

STAFF EVALUATION

The Board of Education believes that the regular, rigorous and meaningful evaluation of staff is necessary to improve the achievement of students and the efficiency of district operations. To this end, the Superintendent of Schools and/or his designee shall be responsible for ensuring that all district employees are evaluated annually and receive additional staff training, if necessary, to improve their skills.

Administrators

All administrators in the school district shall be evaluated annually by the Superintendent and/or his designee in accordance with any applicable collective bargaining agreement.

Professional Employees

All professional employees (teachers, counselors, teachers, school psychologists and social workers) shall be evaluated annually in accordance with any applicable collective bargaining agreement and the district's Professional Performance Review Plan. The plan shall include criteria for evaluating teachers and other professional employees, assessment methods, plans to improve unsatisfactory teacher performance, and training for evaluators.

The Superintendent and/or his designee shall collaborate with teachers, pupil personnel professionals, administrators and parents in developing the plan. The Superintendent and/or his designee shall be responsible for selecting those individuals with whom he or she will collaborate in the development of the plan. The Superintendent and/or his designee shall meet with a group of such individuals at least once each year.

The Superintendent and/or his designee shall submit the district's Professional Performance Review Plan, with any recommended changes, to the Board at its reorganizational meeting each July. At that meeting, the Board may request that the Superintendent reconsider or reexamine certain aspects of the plan, in which case, the Superintendent will resubmit the plan at the Board's first regular meeting in August.

The Board will provide members of parent organizations and the president of the teachers' union the opportunity to comment on the plan, prior to its adoption, at any meeting at which the plan is considered. The Board must approve the plan before it becomes effective. The approved plan for each school year will be available in the district offices by September 10 of each year.

Each year, the Superintendent shall provide a report to the State Education Department on information related to the district's efforts to address the performance of teachers rated unsatisfactory.

Support Staff

Support staff (those staff not required to be evaluated under the Professional Performance Review Plan) shall be evaluated annually in accordance with any applicable collective bargaining agreement. The Superintendent shall ensure that all required evaluations take place.

Training

The Superintendent shall ensure that all staff that are required to evaluate other staff are provided sufficient training in assessment and evaluation.

Cross-ref: 9700, Staff Development

Ref: 8 NYCRR § 100.2(o)(2) (Professional Performance Review Plans)

Adoption date: February 4, 2009

**ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN
LINDENHURST PUBLIC SCHOOLS
2008-09**

Criteria for the Evaluation of Teachers providing Instructional Services

The criteria for the evaluation of teachers providing instructional services shall include an evaluation of the following:

1.0 Content knowledge - The teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum. The teacher will follow prescribed curriculum and share expertise with peers.

2.0 Preparation - The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction. Lesson plans will state goals and objectives, outline subject matter, list materials and equipment, describe learning activities, and provide for pupil evaluation.

3.0 Instructional delivery - The teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning. During the presentation of lessons, teachers will state goals and objectives, motivate pupils, communicate subject matter, develop skills, interact with pupils, use time effectively, use varied materials, equipment and techniques, summarize the lesson, achieve goals and objectives, and check for student understanding.

4.0 Classroom management - The teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning. The teacher will inventory, distribute, and collect school property, supervise pupil management and discipline, maintain pupil attendance, grades and plan books, provide required reports, and maintain a safe and attractive classroom.

5.0 Student development - The teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students. The teacher will provide for individual needs.

6.0 Student assessment - The teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.

7.0 Collaboration - The teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers, as needed, and

appropriate support personnel to meet the learning needs of students.

8.0 Reflective and responsive practice - The teacher shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

Criteria for the Evaluation of Teachers and Other Staff Members Providing Pupil Personnel Services

The criteria for the evaluation of teachers and other staff members providing pupil personnel services include an evaluation of the following:

1.0 Communication - The teacher or other staff member shall demonstrate the ability to communicate and relate to students, staff, and parents.

2.0 Procedures - The teacher or other staff member shall demonstrate the ability to carry out procedures in a timely and accurate manner.

3.0 Knowledge of student growth - The teacher or other staff member shall demonstrate knowledge of student growth, development and related problems.

4.0 Assessment and intervention - The teacher or other staff member shall demonstrate the ability to make meaningful assessments, interventions and recommendations addressing individual needs.

5.0 Confidentiality - The teacher or other staff member shall demonstrate considerations relevant to confidentiality and ethical standards.

6.0 Knowledge of NYS mandates and regulations - The teacher or other staff member shall demonstrate knowledge of NYS mandates, due process, laws, and regulations.

7.0 Sharing information - The teacher or other staff member shall demonstrate responsibility for sharing information with appropriate personnel.

8.0 Working within setting - The teacher or other staff member shall demonstrate the ability to work within the framework of the educational setting.

9.0 Awareness of new developments and awareness as a resource - The teacher or other staff member shall demonstrate and maintain an awareness of new developments in the field, participate in educational planning, and be available as a resource.

10.0 Attendance and punctuality - The teacher or other staff member shall demonstrate a positive attitude to job responsibilities as demonstrated by good attendance and punctuality.

Assessment Approaches

The primary tool for assessing teachers' performance in Lindenhurst during 2008-09 shall be **classroom observation**. Untenured teachers will be observed by their principal, assistant principal, or curriculum coordinator a minimum of three times annually. Tenured teachers will be observed a minimum of twice annually. Several principals have chosen to observe a teacher teaching a "unit" on two or three consecutive days so that teachers may demonstrate several different instructional modalities.

Other methods that may be employed include **videotape assessment** and **portfolio review**. Videotape assessments involve having a lesson videotaped followed by a discussion with the teacher and his/her supervisor as they view the tape together. A written evaluation of the experience brings closure to the process. Portfolios may include a video or audiotape of teaching performance, sample lesson plans, samples of student work, student comments, a summary of ongoing professional development, student assessment instruments and the teacher's reflection on his or her classroom performance. The contents of the portfolio, which provide evidence of growth and development, are reviewed by the teacher and his/her supervisor on an ongoing basis. There is a great deal of self-reflection.

Teachers Holding Initial Certification

The APPR regulation requires that teachers holding initial certification be evaluated using a portfolio review which may include (in addition to formal and informal administrative evaluations):

- ! A video of teaching performance
- ! A sample lesson plan
- ! A sample of student work
- ! Student assessment instruments
- ! Teacher reflection on classroom practice

Training in Performance Evaluation

Lindenhurst will provide training in good practice for principals and supervisors who conduct performance evaluations. This will be done both formally and informally. New administrators will be assigned experienced mentors. Discussion at administrative meetings will focus on evaluation. In addition, administrators will be encouraged to participate in training sponsored by the State Education Department and various outside agencies and organizations.

Reporting Requirement

SED requires that school districts report on an annual basis information related to the school district's efforts to address the performance of teachers whose performance is evaluated as unsatisfactory, including information related to the implementation of teacher improvement plans for teachers so evaluated. All staff who are deemed unsatisfactory, marginal, or whose performance has raised concerns, will receive a "Teacher Improvement Plan" (TIP). This TIP will identify areas of weaknesses, a plan of action to remediate these weaknesses, and a timeline for implementation of the plan. Plans of action may include mentoring, intervisitations, professional growth opportunities, etc. The Teacher Improvement Plan will be reviewed periodically by the teacher and his/her supervisor. Progress on the TIP will be noted. Time shall be made available to the teacher during the school day to implement the TIP.

Performance Review of Superintendent

The Board of Education shall annually review the performance of the Superintendent of Schools according to procedures developed by the Board of Education in consultation with the Superintendent. In accordance with the Amendment to Subdivision (o) of Section 100.2 of the Regulations of the Commissioner of Education, such procedures shall be filed in the district office and be available for review by any individual no later than September 10th of each year.

Formal Procedures for the Review of the Performance of Teachers

Formal procedures for the review of the performance of teachers shall be determined by the school district, consistent with the requirements of Article 14 of the Civil Service Law.

Adoption date: February 4, 2009

