

Annual Professional Performance Review

DISCOVERY

COMMITMENT

STRIVING



Duanesburg Central School

2009–2010

ANNUAL PROFESSIONAL PERFORMANCE REVIEW

Philosophy

The Annual Professional Performance Review encourages professional growth. The components of professional practice include:

- Planning and preparation
- Classroom environment
- Instructional and professional responsibilities

The process recognizes that the professional growth of teachers fosters the positive impact on the development of students.

STEPS OF ANNUAL PROFESSIONAL PERFORMANCE REVIEW

Discovery

- Goal Planning Worksheet – Part I
- Setting Annual Goals

Commitment

- Observation and Evaluation
- Pre-conference
- Classroom observation record (2)
- Reflection
- Post observation comment sheet

Striving

- Goal Setting Worksheet – Part II
- Progress made toward goals
- Professional Response Sheet
- Teacher Improvement Plan (only if needed)

(Not in personnel file)

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GOAL PLANNING WORKSHEET

(Teacher use only)

Name: _____ School Year: _____

Please rate yourself in each component. Use the following rating scale:

1 = Needs Improvement

2 = Basic

3 = Proficient

4 – Distinguished

Planning and Preparation

Rating

The Classroom Environment

Rating

	Sept.	June		Sept.	June
a. Demonstrating Knowledge of Content and Pedagogy			a. Creating an Environment of Respect and Rapport		
b. Demonstrating Knowledge of Students			b. Establishing a Culture of Learning		
c. Selecting Instructional Goals			c. Managing Classroom Procedures		
d. Demonstrating Knowledge of Resources			d. Managing Student Behavior		
e. Designing Coherent Instruction			e. Organizing Physical Space		
f. Assessing Student Learning					

Instruction

Rating

Professional Responsibilities

Rating

	Sept.	June		Sept.	June
a. Communicating Clearly and Accurately			a. Reflecting on Teaching		
b. Using Questioning & Discussion Techniques			b. Maintaining Accurate Records		
c. Engaging Students in Learning			c. Communicating with Families		
d. Providing Feedback to Students			d. Contributing to the School & District		
e. Demonstrating Flexibility & Responsiveness			e. Growing and Developing Professionally		
			f. Showing Professionalism		

(Not in Personnel File)

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ANNUAL GOALS

Name: _____ Position: _____

(FALL)		(SPRING)
Specific Goal(s)	Description	Progress Made Toward Goal
1. <u>Planning & Preparation</u>		
2. <u>The Classroom Environment</u>		
3. <u>Instruction</u>		
4. <u>Professional Responsibility</u>		

TEACHER SIGNATURE _____

DATE _____

ADMINISTRATOR SIGNATURE _____

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Planning and Preparation – Pre-observation Conference

***pre-observation conference required for all teachers**

Name:

Grade:

Subject:

Date:

1. Briefly describe the students in this class, including those with special needs.

2. a. What are your goals for the lesson? What do you want the students to learn?

b. Why are these goals suitable for this group of students?

3. How do these goals support the district's curriculum, state frameworks, and content standards?

4. How do you plan to engage students in the content? What will you do? What will the students do?

5. What instructional materials or other resources, if any, will you use?

6. How do you plan to assess student achievement of the goals? What procedures will you use?
(Attach any tests or performance tasks, with accompanying scoring guides or rubrics.)

7. How do you plan to make use of the results of the assessment?

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Class Observation/Expectations Cover Page

<u>Key</u>	
x	Skill observed
NA	Not applicable

Name: _____ **Grade:** _____
Subject: _____ **School Year:** _____
Observer Name: _____ **Position:** _____
Date of Observation: _____ **Number of Years Employed**
In The District

The Classroom Environment

a. *Creating an Environment of Respect and Rapport*

Teachers create an environment of respect and rapport in their classrooms by the manner in which they interact with students and by the interaction they encourage and cultivate among students.

- _____ teacher-student interactions are appropriate and demonstrate respect
- _____ student interactions are generally polite and respectful
- _____ other/comment:

b. *Establishing a Culture for Learning*

A culture for learning implies high expectations for all students and a safe environment for taking risks.

- _____ teacher conveys importance of the content
- _____ students demonstrate pride in their work
- _____ teacher conveys high expectations for students learning and achievement
- _____ other/comment:

c. *Managing Classroom Procedures*

Procedures which have clear beginnings and endings must be developed for the smooth operation of the classroom, and so minimal time is lost as the teacher moves from one lesson segment to another

- _____ instructional groups are managed to reflect student engagement
- _____ transitions occur smoothly
- _____ management of materials and supplies
- _____ efficient systems for performing non-instructional duties are in place
- _____ supervision of volunteers and paraprofessionals
- _____ other/comment:

d. *Managing Student Behavior*

A key to efficient and respectful management of student behavior lies in agreed-upon standards of conduct and clear consequences for overstepping the bounds.

- _____ expectations of conduct are clear to students
- _____ monitoring of student behavior
- _____ effective response to student misbehavior
- _____ other/comment:

e. *Organizing Physical Space*

The physical environment varies depending on the context. The elements include safety and accessibility to learning, and the arrangement of furniture, the use of physical resources which allow for maximum student learning.

- _____ the safety and arrangement of furniture is appropriate within the space available
- _____ applies accessibility of learning to all students and uses resources effectively
- _____ other/comment:

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Class Observation/Expectations Cover Page Checklist/Comment

Key

x	Skill observed
NA	Not applicable

Instruction

- *Communicating Clearly and Accurately*
Directions and explanations are expressed clearly and vividly, and students demonstrate an understanding of the directions.
 - clear directions and procedures stated to students
 - use of oral and written language is appropriate to students age and interests
 - other/comment:

- *Using Questioning and Discussion Techniques*
Skillful questioning engages student exploration of content and enables students to consider new possibilities. Skillfully leading discussion encourages all students to comment on one another answers and request further elaboration in a focused context.
 - questions reflective of high quality
 - adequate time available for students to respond
 - use of discussion techniques
 - engage students in participation
 - other/comment:

- *Engaging Students in Learning*
Student engagement is different from time on task. Student engagement is intellectual involvement with the content, or active construction of understanding.
 - content is reflective of students knowledge and experience
 - activities and assignments are appropriate and engaging
 - student groups are productive and are appropriate for goals of the lesson
 - materials and resources parallel lesson objective
 - clearly defined lesson
 - other/comment:

- *Providing Feedback to Students*
Feedback is information teachers provide to students about their progress in learning; the process of feedback individualizes instruction.
 - consistent, accurate, constructive feedback given to students
 - feedback provided in a timely manner
 - other/comment:

- *Demonstrating Flexibility and Responsiveness*
Flexibility and responsiveness is demonstrated by recognizing, then modifying, an instructed activity that is not working, capitalizing a spontaneous event that provides an opportunity for valuable learning, and being responsive in seeking alternative approaches.
 - recognized need to make adjustments in lesson
 - responsive to student questions or interests
 - explores a repertoire of strategies for students who have difficulties learning or students who demonstrate need to excel
 - other/comment:

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POST OBSERVATION COMMENT SHEET

1. Post Observation Comments:

2. Recommendations:

3. Interim Review of Goals:

Observer Signature _____

Date _____

Teacher Signature _____

Date _____

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ANNUAL PROFESSIONAL RESPONSIBILITIES

Name:	Position:	Spring:
		COMMENTS
<p>Reflecting on Teaching</p> <ul style="list-style-type: none"> • Were the goals met? * 		
<p>Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non instructional records • eg. (attendance, report cards, interims) 		
<p>Communicating with Families</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program • eg. (conferencing with parents, Back to School Nights, parent volunteering) 		
<p>Contributing to the School & District</p> <ul style="list-style-type: none"> • Relationship with colleagues • Service to the school • Participation in school & district projects • eg. (committees, grants) 		
<p>Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Service to the profession • eg. (professional development in service courses, graduate courses) 		
<p>Showing Professionalism</p> <ul style="list-style-type: none"> • Service to students • Advocacy • Decision Making • eg. (extra curricular activities, supervision of clubs, sports) 		

TEACHER SIGNATURE _____

DATE _____

* (the examples listed may include but are not limited to)

ADMINISTRATOR SIGNATURE _____

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ANNUAL PROFESSIONAL RESPONSIBILITIES

Name:	Position:	Spring:
		COMMENTS
<p>Reflecting on Annual Goals</p> <ul style="list-style-type: none"> • Were the goals met? • Which goals are on-going? 		
<p>Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non instructional records • eg. (attendance, report cards, interims) 		
<p>Communicating with Families</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program • eg. (conferencing with parents, Back to School Nights, parent volunteering) 		
<p>Contributing to the School & District</p> <ul style="list-style-type: none"> • Relationship with colleagues • Service to the school • Participation in school & district projects • eg. (committees, grants) 		
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<p>Showing Professionalism</p> <ul style="list-style-type: none"> • Service to students • Advocacy • Decision Making • eg. (extra curricular activities, supervision of clubs, sports) 		

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DATE _____

* (the examples listed may include but are not limited to)

TEACHER SIGNATURE _____

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TEACHER IMPROVEMENT PLAN

A teacher improvement plan must be developed in consultation with the teacher for any performance rated as unsatisfactory.

The following are the options available to be recommended to the teacher for improvement:

1. Mentoring - Teachers who serve as mentors for two successive years will receive five paid credits through PDC. Topics to be included in mentoring are:
 - Review of written building procedures
 - Review of daily responsibilities: i.e. (attendance, grades, report cards, meetings)
 - Review of subject area or grade level curriculum or expectations
2. Classroom Observations of Colleagues – Schedule the teacher to observe in various classrooms. Teacher compiles (pp. 5-6) Class Observation/Expectations Cover page for each classroom. These are reviewed with the administration after the observations are made.
3. Scheduled meetings between building administration and teacher, and others if needed. Identify areas of improvement identified by administration and teacher, and develop steps toward achieving these goals.
4. Courses offered by the Professional Development Committee, Region Teacher Center, model schools, conferences, and/or courses offered by colleges as recommended by their supervisors.
5. Other as determined by the supervisor.