

## **ISLAND TREES SCHOOL DISTRICT**

### **Professional Performance Review Plan**

#### **Committee members:**

District PTA	Donalee Dugal
High School Teachers	John Price
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Middle School Teachers	Roberta Raccuglia
	Katie Scott
Stokes Teachers	Peggy Powers
	Ellen Murphy
Sparke Teachers	Barbara Bolton
	Donna Toman
Administrators	Dr. Arlene Genden-Sage
	Dr. Susan Kelly
	Mary Modica
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#### **Philosophy and Intent**

The Island Trees School District recognizes that teachers and students both benefit when the professional performance of instructional staff is properly evaluated on a continuing basis. Teacher evaluation and observations are conducted for the purpose of improving the proficiency and quality of educational instruction, of informing and enhancing teaching and learning, of expanding one's knowledge base, of increasing instructional strategies, and of promoting collegial sharing. The supervisor's role is viewed as one of supporter and coach, as well as evaluator. Peer intervention, teacher mentoring, and professional support are considered important collegial responsibilities.

#### **Training in Performance Evaluation**

The District shall continue to utilize its bi-weekly Cabinet meetings between the Superintendent and administrators as the primary vehicle for any needed training or collaboration in the matter of administering performance evaluations.

## Criteria for the Evaluation

Content Knowledge: An effective teacher:

- Demonstrates command and competency of the content matter
- Incorporates national, state, and district curriculum learning standards into lessons and utilizes them in the teaching/learning process
- Displays a depth of knowledge of subject matter
- Aligns curriculum content with teaching strategies and assessment
- Encourages content area competency through reading, writing, listening, and speaking

Preparation: An effective teacher:

- Demonstrates evidence of prior planning
- Creates quality bell to bell lessons
- Establishes objectives for instructional activities that reflect the goals of the district and the standards of New York State
- Adheres to appropriate curriculum scope and sequence and/or district curriculum mapping guidelines
- Applies knowledge of the curriculum to the development and planning of successful lessons
- Clearly delineates and establishes the aim of the lesson
- Uses methods, activities, technology, and resources appropriate for learning
- Develops pivotal questions that strive to elicit higher order thinking from students
- Plans and provides to meet the needs of the multiple intelligences in the classroom through differentiated instruction

Instructional delivery: An effective teacher:

- Builds and uses a repertoire of effective teaching strategies
- Uses a variety of instructional techniques and materials and/or adapts same to various learning styles
- Plans organized lessons at the appropriate grade level
- Motivates and sustains student interest in learning
- Remains focused on the lesson objective(s)
- Displays the ability to adapt to adjustments which may arise during the lesson
- Paces the lesson to meet the needs of diverse learners
- Incorporates a multi-modality approach (visual, auditory, kinesthetic)
- Uses technology to enhance instruction
- Demonstrates creativity
- Incorporates wait time in lesson
- Demonstrates clarity and appropriateness of oral and written language during lesson
- Effectively models strategies, techniques, and activities
- Demonstrates skilled questioning techniques leading toward higher order thinking skills
- Frequently checks for understanding
- Assesses learning through a variety of processes
- Provides closure activities

Classroom Management: An effective teacher:

- Establishes, maintains, and appropriately addresses behavioral expectations and limits
- Maintains a positive classroom environment conducive to learning
- Demonstrates an awareness of time and teaches from bell to bell
- Demonstrates organizational skills
- Encourages and fosters a sense of team
- Maintains classroom control
- Supports self-motivated learning
- Utilizes positive reinforcement strategies
- Encourages classroom dialogue

Developmentally Appropriate Instructional Strategies: An effective teacher:

- Understands and addresses student needs (academic, social, emotional)
- Understands and diagnoses potential difficulties, is knowledgeable, and applies appropriate academic interventions
- Demonstrates an appreciation of both individual and cooperative efforts
- Provides opportunities for all students to learn and to experience success
- Demonstrates respect and has a positive rapport with students
- Provides positive feedback to students
- Selects learning tasks that are relevant and meaningful
- Utilizes techniques that assist students in developing a healthy self-concept
- Maintains communication with parents
- Provides opportunity for extra help in the middle and high school within the construct of the current contract and schedules and provides developmental guidance in the elementary schools on a daily basis

Student Assessment: An effective teacher:

- Conducts activities to measure accomplishment of lesson objective(s) and growth in skills, content, and behavior
- Implements assessment techniques based on appropriate learning standards designed to measure student progress
- Uses assessments to diagnose students' instructional needs, plan instruction, gauge student progress, modify instruction, and evaluate student performance
- Varies techniques and uses multiple measures for assessing students' progress

Collaboration: An effective teacher:

- Makes use of support services as needed
- Nurtures positive relationships with staff, administration, and parents
- Participates in district/building committees, teams, etc.
- Seeks advice and counsel of colleagues and supervisors when needed and utilizes all appropriate staff members
- Realizes responsibility for the total school program
- Responds promptly to and carefully performs school-related assignments and tasks
- Attends to keeping a safe, orderly classroom and school environment
- Follows and enforces all school district policies and procedures

- Seeks to improve the school program and climate through cooperation and constructive suggestions
- Effectively communicates and shares ideas, experiences, and knowledge with colleagues

Reflective and Responsive Practice: An effective teacher:

- Demonstrates interest and participates in professional growth activities
- Establishes goals for professional growth and development
- Demonstrates good judgment and professional attitude in school-related matters
- Accepts and responds positively to constructive criticism, advice, and suggestions from others
- Practices reflective teaching
- Displays competence in oral and written expression
- Continues to develop skills and competencies
- Engages in projects that strengthen the overall school program
- Displays dependability in attendance and exhibits punctuality
- Maintains accurate classroom records and reports and submits such promptly
- Adheres to Board policies, administrative procedures, and the organizational structure of the school

### **Frequency of Observation Reports and Due Dates**

**Tenured Teachers:** A minimum of one observation of the actual job performance of each tenured professional shall be conducted annually by qualified supervisors/administrator. In addition to these observations, the designated building principal shall prepare a formal evaluation of each tenured professional's performance including but not limited to the findings of the observations. The observation and evaluation shall be in written form, reviewed with the teacher and be placed in the official personnel file. Each evaluation shall conclude with a summary of the improvements necessary, if any, to make the teacher's performance fully satisfactory.

Once every two years, a tenured teacher, with the approval of the building principal, **may** opt for an alternative to the annual observation, which may include, but is not limited to the following: video of teaching performance with self-reflection and student assessment instruments, formal unit of study with self-reflection and student assessment instruments, classroom technology presentation with self-reflection and student assessment instruments, portfolio presentation with samples of teacher and student work, etc. Arrangements for the alternative plan must be made by October 1<sup>st</sup> with the building principal and submitted by May 1<sup>st</sup> for review and feedback. The alternative to the observation shall be in written form, reviewed with the teacher and the Tenured Teacher Observation Alternative Form shall be placed in the official personnel file.

**Non-Tenured Teachers:** Prior to recommendation for appointment to tenure, a minimum of one three-day observation and one single-day observation of the actual job performance of each probationer shall be performed by qualified supervisors/administrators each year of the probationary period. In addition, a first year non-tenured teacher will receive a mid-year evaluation. An end-of-the-year evaluation of the actual job performance of each probationer shall be performed by an administrator. The observations and evaluations shall be in written form, reviewed with the teacher and be placed in the official personnel file. Each evaluation shall conclude with a summary of the improvements necessary, if any, to make the teacher's performance fully satisfactory. Required observations shall take place at regular intervals

starting with initial employment and must be concluded four months prior to the conclusion of the probationary period. A full year leave replacement teacher shall be observed/evaluated as a non-tenured teacher.

Any teacher in the district with transitional or initial certificates will be required to have a portfolio review as part of the above evaluation process.

### **Teachers with Transitional or Initial Certificates**

The Annual Professional Performance Review requires teachers with transitional or initial certificates to have a portfolio review as part of the evaluation process. This portfolio **may** include but is not limited to:

- Video of teaching performance
- Sample lesson plans
- Samples of student work
- Student assessment instruments
- Self-reflection of classroom performance

The attached check off list will be used as a coversheet for Teachers with Transitional or Initial Certificates.

**ISLAND TREES SCHOOL DISTRICT**  
**TRANSITIONAL/INITIAL CERTIFICATE PORTFOLIO**

NAME \_\_\_\_\_ SCHOOL YEAR \_\_\_\_\_  
 SCHOOL \_\_\_\_\_ DATE OF HIRE \_\_\_\_\_  
 TENURE AREA \_\_\_\_\_ ANTICIPATED TENURE DATE \_\_\_\_\_

Circle the probationary year you are presently in:    first    second    third

The Annual Professional Performance Review requires teachers with transitional or initial certificates to have a portfolio review as part of the evaluation process. This portfolio may include but is not limited to: video of teaching performance, sample lesson plans, samples of student work, student assessment instruments, self-reflection of classroom performance. Using this as a cover page, please list below the items you have included in your professional portfolio.

Year _____	Item Included	Date Reviewed	Reviewer

Year _____	Item Included	Date Reviewed	Reviewer

Year _____	Item Included	Date Reviewed	Reviewer

## **Teacher Improvement Plan:**

The purpose of a teacher improvement plan (TIP) is to improve a teacher's performance, which has been identified as unsatisfactory. The TIP should be viewed as a helpful professional conversation, identifying solutions to problems and resources that will help the teacher, rather than as a disciplinary tool.

Any teacher, tenured or non-tenured, shall require a TIP when the teacher's performance is evaluated as unsatisfactory. (Section 100.2B4 State Regulations)

TIPs are to be developed in consultations with the teacher, the evaluating administrator and the appropriate department chairperson, if applicable. If the teacher requests union representation at the TIP meeting, then such a representative must also be present.

A written TIP developed as specified above shall contain:

- Identification of the specific behavior to be improved
- Identification of specific ways to demonstrate improvement and an agreement on how long it should take to affect improvement
- Identification of support, resources, and suggested services, which may include, but are not limited to, the following forms: mentors, observation of colleague(s), conferences and/or workshops, model lesson(s) by school personnel or consultants, support materials, and self-reflection of audio or video lessons (oral or journal form). The following may be utilized: teacher centers, BOCES, institutions of higher education, personal counselors, employee assistance programs, and medical referrals.

Copies of the TIP signed by the teacher and administrator will be supplied to the teacher and to the district personnel office. The original will be placed on file in the office of the building principal.

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