

Champlain Valley Educational Services

Annual Professional Performance Review

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Plan for Annual Professional Performance Review

Purpose

The Annual Professional Performance Review (APPR) for Champlain Valley Educational Services (CVES) has been developed in compliance with the Amendments of the Commissioners Regulations CR 100.2 (o). The plan will commence September, 2011 for all building principals/supervisors and professional personnel. The purpose of this plan is to outline how the performance of all building principals/supervisors and professional personnel will be annually reviewed. The APPR will be tied to the Professional Development Plan (PDP) for CVES.

Expectations and Beliefs

- An annual review utilizing specially approved criteria for all building principals/supervisors and professional personnel in New York State will result in high expectations and achievement for all professionals.
- Continuous performance review will result in improved student achievement.
- Building principals/supervisors and professional personnel will continue to take a serious and professional approach to their own growth through a thoughtful and reflective personal performance review.
- Building principals/supervisors and professional personnel will develop and review professional development goals on an annual basis.
- Building principals/supervisors and professional personnel will be involved in the crafting and refinement of the overall individuals' performance plan.
- Building principals/supervisors and professional personnel will participate in career-long professional growth based on their APPR and the development of professional goals.
- The district will provide annual training for the conducting of effective performance evaluations to staff who perform such evaluations.

Professional Personnel

Criteria

CVES expects all professional personnel to strive for exemplary achievement in all categories being evaluated. Multiple performance review tools and necessary forms have been created for the APPR of professionals at CVES:

- Pre-observation form(s)
- Observation/Evaluation form(s)
- Self-Evaluation Annual Professional Performance Review form(s)
- Portfolio form(s)
- Self-Directed Task form(s)
- Rubrics
- Teacher Improvement Plan

Definitions

Professional Personnel (PP)

- All job titles per Champlain Valley Educational Services United Professionals contract
- Classroom Instructional Personnel (CIP)
- Classroom Teachers
 - Content Area Teachers
 - Teaching Assistants
- Specialized Instructional and/or Support Personnel (SISP)
- Counselors
 - Mathematics AIS
 - Occupational Therapists & Assistants
 - Physical Therapists & Assistants
 - Reading Specialists
 - Teachers of the Blind and Visually Impaired
 - Teachers of Deaf
 - Teachers of Speech and Hearing Handicapped
- Resource Personnel (RP)
- Curriculum specialists
 - Interpreters
 - Nurses
 - RSE-TASC Trainers
 - Coordinators
 - Training Specialists
 - Transition Services Provider
 - Any other title in accordance with CVES United Professionals contract

Standards and Levels of Performance

The following performance levels are used to document current achievement against standards:

- Unacceptable
- Acceptable
- Proficient
- Exemplary

Teacher Improvement Plan (TIP)

This plan will be developed in consultation with an administrator(s) and will identify specific goals and strategies for improvement to be re-evaluated at a later date to ensure enough time for growth. This process applies to any PP. A TIP is not to be used as a disciplinary tool. The most current assessment should be given major consideration for the development of the TIP. Use one form for each domain in need of improvement.

Criteria for TIP:

1. Observation/Evaluation: a rating of unsatisfactory in a domain(s)
2. Self-evaluation, Portfolio or Self-Directed Task: a rating of unsatisfactory

It is possible for a teacher to receive “unacceptable” in a domain subcategory and may or may not be required to complete a TIP. When a TIP is required, union representation and support will be provided throughout the process.

A TIP is a strategic plan for improvement – be S.M.A.R.T. (recognize that growth promoting goals are Specific, Measureable, Action oriented, Realistic, and Time-bound). The development of an effective TIP includes the following:

- Area(s) to be strengthened (Should relate directly to the area(s) of need indicated in the most recent evaluation tool)
- Desired outcomes (What specifically does the PP have to do to improve?)
- Interventions (How will district support desired outcomes?)
- Evidence of improvement (Documentation the district expects to demonstrate improvement)
- Timeline (Intermediate benchmarks and review dates to accomplish and monitor change)
- Resources (Who will support the PP and/or monitor progress in effort to improve? e.g. mentors, teacher center, district personnel, conferences, literature)
- Release time for courses or workshops
- Action plan (teacher agrees to do the following to make the required improvement)
- Assessment date (date of next formal observation/collection of evaluation tool, allowing time for measurable growth)
- Signatures by the PP and district representative indicating agreement with the TIP.

Evidence of successful completion of a TIP requires a rating of “satisfactory” and will be documented on the TIP Post-Evaluation Summary Form, typically following a formal observation. A formal observation, used as evidence of a successful completion of a TIP, may also be considered if a PP obtains an “Unsatisfactory” on a Self-evaluation, Portfolio or Self-Directed Task, otherwise the PP will be required to resubmit the assigned evaluation tool at a “Satisfactory” level.

Assessments

All tenured professional personnel will participate in a four-year APPR cycle. The components of this cycle will be:

1. Observation/Evaluation
2. Self-evaluation
3. Professional Portfolio
4. Self Directed Task

In addition, the administration may elect to conduct a formal performance evaluation(s). Upon implementation of the APPR, the administration will assign the professional to his/her initial component of the four-year cycle, taking into consideration classroom teaching teams and Professional Learning Communities (PLC) where possible. After initial assignment, professionals will follow the sequence of the established four-year cycle. Positions that are not a tenure track will move into the four-year APPR cycle upon completion of three years of satisfactory formal evaluations.

Non-tenured and initial certificated PPs will have a minimum of two formal performance evaluations annually. In addition, the State Education Department requires that the transitional and initial certificate holders will be evaluated based on a portfolio review, which may include but is not limited to: a video of teaching, a sample lesson plan, a sample of student work, assessment instruments, and the teacher’s reflection on his/her performance. Prior to the end of the second year of employment, transitional and initial certificate holders must complete a portfolio and petition the peer review committee for a formal review of their portfolio. The peer review committee will be comprised of CVES United Professionals Unit members who will receive peer review training by NYSUT.

The PP has to demonstrate the extent to which they have successfully utilized the analysis of available student data and other relevant information when providing instruction. Evidence of successful utilization of data may include: student data binders, ongoing tallies of therapeutic intervention, standardized assessments, SCANS scores, engagement scores, technical grades, skill profiles, job targets, and academic scores.

Once tenured, PPs will be assigned to the established four-year APPR cycle.

RP may not need to complete the Pre-Observation form depending on the nature of their particular job. For example, a RSE-TASC Trainer could utilize the form if a presentation were being observed; the Work Experience Coordinator probably wouldn't utilize the form because the nature of their job does not "teach" a lesson. This should be mutually agreed upon prior to the Observation/Evaluation between the administrator and the PP.

Assessment Approaches

Observation/Evaluation

Forms utilized:

1. Formal_eval_memo.doc
 - a. This form is used by the administrator to schedule the formal observation component
2. Pre-observation information sheet.doc
 - a. This form is completed by the PP and brought to the pre observation conference with the administrator to discuss the elements of the lesson to be taught.
3. CVES_Forma Eval.xls
 - a. This form is completed by the administrator and reviewed with the PP
4. Formal_Eval_Rubric.xls
5. TIP.doc
 - a. This form is used if there are any domain(s) that rate an "unsatisfactory" in the formal observation
 - b. You will use a separate sheet for each domain needing a "TIP"
6. The self-evaluation rubrics are not appropriate for this component.

Non-tenured PP

- Receive a minimum of 2 observation/evaluations per year (According to Champlain Valley Educational Services United Professionals contract language)
- Notification will be given at least a day prior to the formal observation
- Pre-Observation form to be completed by PP
- Pre-Observation conference with supervisor
- Observation
- Post-Observation conference
- Once tenured they will be assigned to the established four-year cycle.

Please note: Below is the actual contract language according to Champlain Valley Educational Services United Professionals contract Article 10:

Evaluation Procedures

A. There will be three (3) levels of employee evaluation:

- 1. Informal Observations, which are not placed in the employee's personnel file.**

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2. Formal Observations which, depending on the nature of the employee's position, will include classroom/work observation. These will be written up and a copy will be placed in the employee's personnel file.
 3. Annual Evaluations, which are a comprehensive evaluation and not solely limited to classroom/work observations, but are limited to areas involved with the performance of duties. A copy of the Annual Evaluation will be placed in the employee's personnel file.
- B. All formal observations for personnel file purposes shall be performed by Building Administrators, Supervisors, Assistant Supervisors, Division Directors and/or the District Superintendent. Formal observations shall be announced prior to the process-taking place.
- C. Prior to the first formal observation of an employee by an individual (see above), the purpose and procedure of such formal observation shall be reviewed in a pre-conference by the evaluator with each employee. Solely for the first formal observation by any of the aforementioned (see '10B) individuals, employees shall receive notification of the formal observation at least the day prior to the formal observation.
- D. Minimum numbers of formal observations shall be done according to the following schedule:

| <u>Part 30 Probationers</u> | <u>C.S. Probationers</u> | <u>Tenured or Permanent</u> |
|----------------------------------|---|------------------------------|
| 2 times per year of probation | Twice during the period of probation | Once each year of service |

The first formal observation shall be done within the first 90 days of the bargaining unit member's employment. Unless additional assistance through the evaluation process is deemed necessary by the administration, the BOCES will avoid performing two formal observations within the same month.

1. A post-observation conference will be held within ten (10) school days of the observation. During this post observation conference, a summary of the lesson will be jointly developed by the observer and the employee.
 2. If there are any areas in need of the improvement the evaluator will discuss them with the employee at this conference. The evaluator will also provide suggestions for improvement at this meeting.
 3. A written report of the observation shall be prepared by the evaluator within thirty (30) calendar days of the post-observation conference. The report shall include the summary of the lesson; any identified areas of improvement and suggested methods of improvement. The employee and the administrator shall each sign the report to acknowledge receipt of a copy and that a post-observation conference has been held.
- E. A joint committee of the Association and the BOCES shall meet periodically or as needed to review the observation forms. Any changes are subject to final approval of the District Superintendent and the Association.

Tenured PP

- Pre-Observation form to be completed by PP
- Pre-Observation conference with supervisor upon request of either party
- Observation
- Post-Observation conference upon request of either party

Self-Evaluation Component

Forms utilized:

1. APPR_Self_Eval_Record_sheet.xls
 - a. This form should be submitted with your goal to your supervisor prior to the end of the first quarter.
2. CIP Rubrics
3. RP Rubrics
4. SISP Rubrics

The professional establishes goals that reflect his/her needs, the needs of the students and of the district. Each professional will work cooperatively with his/her administrator to develop goals statement(s) prior to the end of the first quarter. Evidence the PP met the rubric criteria will be demonstrated through documentation for their specific personnel category (CIP, SISP, or RP). A date will be established during

the third or fourth quarter to submit the completed Self Evaluation Record sheet. The PP should indicate on the bottom of the form whether they wish to meet with their administrator.

Classroom Instructional Personnel

A Classroom Instructional Personnel Annual Professional Performance Review will be conducted with all classroom instructional personnel, as defined above, and will include eight (8) criteria, which are required by the Commissioner of Education. The evaluation of CIPs will include the following criteria:

1. Content Knowledge
2. Preparation
3. Instructional Delivery
4. Classroom Management
5. Student Development
6. Student Assessment
7. Collaboration
8. Reflective and Responsive Practice

Specialized Instructional/Support Personnel

A Specialized Instructional/Support Personnel Annual Professional Performance Review will be conducted with personnel, as defined above, and will include eight (8) criteria. The evaluation of SISPs will include the following criteria:

1. Content Knowledge
2. Preparation
3. Service Delivery
4. Student Management
5. Student Development
6. Student Assessment
7. Collaboration
8. Reflective and Responsive Practice.

Resource Personnel

A Resource Personnel Annual Professional Performance Review will be conducted with personnel, as defined above, and will include six (6) criteria. The evaluation of RPs will include the following criteria:

1. Preparation
2. Services to Students
3. Services to Parents/Guardians/Caregivers
4. Services to School Personnel (CVES/districts)
5. Collaboration
6. Reflective and Responsive Practice

Professional Portfolio

Forms utilized:

1. Portfolio_Record.xls

The portfolio process allows the PP to think about what has been learned, how it has been learned and how there has been growth through trial and error, reflection, observations of colleagues, conference attendance and/or other experiences. This plan will be initiated by communication between the administrator and the PP

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to establish goal(s) prior to the end of the first quarter. A date will be established during the third or fourth quarter to submit the completed Portfolio and Portfolio Record sheet. The PP should indicate on the bottom of the form whether they wish to meet with their administrator. PP may have the opportunity to meet with other staff that has been involved in the portfolio cycle to brainstorm ideas for the portfolio. The PP has the opportunity to partner with peers to review their portfolio.

The required components for all portfolios are:

1. Identify a **Goal** using the following domains:
CIP & SISP: A selection of two domains from the following four will be used for the first portfolio cycle (with the understanding that in next portfolio cycle the other two domains will be completed)
 - **Content Knowledge**
 - **Instructional Delivery**
 - **Classroom Management**
 - **Student Assessment****RP:** Choose the 3 most relevant domains to your position:
 - **Preparation**
 - **Services to Students**
 - **Services to Parents/Guardians/Caregivers**
 - **Services to School Personnel (CVES/districts)**
 - **Collaboration**
 - **Reflective & Responsive Practice**
2. A **rationale** for evidence and materials at the beginning of each section answering:
 - **What is in the section?**
 - **How does the evidence demonstrate that the Performance Area is met for domains chosen?**
3. **Evidence** that demonstrate PP effectiveness as measured by the Evaluation Rubrics. Evidence may include any of the following:
 - Assessment data
 - Evidence of Professional Development
 - Examples of student work
 - Instructional materials
 - Lesson and unit plans
 - Measurements of student performance such as: timeout records, assessments, etc.
 - Photographs, Multimedia
 - Professional feedback (observations, letters of recommendation, peer partnering)
 - Professional Reading
 - Professional Research
 - Reflective Journal Entries
 - Student/parent feedback
4. A **general overview/reflection** is a closing narrative specific to each domain selected by the teacher
5. A statement of your professional **philosophy of education**
6. A **resume**
7. Evidence of **professional development** that you have participated in during this academic year
8. A **binder with dividers** will be provided to assist in storing and presenting the portfolio

Self-Directed Task

PP can select at least one of the options, listed below, as evidence of meeting their goals. This plan will be initiated by communication between the administrator and the PP to establish goal(s) prior to the end of the first quarter. At that time, the PP will submit the “Self-Directed Task Record Sheet” to the administrator indicating the task(s), the domain(s) and the goals. A date will be established during the third or fourth quarter to submit the completed Task and Self-Directed Task Record sheet. The PP should indicate on the bottom of the form whether they wish to meet with their administrator. PP may work in teams when selecting an option to meet their goals.

Form utilized:

1. Self-Directed Task Record Sheet
 - a. This form will be submitted with your goal, task(s) & domain(s) to your supervisor prior to the end of the first quarter.
 - b. This form will also serve as the final record sheet.

Self-Directed options of evidence of meeting goals:

1. **Action Research Project:** an investigation to discover or establish facts and relationships by identifying a problem, collecting information, analyzing data and determining a solution to a given educational situation that was identified through the goals that the PP set.
2. **National Board Certification** – the teacher can apply for this program and, if accepted, submit certification of completion of the requirements as evidence of meeting goals.
3. **Project:** PP creates ways to demonstrate that their goals have been met, such as a slide show, journal, etc.
4. **Student work:** evidence presented that demonstrates that PP’s yearly goals are met.
5. **Video:** Videotape will be made that demonstrates or has supporting evidence of meeting the goals set.
6. **Workshop:** PP can prepare and present a workshop that focuses on issues that are addressed in the PP’s yearly goals.
7. **Other** – plans must be agreed upon by PP and administrator.

Additional Elements of Professional Personnel

HOUSSE is a tool of NCLB which a teacher may use to demonstrate competency in all core academic subjects they teach, if they are not considered highly qualified by other means. It is a check list which allows points for previous academic, classroom and professional development experiences. Upon the second year of employment, the HOUSSE check list will be completed and submitted to Division Director for review. Teachers may complete the HOUSSE check list periodically as appropriate.

All parties in each division of CVES may also develop specific professional expectations that will become part of the overall performance review program to be documented, reviewed, and incorporated into the development of annual professional development goals. The specific elements of the divisional expectations will be developed with professional personnel.

Building Principals/Supervisors

Criteria: CVES expects all building principals/supervisors to be the leaders our students need and deserve to succeed in the 21st century. Presently CVES utilizes an APPR instrument designed for administrators. The instrument focuses on:

- Knowledge

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- Planning and Organization
- Initiative – Follow Through – Decision-Making
- Staff Communication
- Community Relations
- Assignment of Pupils to Classes, Programs, and Activities
- Temperament – Cooperation – Loyalty
- Dependability – Accountability
- Relationship with Students
- Personal Characteristics

Definition

Building principal/supervisor is a certified administrator designated by the school's controlling authority to have executive authority, management, and instructional leadership responsibility for all or a portion of a BOCES-operated program.

Standards and Levels of Performance

- S - Satisfactory
- NI - Needs Improvement
- U - Unsatisfactory
- NA - Not Applicable

Assessments

All tenured building principals/supervisors will be evaluated once a year and non-tenured building principals/supervisors will be evaluated twice a year.

District Superintendent

The District Superintendent is evaluated by the CVES Board of Education on an annual basis. The evaluation is on file in the district office and available after June 30 every school year.