

SMITHTOWN CENTRAL SCHOOL DISTRICT
SMITHTOWN, NY

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

In compliance with Commissioners Regulation 100.2 (o)(2) the Board of Education at its meeting of August 14, 2001 adopted the following plan. Such plan will be available in the District's office for review by any individual on and after September 10, 2001.

Annual Professional Performance Review Criteria

Specific criteria must be used in evaluating teachers. The criteria include:

- **Content Knowledge**

Teachers must be able to demonstrate a thorough knowledge of their subject area, must keep current on the latest research and information as it relates to pedagogical practices, and must be cognizant of New York State and National Learning Standards and expectations for students.

- **Pedagogical Preparation**

Teachers must demonstrate the ability to plan effective lessons including identifying and selecting appropriate learning objectives for lessons, applying the knowledge of curriculum and content to these lessons, selecting

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appropriate and motivating learning activities, and providing opportunities to check students' understanding of the material being presented.

- **Instructional Delivery**

Teachers must demonstrate the ability to use a multitude of effective teaching strategies, must be able to adapt those strategies to the individual needs of the diverse learning styles of their students, and must support and embrace an inclusive learning environment.

- **Classroom Management Skills**

Teachers must demonstrate the ability to create an appropriate physical and affective learning environment. This should include, but not be limited to, creating a purposeful atmosphere that invites and stimulates learning, establishing appropriate rules for classroom behavior, and ensuring the safety of the students in the classroom. In addition, in the affective sense, the teacher should demonstrate the ability to foster an atmosphere of mutual respect, and should model behaviors of equity, fairness, and integrity.

- **Knowledge of Student Development**

Teachers must demonstrate knowledge of how students learn and develop. They should also be knowledgeable about how to work with students with special needs. Furthermore, teachers should be able to use their knowledge

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of student development to adapt and modify the learning atmosphere to ensure that all students have the opportunity to succeed.

- **Student Assessment**

Teachers must demonstrate the ability to use a variety of techniques to assess student learning. These should include traditional as well as alternative types of assessments. Teachers should be able to use assessment instruments to diagnose students needs, plan instruction, and evaluate student performance.

- **Collaborative Relationships**

Teachers must demonstrate those interpersonal qualities that foster positive relationships among colleagues, administrators, supervisors, and parents. Teachers should be actively involved in the educational community, and should establish effective means of communication with parents and other members of the educational community.

- **Reflective and Responsive Practice**

Teachers must demonstrate the ability to reflect on their teaching strategies and practices. Teachers must ultimately be able to self evaluate their performance and identify those areas in their teaching that may need improvement.

Methods of Evaluation

TEACHERS HOLDING PROVISIONAL CERTIFICATION

All non-tenured teachers shall receive a minimum of three performance reviews each year. Tenured teachers shall receive a minimum of one each year. All reviews shall be conducted by supervisory and/or administrative staff.

Annual Requirements

Provisional Certification, non-tenured	Minimum three evaluations, at least one portfolio
Provisional Certification, tenured	Minimum one evaluation portfolio
Permanent Certification, non-tenured	Minimum three evaluations
Permanent Certification, tenured	Minimum one evaluation

The teacher shall receive from the administrator or his/her immediate supervisor candid appraisal of his/her work. Where deficiencies are noted in formal written evaluative reports, the evaluator shall make specific recommendations for improvement or make arrangements for a supervisory specialist to give assistance in the area noted.

Where evaluative reports are based on classroom observations, written evaluative reports will be completed no later than 30 school days after the single observation or the last of a series of observations upon which they are based.

Where deficiencies are noted in formal, written evaluative reports, the supervisor or administrator shall refer to such deficiencies and their current status in his/her next formal, written evaluative report.

The employee shall have the right to answer any material retained, and the answer shall be reviewed by the Superintendent or his/her designee and attached to file copy.

A summer school teacher shall receive from the summer school administrator at least one (1) written appraisal of his/her work. Deficiencies shall be noted and specific recommendations for improvement made by the evaluator or some other individual mutually agreeable to the teacher and the administrator within the confines of the summer school program.

All provisionally certified teachers will be evaluated through the classroom observation process except as noted below. All permanently certified teachers may be evaluated by the classroom observation process or may request an alternative evaluation design.

For teachers possessing a provisional certificate, at least one of the annual evaluations shall be based on portfolio review, which may include, but is not limited to: a video of teaching performance, a sample lesson plan, a sample of

student work and student assessment instruments. A teacher's reflection on one of his or her chosen artifacts must be included.

Classroom observations, conferences and written reports shall specifically address one or more of the eight (8) APPR criteria.

TEACHERS HOLDING PERMANENT CERTIFICATION

In place of any classroom observation/evaluation, a permanently certificated teacher can elect, with the approval of his/her supervisor, to be reviewed utilizing one of the following procedures:

- **Videotape Assessment**

The teacher and the supervisor will mutually agree upon the areas of teacher performance on which the teacher is interested in focusing. They will also mutually agree upon the number of videotaped assessments that will occur during the school year. The teacher and the supervisor will view the videotape and the teacher will submit to the supervisor an analysis of the elements of the taped lesson. Ongoing discussion between the teacher and supervisor will take place in order to enhance the quality of teaching and learning in the teacher's classroom and will culminate in a written report.

- **Peer Review**

Two or more teachers may choose to observe each other and offer feedback based upon these observations. The teachers and their supervisors will mutually agree upon those areas in the teacher's repertoire on which they will focus. For example, two teachers may desire to work on their questioning techniques and will observe each other during the course of the year to observe that aspect of their teaching. The supervisor(s) will conduct an exit interview and file a written summary of the conference.

- **Portfolio Review**

This portfolio should include documentation that supports the teacher's efforts to enhance his/her teaching in the particular area decided upon by the teacher and supervisor. For example, the teacher may decide that he/she wants to devise a system of analyzing and evaluating student work as a means of assessing the teaching and learning process in his/her classroom. If that were the case, then the portfolio might include samples of student work, the annotation form that was developed by the teacher to analyze this student work, and any research or conferences that the teacher attended during the year to learn more about this focus area. The supervisor's end-of-year evaluation will include a review of the quality of the submitted portfolio.

- **Self Evaluation**

The supervisor will assist the teacher in identifying those areas on which the teacher would like to focus. The teacher, for example, might want to enhance his/her ability to use technology more effectively in the classroom. As part of his/her evaluation he/she might submit evidence of lessons taught in which technology was used to enhance the teaching and learning process. The supervisor shall file a written report on the process and results.

- **Action Research**

The teacher identifies an area that is especially interesting to him/her and designs a research project that includes the problem formation, data collection, data analysis, reporting of results, and a plan for implementing what the teacher has learned as a result of this research.

For teachers providing pupil personnel professional services, the required reviews shall be structured when appropriate as above. Because of confidentiality due to the nature of services provided by a pupil personnel professional, a conference between the supervisor and teacher shall occur in lieu of an observation. This conference shall include:

- ❖ a review of methods utilized and their purposes

- ❖ written reports
- ❖ recommendations
- ❖ evaluative data
- ❖ teacher plans as they related to logs of observed student needs and accomplishments
- ❖ student progress and parental communications

A summary written report by the supervisor shall fulfill the evaluative requirement.

Tenured teachers who hold permanent certificates and who, with the approval of their Administrator/Supervisor, choose an alternate procedure must specify, prior to the process, which of the eight Annual Professional Performance Review Criteria will be elements of the process. All eight criteria must be satisfied within a three-year period.

Teacher Improvement Plan

After an evaluation of any teacher whose performance has been deemed unsatisfactory, a meeting between the teacher and supervisor will take place to collaboratively prepare a teacher improvement plan. Such plan must be submitted in writing to the teacher before the end of the school year and include directions and activities in those areas in which the

teacher needs to improve. All plans shall be forwarded for review to the Assistant Superintendent for Personnel.

Training In Performance Evaluation

The Smithtown Central School District permits and encourages its supervisors and administrators to participate in training offered by the New York State Education Department.

Smithtown Central School District will provide training to its supervisors and administrators in the implementation of this plan.