

Scarsdale Public Schools Annual Professional Performance Review

According to the revisions of Part 100 of the Commissioner's Regulations, the purpose of the Annual Professional Review is to ensure that the performance of all teachers and pupil personnel professionals will be reviewed annually to improve the quality of teaching and learning and to meet the learning needs of students. The objectives of the APPR require consistent review criteria; they ensure teacher input; they employ multiple measures; they tie performance to district/school priorities; they increase responsibility for self-improvement; and they provide support to teachers in need of improvement. The components of the APPR include criteria for evaluation methods used to assess teacher performance; an improvement plan as specified by regulation for teachers rated unsatisfactory, and a training program for evaluators.

The Scarsdale Public Schools have a long-standing practice of providing for the supervision and evaluation of probationary and non-tenured teachers, as well as a performance evaluation system for tenured teachers. Guidelines, procedures and criteria for evaluation are set forth in the appendices, and they provide the process or method by which the APPR plan will be implemented. These documents have long served as the framework for the Annual Professional Performance Review for both non-tenured and tenured teachers.

The APPR criteria as defined by the state education department are:

- A. Content knowledge
- B. Pedagogical preparation; Instructional delivery
- C. Classroom management skills
- D. Knowledge of student development
- E. Student assessment
- F. Collaborative relationships
- G. Reflective and responsive practice

These criteria are delineated under the district's more comprehensive categories: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. The section of Appendix D labeled "Evaluation Criteria" sets forth Scarsdale's more detailed evaluation criteria, which are aligned with those of the state. The methodology by which teacher evaluation is carried out involves different procedures for probationary and tenured teachers, designed to both ensure quality teaching and to promote professional growth. It includes goal setting, pre-observation conferences, observations of teaching, post observation conferences, and self-directed professional inquiry. This approach has as its intent the improvement of professional practice and evolves into a system with more emphasis on self-directed growth as teachers acquire higher levels of expertise, knowledge, and discrimination about their practice.

Annual Professional Performance Review

All teachers in the Scarsdale Schools are evaluated using the district's criteria, which are aligned with state standards for teaching. Those criteria, and the alignment with the state standards, are outlined in Appendix A.

Probationary or Non-Tenured Teachers

The performance of probationary teachers enables evaluators (principals, assistant principals, and central office personnel) to determine whether the teacher is sufficiently skilled to join the permanent staff of the Scarsdale School District. The procedures include observations of teaching (accompanied by pre- and post-observation conferences), and a portfolio representing performance in those areas of teaching that are not demonstrated in the classroom. This process is fully outlined in Appendix B.

The evaluation procedures for non-tenured teachers are designed to complement the state's requirements for the granting of a continuing license to teachers with a transitional or Initial Certificate (effective 2/2/01; in that way, when non-tenured teachers, in preparing for the district's evaluation, are also involved in activities that will assist them in meeting the state's requirements for licensure.

Tenured Teachers

Prior to the APPR mandate, the collaborative efforts of the Professional Performance Review Committee, which consists of teachers and administrators, began the study of the formal review process for Scarsdale's tenured teachers in the mid nineties. This examination grew out of a Memorandum of Agreement between the Scarsdale Teachers Association and the Board of Education. The goal of the review was to find ways to expand and improve the opportunities for professional growth for teachers, and consequently to continue to examine ways to improve instruction for students. The result of the committee's research and deliberation is found in Article 35 – Professional Performance Review (Appendix C).

Another component of the APPR is a required Teacher Improvement Plan for teachers with unsatisfactory evaluations. The Scarsdale Teacher Association/Board of Education negotiated agreement includes such a provision, which is delineated in Article 36 (see Appendix D).

Support for the Professional Performance Review program for teachers, principals, and other evaluators is provided through many initiatives. For example, the Scarsdale Teacher Institute conducts courses on Peer Coaching, Critical Friends, Teacher Portfolios, and Teacher Research Networks. In addition, staff may attend workshops, seminars, university courses, or consult with noted experts in the field of performance evaluations. As the APPR is implemented, the District will provide opportunities for evaluators to extend, deepen, and refine their understanding of all aspects of the evaluation process.

Finally, the APPR stipulates that an annual review of the superintendent is to be evaluated by the Board of Education in consultation with the superintendent.

The Scarsdale School System has had a long tradition of fostering a culture of professional learning with the goal of enhancing student achievement. A climate of support and assistance for teachers new to Scarsdale is evidenced not only through a guided framework for evaluation, but also through other programs, such as mentoring. Career teachers are supported through self-directed growth options within an environment that encourages risk-taking and autonomous self-motivated professional development.

Appendix A: Scarsdale Evaluation Criteria

Domain 1: Planning and Preparation

- a. Demonstrating knowledge of content and pedagogy
- b. Demonstrating knowledge of students
- c. Selecting instructional goals
- d. Demonstrating knowledge of resources
- e. Designing coherent instruction
- f. Assessing student learning

Domain 2: The Classroom Environment

- a. Creating an environment of respect and rapport
- b. Establishing a culture for learning
- c. Managing classroom procedures
- d. Managing student behavior
- e. Organizing physical space

Domain 3: Instruction

- a. Communicating clearly and accurately
- b. Using questioning and discussion techniques
- c. Engaging students in learning
- d. Using assessment in instruction
- e. Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities

- a. Reflecting on teaching
- b. Maintaining accurate records
- c. Communicating with families
- d. Contributing to the school and district
- e. Growing and developing professionally
- f. Showing professionalism

**New York State Evaluation Criteria
Link with the Framework for Teaching**

New York State Criterion	Framework for Teaching Component
Content knowledge of subject matter and curriculum	1a: Demonstrating knowledge of content and pedagogy
Preparation employing necessary pedagogical practices to support instruction	All of Domain 1: Planning and Preparation: a: Demonstrating knowledge of content and pedagogy b: Demonstrating knowledge of students c: Selecting instructional goals d: Demonstrating knowledge of resources e: Designing coherent instruction f: Assessing student learning
Instructional delivery that results in active student involvement and meaningful lesson plans that result in student learning	1e: Designing coherent instruction 2b: Establishing a culture for learning 3a: Communicating clearly and accurately 3b: Using questioning and discussion techniques 3c: Engaging students in learning 3d: Providing feedback to students 3e: Demonstrating flexibility and responsiveness
Classroom management supportive of diverse student learning needs which creates a supportive learning environment conducive to student learning	All of Domain 2: 2a: Creating an environment of respect and rapport 2b: Establishing a culture for learning 2c: Managing classroom procedures 2d: Managing student behavior 2e: Organizing physical space
Knowledge of student development and appreciation of diversity and regular application of developmentally appropriate instructional strategies	1b: Demonstrating knowledge of students 1e: Designing coherent instruction
Student assessment techniques based on appropriate learning standards	1f: Assessing student learning
Collaborative relationships that are effective with students, parents or caregivers, and support personnel	4c: Communicating with families 4d: Contributing to the school and district (includes collaboration with colleagues)
Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment	1f: Assessing student learning 4a: Reflecting on teaching 4e: Growing and developing professionally

**Supervision & Evaluation of
Probationary & Other Non-Tenured Teachers**

I. Purposes

The supervision and evaluation of probationary and other non-tenured teachers shall be for the purposes of improving the quality of instruction, of steering the professional growth of teachers new to the district, maintaining accountability, and ensuring that teachers eventually recommended for appointment to tenure are competent, efficient, and satisfactory.

II. Responsibility

Under the leadership of the Superintendent and the Assistant Superintendent for Instruction, responsibility for the supervision and evaluation of probationary and other non-tenured teachers is as follows:

Elementary Schools:	Principals, Coordinators, Director of Special Education
Middle School:	Principal, Assistant Principal, Coordinators, Director of Special Education, Department Heads, Teachers-in-Charge
Senior High School:	Principal, Assistant Principal, Coordinators, Director of Special Education, Department Heads, Teachers-in-Charge

III. Criteria

The Superintendent shall publish criteria for use by teachers and evaluators in the supervision and evaluation of probationary and other non-tenured teachers. The criteria used for evaluation are described in Appendix A of these guidelines. In September of each year principals shall inform probationary and other non-tenured teachers in their respective schools of these criteria.

IV. Procedures

A. Classroom Teaching Positions

1. In September of each year principals shall inform probationary and other non-tenured teachers their respective evaluative criteria.

A. Classroom Teaching Positions (continued)

2. Each year evaluators shall conduct a minimum of four (4) formal classroom observations of each probationary or other non-tenured teacher. Each observation shall be at least thirty (30) minutes in duration. Two observations shall be conducted prior to January 1st, at least one of them by the principal. Two additional observations shall be conducted prior to May 1st, at least one of them by the principal. Evaluators shall give teachers a written observation report within ten (10) school days of the observation.
3. Either the teacher or the evaluator may within five (5) school days of the teacher's receiving the report request a conference to discuss the observation and the report. If either the teacher or the evaluator so requests, a conference shall be held within ten (10) school days of the request, barring illness or other unusual circumstances. Whether or not a conference is requested, both the teacher and the evaluator shall sign the observation report, and the signed copy shall become part of the teacher's personnel file. The teacher may within ten (10) school days attach a written response to the observation report and it shall be placed in the teacher's personnel file.
4. Prior to May 1st of each year each probationary or other non-tenured teacher not eligible for appointment to tenure within the next six months shall receive from the principal a Non Tenured Teacher Progress Report. Either the teacher or the principal may within five (5) school days of the teacher's receiving the report request a conference to discuss the observation and the report. If either the teacher or the evaluator so requests, a conference shall be held within ten (10) school days of the request, barring illness or other unusual circumstances. Whether or not a conference is requested, both the teacher and the principal shall sign the report, and the signed copy shall become part of the teacher personnel file. The teacher may within ten (10) school days attach a written response to the report and it shall be placed in the teacher's personnel file.
5. Formal observations and conference play an important part in a teacher's evaluation. However, teachers will also be evaluated on their teaching performance throughout the year and on their total contribution to the life and work of the school.
6. Teachers shall receive a Tenure Recommendation Report no later than ninety (90) days prior to their tenure eligibility date. Either the teacher or the principal may within five (5) school days of the teacher's receipt of the report request a conference to discuss the report. If either the teacher or the principal so requests, a conference shall be held within ten (10) school days of the request, barring illness or other unusual circumstances. Whether or not a conference is requested, both the teacher and the principal shall sign the report, and the signed copy shall become part of the teacher's personnel file. The teacher may within ten (10) school days attach a written response to the report and it shall be placed in the teacher's personnel file.

B. Non-Classroom Teaching Positions

For certain non-classroom teaching positions such as those of counselors, psychologists, skills teachers and librarian, the principal may waive the four (4) formal observations. In that event, the evaluator shall prepare a mid-year progress report which shall be given to the teacher prior to February 1st of a given year. Within ten (10) school days of the teacher's receipt of the report the evaluator and the teacher shall meet to discuss it. The report shall be signed by both the evaluator and the teacher and become part of the teacher's personnel file. The teacher may within ten (10) school days attach a written response to the report and it shall be placed in the teacher personnel file. Teachers for whom formal observations are waived shall also receive Non Tenured Teacher Progress Reports and a Tenure Recommendation Report in the manner described above. Principals shall inform such teachers in September of a given school year when this alternate form of evaluation is to be used.

C. Part-time Teachers

Part-time teachers shall be evaluated in the manner described above, except that only two (2) formal observations per year shall be required. After a part-time teacher has been evaluated in this manner for three (3) years, he/she shall be evaluated according to the schedule and procedures set forth in the District's Performance Appraisal Program for tenured teachers.

D. Teachers Assigned to More than One School

The Superintendent or his designee shall in September of each year designate the evaluator(s) responsible for conducting the evaluation of teachers assigned to more than one school.

**Supervision & Evaluation of Tenured Teachers
Professional Performance Review (Article 35)**

A. Introduction

The performance of all professional personnel shall be reviewed annually. A full review of each tenured teacher shall normally be prepared at least once every three years. This review may take one of two forms, self-directed or supervision-directed. A more limited review shall be completed each year in which a full review is not prepared.

B. Criteria and Forms

No later than October 1st each year all tenured teachers shall receive a statement of the criteria and copies of any forms to be used in the professional performance review.

C. Professional Growth Options (Self-directed)

The full review may be selected from but not limited to those options listed below. These options shall be exercised when both the teacher and the teacher's principal agree to do so.

Prior to October 15th of the year in which the Full Review is to be conducted, the teacher shall submit a plan for his/her professional growth during that year to the principal or other supervisor designated by the principal. The plan shall include a statement of goals and objectives, a list of activities, a tentative timetable, and a method of assessment. Professional Growth Options may be selected from but not limited to those listed below.

- a. Peer Coaching
- b. Critical Friends
- c. Action Research
- d. Teacher Portfolios
- e. Teacher-Supervisor Collaboration

The supervisor may suggest changes in the plan; once the plan is acceptable to both the teacher and the supervisor, both shall sign it. During the year the teacher and the supervisor shall meet when appropriate to discuss progress on the plan. On or before June 1st the teacher shall submit to the supervisor a written report of what he or she did and what he or she learned. The teacher and the supervisor shall meet to discuss the report, and the supervisor may add his or her comments. The report shall then be signed by both the teacher and the supervisor and placed in the teacher's file.

D. Performance Review (Supervisor-directed)

1. The teacher will receive a formal evaluation based in part on at least two formal observations, conducted in accordance with paragraphs 3 and 4 of Performance Review Program. Such observations must have been conducted subsequent to the prior formal evaluation of the teacher. (This latter requirement, however, shall not apply to the first formal evaluation of a teacher prepared in accordance with this Article.)

2. A tenured teacher shall be given 24 hours' notice of a formal observation. This observation should last at least 20 minutes.

3. Within five (5) school days after the observation, the observer and the teacher shall meet to discuss the observation and the observation report. The teacher will sign the observation report to indicate only that he or she has read it. The report shall then be placed in the teacher's file. The teacher may prepare written comments on the report, which comments shall also be placed in the teacher's file.

4. The final evaluation report shall be given to the teacher and within ten (10) school days thereafter the evaluator and the teacher shall meet to discuss it. The teacher will sign the report to indicate only that he or she has read it. The report shall then be placed in the teacher's file. The teacher may prepare written comments on the report, which comments shall also be placed in the teacher's file.

E. Limited Review

1. The limited review may be conducted by the teacher's principal, department head, and/or other appropriate supervisor(s). Teachers shall be informed no later than October 1st of each year which supervisor(s) shall participate in the review.

2. During the year the supervisor may visit the teacher's class(es) and consult with the teacher as the supervisor deems appropriate. In the event that the supervisor writes an observation report to be filed, the teacher will sign the report to indicate only that he or she has read it. The report shall then be placed in the teacher's file. The teacher may prepare written comments on the report, which comments shall also be placed in the teacher's file. The teacher may request a conference with the supervisor to discuss the report, in which case the supervisor and the teacher shall conduct such a conference within the five school days following the teacher's request.

3. During the year the supervisor or the teacher may request a conference to discuss the teacher's professional performance to date. The supervisor shall record the date and time of the conference, but no report need be written or filed. The teacher may prepare written comments on the report, which comments shall also be placed in the teacher's file.

4. Prior to June 1st of each year the supervisor shall prepare and give to the teacher a "Professional Performance Tenured Teacher/Limited Review" report form. The teacher shall sign the report to indicate only that he or she has read it. The report shall then be placed in the teacher's file. The supervisor and the teacher shall discuss the contents of the report and shall discuss also the teacher's professional performance goals for the following school year.

5. If the supervisor checks "Ineffective" in any category, the supervisor shall explain in writing the nature of the improvement needed and shall, within ten school days, meet with the teacher to discuss the report. The teacher may prepare written comments on the report, which comments shall also be placed in the teacher's file.

F. Informal Classroom Visits and Conferences

Nothing in this Article shall be deemed to prohibit conferences with the teacher or informal classroom visits that may be made apart from formal observations. Any material to be placed in a teacher's file as a result of such conferences or informal visits shall be placed there in accordance with Article 26 of this Agreement.

Appendix D

Supervision & Evaluation of Tenured Teachers Professional Standards (Article 36)

The Professional Performance Review Program (Article 35) is the standard method of professional review, however, when a teacher needs additional support the following program shall be followed:

A. Results of an Unsatisfactory Evaluation

1. If, as a result of conducting the annual or tri-annual review, a tenured teacher receives an unsatisfactory evaluation, the Principal/Department Chairperson will provide the teacher concerned with a written assessment clearly stating the reasons for judging the performance to be below expected standards; will continue administrative visitation and assessment (all provisions of Article 35, Supervisor Directed Performance Review, shall continue); may recommend to the Professional Performance Committee that a peer reviewer/mentor be appointed to work with the teacher for a maximum of one year, and periodically report results to the principal/department chairperson.

2. At the end of the prescribed time period, the Principal in consultation with the peer reviewer/mentor will judge that the staff member concerned has responded and is performing at expected levels and that the process has been successful.

B. Results of Continued Unsatisfactory Evaluation

1. If the process has not been successful the Principal may direct the teacher concerned to proceed with one or more of the following options: continuation of the peer review/mentor program; accept a different assignment (invoke the involuntary transfer policy); enrollment in appropriate university or STI courses that address his/her particular professional needs (Article 10J-Salary Study Credits will not apply.); agree to a referral to the Employee Assistance Program.

2. If the teacher concerned rejects all the proposed alternatives, the Principal shall recommend to the Superintendent termination of employment.

C. This entire process will be completed within not more than three (3) full school years inclusive of the initial evaluation year. This program does not eliminate any evaluator's authority to review the performance of a teacher at any time. Further, this program in no way limits the District's right and authority to commence disciplinary procedures against any teacher at any time.

D. The end of year evaluation form for tenured teachers will be amended to include:

_____ Satisfactory

_____ Needs Improvement

_____ Unsatisfactory

Policy

Adopted: 7/5/72

Amended: 3/8/76

Amended: 7/5/83

Amended 3/31/04

BOARD OF EDUCATION

Scarsdale Public Schools

Scarsdale, New York