ROCKVILLE CENTRE
UNION FREE SCHOOL DISTRICT

ANNUAL PROFESSIONAL PERFORMANCE
REVIEW PLAN
(APPR)

DEVELOPED TO MEET THE
COMMISSIONER’S REGULATIONS

2000-2001
ROCKVILLE CENTRE UNION FREE SCHOOL
DISTRICT
MISSION STATEMENT

The mission of the Rockville Centre Schools is to educate our students to become independent thinkers and problem solvers. It is our goal to empower each student to meet the challenges of tomorrow's emerging world. The District will provide a safe, nurturing environment in which individual and civic responsibility is fostered, diversity is respected, and all students are enabled to realize their full potential.
ANNUAL PROFESSIONAL PERFORMANCE REVIEW OVERVIEW

In the spring of 1996 Chancellor Hayden, New York State Board of Regents, appointed a Task Force on Teaching to examine the state of teaching and teacher preparation in New York State and to make recommendations that will ensure teachers are able to assist all students in meeting the higher learning standards. By November 1997, the Task Force had met about a dozen times, often with constituents and consultants. The members of the Task Force reviewed the literature and obtained information about others’ experiences with reform efforts in teaching. Ultimately, its recommendations focused around effective teacher preparation, staff development and teacher performance evaluation.

Almost two years later at its July 19, 1999 meeting, the Board of Regents approved an amendment to Section 100.2(o) of the Commissioner's Regulations relating to the annual professional performance review. In a joint August 1999 memorandum from the Deputy Commissioner for Higher Education and the Deputy Commissioner for Elementary, Middle, Secondary and Continuing Education to district superintendents, they write: “The regulation does require that a district develop a plan for the annual professional performance review of all instructional members. The plan should be developed during the 1999/2000 school year.”

In response to the new regulation and in conjunction with the directive from the State Education Department, members of the Rockville Centre School District began the process of reviewing its current performance plan for instructional staff. This review of the current plan was done in the context of understanding and examining the criteria of the annual professional performance review, CR 100.2(c).
ANNUAL PROFESSIONAL PERFORMANCE REVIEW

Criteria for Teacher Performance Review

CONTENT KNOWLEDGE
The teacher shall demonstrate a complete knowledge of the subject matter area and curriculum.

→ Demonstrates command of the subject matter
→ Competency in subject matter
→ Incorporates learning standards into lesson
→ Develops and utilizes age-appropriate content and skills objectives based upon curriculum
→ Curriculum content is appropriately aligned with teaching strategies and assessment
→ Demonstrates content area competency through reading, writing, listening and oral communication skills

PREPARATION
The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

→ Establishes objectives for instructional activities that reflect the district’s and New York State goals
→ Evidence of careful planning
→ Well-defined objectives
→ Clearly delineates and establishes aim of lesson
→ Adheres to appropriate curriculum scope and sequence
→ Uses methods and activities appropriate for learning
→ Materials are well prepared and distributed effectively
→ Effectively utilizes available resources/materials that support effective learning
→ Motivates and sustains student interest in learning
→ Provides for individual and group needs
→ Develops pivotal questions that strive to elicit higher-order thinking from students
→ Evidence of credibility

INSTRUCTIONAL DELIVERY
The teacher shall demonstrate that the delivery of instruction results in:
- Active student involvement
- Appropriate teacher/student interaction
- Meaningful lesson plans

→ Evidence of prior planning
→ Smooth transitions between components of lesson
→ Ability to meet the “surprises” and dynamics of lesson
→ Goal, curriculum, standards oriented
→ Varied techniques, methodology
→ Adapts instructional technology
→ Use of technology as an instructional tool
→ Use of language, tone of voice, enthusiasm, free of slang
→ Instruction is paced to meet the needs of the students
→ Uses sound questioning and motivation techniques
→ Creativity
→ Meets the needs of diverse learners including incorporation of a multi-modality approach (visual, auditory, kinesthetic)
→ Incorporates wait time in lessons
→ Incorporates pivotal questions
→ Relates lesson to students’ own experience
→ Provides closure activities
→ Frequently checks for understanding
→ Clarity of oral and written language during presentation and during lesson
→ Plans organized lessons at the appropriate grade level
→ Remains focused on the lesson objective(s)
→ Excellent modeling
→ Checks for and recognizes frustration levels and understanding
→ Provides guided and independent practice of material
→ Seeks higher-order thinking through questioning strategies
→ Assesses learning through a variety of evaluation tools

CLASSROOM MANAGEMENT:
The teacher shall demonstrate classroom management skills supportive of diverse student learning needs, which create an environment conducive to student learning.

→ Behavioral limits established, maintained, addressed appropriately
→ Awareness of time
→ Organization
→ Physical features
→ Positive atmosphere in classroom
→ Sense of team
→ Class control
→ Effective use of time (no “down” time)
→ Provides opportunities for all students to learn and experience success
→ Supports self-motivated learning
→ Utilizes positive reinforcement strategies
→ Utilizes techniques that assist students in developing a healthy self-concept
→ Encourages classroom dialogue
→ Maintains a classroom atmosphere that motivates, challenges, and fosters high student expectations
→ Demonstrates an appreciation of both individual and cooperative efforts
→ Attends to keeping a safe, orderly classroom, school environment
→ Recognizes the importance of attendance and timeliness to the educational process

**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.*

→ Understanding and addressing of student needs (academic, social emotional)
→ Demonstrates respect, rapport with students
→ Demonstrates understanding, diagnosis of potential difficulties, knowledge and application of interventions
→ Provides positive feedback to students
→ Maintains communication with parents
→ Makes provision for being available to assist students

**STUDENT ASSESSMENT**
*The teacher shall demonstrate the implementation of assessment techniques based on appropriate standards designed to measure students’ progress in learning.*

→ Uses varied techniques and evaluative tools
→ Aware of individual needs
→ Assessment linked to standards
→ Conducts activities to measure accomplishment of lesson objectives and growth in skills, content and/or behaviors

**COLLABORATION**
*The teacher shall demonstrate development of effective collaborative relationship with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students.*

→ Positive relationships with staff, administration, parents
→ Communicates effectively with colleagues
→ Seeks advice and counsel of colleagues and administrators when needed and utilizes all appropriate staff members
→ Realizes responsibility for the total school program
→ Participates in district/building committees, teams, etc.
→ Responds promptly to and carefully performs school-related assignments and tasks
→ Follows and enforces, when necessary, all school and district policies, procedures
→ Seeks to improve the school program and climate through cooperation and constructive suggestions
→ Communicates effectively with colleagues
→ Shares ideas, experiences, and knowledge with colleagues
REFLECTIVE AND RESPONSIVE PRACTICE
The teacher shall demonstrate that practice is reviewed, effectively assessed, and appropriate adjustments are made on a continuing basis.

→ Responds positively to constructive suggestions
→ Demonstrates interest and participates in professional growth opportunities
→ Practices reflective teaching
→ Displays competency in oral and written expression
→ Continues to develop skills and competencies
→ Establishes goals for professional growth and development
→ Engages in projects that strengthen the overall school program
→ Displays dependability in attendance and exhibits punctuality
→ Demonstrates good judgment and professional attitude in school-related matters
→ Maintains accurate classroom records and submits reports and records punctually
→ Adheres to Board policies, administrative procedures, and the organizational structure of the school
→ Accepts constructive criticism and considers advice and suggestions from others
→ Modifies practices, plans and ideas in the light of evaluation
Rockville Centre Public Schools  
128 Shepherd Street  
Rockville Centre, NY 11570

ANNUAL PROFESSIONAL PERFORMANCE REVIEW

Assessment of Teacher Performance

Philosophy

There are six continuing District instructional priorities. They include:

1. developing higher-order thinking skills
2. improving questioning strategies
3. designing interdisciplinary projects
4. mastering and/or expanding assessment techniques
5. creating alternative instructional techniques
6. applying technology to instruction and assessment

The outcome of professional staff observation and evaluation should complement the school district’s goal to enable every youngster, regardless of ability and interest, to achieve success. The program of supervision and evaluation also should assist each person in his/her professional development. Teachers are encouraged to use action research in order to systematically examine their own educational practices. Standards used to judge performance should be clearly identified and should be applied in a consistent and fair manner.

Teacher evaluation and observations shall be conducted for the purpose of improving the proficiency and quality of educational instruction. The administrator’s role is viewed as one of supporter and coach as well as evaluator. Administrator and faculty collaborate to orient new staff members and assist them in meeting Rockville Centre School District’s performance criteria.

Observations

Observation for rating purposes of first year teachers shall be for help as well as evaluation. However, such observations should not be reduced to official writing for the first month.

Observation by the building principal or designee should occur at least four times during the year for each probationary teacher. All observations and evaluations should be completed by June 1st.

When a classroom observation by an Administrator is reduced to a written report following his/her observation of a teacher, the observer shall confer with the teacher within ten school days from the date of the observation. A copy of the formal written
report shall be delivered to the observed teacher two days prior to the teacher’s signing the report and within ten school days of the observation. The teacher has the option of requesting an additional conference with the observer prior to signing the report.

The teacher shall sign the observation report to indicate that same has been shown to him/her. The teacher shall receive a copy. Such signature shall not be deemed an automatic concurrence with the opinion of the evaluator.

A teacher has the right, if he/she so desires, to attach his/her comments to any such observation reports providing the attached is made within thirty school days of the date of the observation report.

**Non-tenured teacher:**
Four (4) observations and an evaluation for probationary teachers shall be completed by June 1.

**Tenured teachers:**
One (1) observation and an evaluation shall be completed by June 1.

*(See Article 6 of the Agreement between the Board of Education of the Rockville Centre School District and the Rockville Centre Teachers Association)*

**Alternative Evaluation Process:**

We invite tenured teachers to participate in an alternative evaluation process. Teachers who request an alternative evaluation must submit a professional plan for approval to their administrator no later than October 13. This deadline is flexible if the teacher needs additional time to develop a plan. This plan may include peer coaching as one component. However, each professional plan must address one or more of the district's instructional priorities. Teachers working in multiple buildings receive the approval of all administrators.

A teacher who participates in an alternative evaluation will be expected to provide an end-of-year report of progress to the administrator(s), which will become the main focus for an end-of-year conference. This conference will then be summarized by the administrator(s) into an evaluation report, which will be filed in the teacher's personnel folder.

It is possible that the teacher and administrator may find it necessary to meet during the year for "mid-course corrections" or that administrators may want to provide assistance in the form of classroom observations/visitations during the year, suggest conferences to attend or journals to read that would help the teacher reach the goals of the professional plan. As in the past, the Teacher Center and the Central Office Administrators are ready to provide assistance to any teacher in the development or implementation of an approved plan.
Assessment Approaches:

The following methods will be used by the Rockville Centre School District to assess teachers’ performance. These will include but will not be limited to the following:

- classroom observation
- Videotape assessment
- self-review
- peer review
- portfolio review

Teachers possessing a transitional or initial certificate will be evaluated based on a portfolio review, which may include but will not be limited to:

- video of teacher’s performance
- sample lesson plan
- sample of students’ work
- student assessment instruments
- teacher’s reflections of his/her classroom performance
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ANNUAL PROFESSIONAL PERFORMANCE REVIEW
Teacher Improvement Plan

The work performance of all teachers shall be evaluated in writing at regular periodic intervals based on the criteria and methods indicated in this document, and the teacher shall be advised of same. Any teacher dissatisfied with his/her evaluation shall have the right to file a written reply, which shall be appended to the evaluation.

If a teacher’s performance is evaluated as unsatisfactory, the development of a teacher improvement plan is required as follows:

1. The district’s evaluator identifies the area(s) of concern based on “Criteria for Teacher Performance”.
2. The district’s evaluator meets with the teacher to discuss area(s) of concern.
3. The district’s evaluator, in consultation with the teacher, will develop a teacher improvement plan.

Teachers are encouraged to use action research in order to systematically examine their own educational practices and the areas of concern identified in number one above.

THE ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

TRAINING FOR PERFORMANCE EVALUATION

District evaluators who are responsible for observing and evaluating teachers will be involved in a number of professional activities to continue to refine their supervisory skills. Participating at State Education Department workshops held at the local BOCES provide an opportunity for district evaluators to continue to upgrade their knowledge base and skills. In addition, district evaluators will have the opportunity to attend other conferences to acquire information on effective teaching strategies. Whenever possible, the District will also offer training in supervision and observation.

PERFORMANCE REVIEW OF THE SUPERINTENDENT OF SCHOOLS

The evaluation instrument, collaboratively prepared by the Superintendent of Schools and the Board of Education, is on file in the District Clerk’s office.