - Quality: accurate, substantive, constructive, and specific
 - Timeliness
- 3e: Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment
 - Response to students
 - Persistence

Professional Growth/Development Options for Tenured Teachers

Statement of Purpose:

Teachers, with the support of their supervisor, can and should assess their learning and career needs and determine the best format for professional growth. It is the intent of the HFM BOCES to encourage ongoing professional growth and development for all of its faculty and staff. The Professional Growth/Development Options included in this document are a starting point in the continuing professional growth/development process.

SUGGESTED OPTIONS FOR PROFESSIONAL GROWTH/DEVELOPMENT

- I. Self-improvement Plan
- II. Instructional Team Interaction Plan
- III. Portfolio of Professional Growth
- IV. Write a Professional Piece of Literature
- V. Videotaping and Analysis
- VI. Teacher Administrator Collaboration
- VII. Self Choice
- VIII. Administrator or staff requested formal observation – using the documents and format described in Sections A3, A4, A5

I. Self Improvement – The teacher in consultation with their supervisor will select an area or topic directly related to classroom instructional practice that they would like to enhance. (Domains 2 or 3)

Teacher: _____ Grade Level: _____

Goal: _____

Conferences/workshops/in-services directly related to your goal:*

Minimum of 2:	<u>Dates Attended</u>	<u>Topic</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

***Attending a conference is dependent upon availability, locality, etc. If no conferences related to your goal are available, it may be necessary to rewrite the improvement plan. Conferences will be at district expense. If district funding is not available, the teacher may choose to attend a conference at his/her own expense.**

Research: List titles (a minimum of two journals, articles, books, media-viewed or other resources.)

Attach a copy of your written summary. Summary may include possible applications, significant points, and your personal views.

_____	_____	_____
Teacher's Signature	Date Initiated	Update Conference

		Culminating Conference
_____	_____	_____
Administrator's Signature	Date Initiated	Update Conference

		Culminating Conference

II. Instructional Team Interaction – Two or more teachers will choose an area or topic in consultation with their supervisor (s) that relates directly to their shared instructional responsibilities. (Domains 1 – 4)

Teacher: _____ Grade Level _____

Meet with one or more teacher(s) to set common goals and outline a plan of action to be reviewed with their supervisor(s). The progress of this plan will be reviewed jointly by teachers and their supervisor(s) throughout the year.

Participants: _____

Goals: _____

Submit a copy of your proposal, which will include a statement of your goals, materials and procedures:

Document Meeting Dates w/partner(s)	Interaction Dates	Interaction Discussion Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____

Attach a copy of your written summary.

_____ Teacher's Signature	_____ Date Initiated	_____ Update Conference
		_____ Culminating Conference

_____ Administrator's Signature	_____ Date Initiated	_____ Update Conference
		_____ Culminating Conference

III. **Portfolio of Professional Growth** – Throughout the year, gather a minimum of ten items, including lesson plans, professional articles, ideas, samples, photos, art ideas, books, etc. This portfolio will show educational and professional growth in a specific area of instructional practice. (Domains 1 – 4)

Teacher: _____ Grade Level _____

Throughout the year you will share your portfolio with your supervisor. In addition, a written table of contents will be submitted as well as a written self-evaluation.

Teacher's Signature

Date Initiated

Update Conference

Culminating Conference

Administrator's Signature

Date Initiated

Update Conference

Culminating Conference

IV. Writing a Professional Piece of Literature – Related to a topic directly related to enhancing professional practice and leading to improved student performance. (Domains 1 – 4)

Teacher: _____ Grade Level _____

Author(s):

Topic:

Proposed Outline:

Draft: (May need to use back or separate sheet)

Final Piece: (Bibliography of references is required)

Teacher's Signature

Date Initiated

Update Conference

Culminating Conference

Administrator's Signature

Date Initiated

Update Conference

Culminating Conference

V. **Videotaping and Analysis** – Minimum of three taping sessions. Analysis should focus on at least one element of Domains 2 or 3.

Teacher: _____ Grade Level: _____

Goal: _____

Participants: _____

Dates of Taping: _____

Submit the tape and your analysis after each taping session to the appropriate supervisor.

Teacher's Signature

Date Initiated

Update Conference

Culminating Conference

Administrator's Signature

Date Initiated

Update Conference

Culminating Conference

VI. Teacher Administrator Collaboration – The teacher and administrator will agree on an area of instructional practice to work on collaboratively. (Domain 1 – 4)

Teacher: _____ Grade Level: _____

Goals: _____

Procedure/Activities: _____

Conference Dates:

Summary comments to be submitted by both teachers and administrator.

Teacher's Signature

Date Initiated

Update Conference

Culminating Conference

Administrator's Signature

Date Initiated

Update Conference

Culminating Conference

VII. **Self-Choice**: The teacher in collaboration with their administrator will select an area or topic directly related to one of the HFM BOCES strategic objectives as outlined in the Professional Development Plan. The teacher will design a growth activity useful to enhance their professional expertise. (Domains 1 – 4)

Teacher: _____ Grade Level: _____

Goal: _____

List Objectives: _____

Evaluation: : _____

Teacher's Signature

Date Initiated

Update Conference

Culminating Conference

Administrator's Signature

Date Initiated

Update Conference

Culminating Conference

Evaluation Form

Teacher: _____ Grade Level: _____

The teacher shall complete progress-rating form for submission prior to culminating conference or at the request of the administrator.

- _____ Goal met
- _____ Goal in progress
- _____ Goal needs further development
- _____ Goal continuing next year

Administrator's Comments:

Administrator's Signature

Date

Teacher's Comments:

Teacher's Signature

Date