

# Lansing Central School District

## ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN - [APPENDIX D – LFA Contract]

### TENURED TEACHERS

The Annual Performance Review cycle for tenured teachers will consist of three (3) yearly segments:

1) Self-Directed Year

This year the teacher will select a project to work on either individually or with others.

2) Peer Coaching Year

This year two (2) or more professional staff members observe and reflect upon each other's performance. Each select specific skills reflected in his/her Annual Action Plan that he/she wishes to work on over the course of the cycle.

3) Administrative Review Year

During this year the teacher will be observed by the administrator.

Teachers will select their beginning segment and each year proceed to a new segment. They could remain in the same segment for two (2) years. However, they would need to complete all three (3) segments in four (4) years. An Administrator may place a teacher in the Administrative Review Year. Any teacher who receives a rating of unsatisfactory in any one (1) of the eight (8) categories will be placed in the Administrative Review Year which may delay the completion of the three (3) segments in four (4) years. Each of the segments will run from July through June.

Each teacher will submit an action plan for self-improvement each year. In an Administrative Review Year, they will submit the action plan to their principal. In a Self-Directed Year or Peer Coaching Year, they will submit their action plan for approval to a Building Committee consisting of three (3) teachers and the principal. The teachers on this committee will be appointed by the Association after consultation with the building principal.

Action plans will be submitted by September 15, to be approved by October 1. At the end of the Administrative Review Year, the principal will write a summative evaluation that will be placed in the teacher's file. At the end of the Peer Coaching Year and Self-Directed Year, the teacher will write a reflective summary which will be submitted to the Building Committee by May 1. This reflective summary will be placed in the teacher's file, and the Building Committee or the principal may choose to add a narrative statement to the summary.

This plan will be in effect for the school year 2000-2001 and 2001-2002. In January 2002, a committee similar in make-up to the committee which drafted this proposal will be formed to review this plan. At that time this plan will either sunset, be revised, or remain intact.

## **APPENDIX D – ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN (Continued)**

### **ADMINISTRATIVE REVIEW YEAR**

Evaluation of teachers is one of the most important responsibilities of the District in maintaining a quality teaching staff. The teacher review process shall be a cooperative process between the administration and the teacher for the purpose of improving instruction. The principal and teacher shall review the teacher's general performance and specific responsibilities and quality of the teacher's performance, examine the conditions under which the teacher is working, determine whether the teacher is meeting his/her responsibilities satisfactorily and what changes, if any, shall be carried out.

All teachers in the Administrative Review Year will be formally observed at least twice during the school year. Each teacher will be furnished a copy of a written report of the observation. Observations shall cover different times of the day, varying types of instruction, and at least twenty (20) minutes of an observed class. All observations will be conducted openly and with the teacher's full knowledge. Observations are to be followed by a conference between the teacher and the observing administrator. Teachers will be required to affix their signature to any observation. It then will be placed in a personnel file. The teacher's signature indicates awareness of, but not necessarily agreement with, said observation.

The principal will complete an annual review of a teacher in the Administrative Review Year. The teacher will schedule a conference to discuss the review with the principal prior to the end of the school year. The form to be used in the annual review will be distributed to all teachers at the beginning of each school year.

Optional teacher information sheets will be distributed to teachers to be returned (if desired by the teacher) to the principal.

If any category on the annual review is deemed unsatisfactory by the principal, an explanation for this will accompany the annual review. Also, the teacher and the principal will, in writing, agree upon a plan for improvement prior to the start of the next school year. If no agreement can be reached, the principal will write a plan for improvement that the teacher will follow. This teacher will remain in the administrative cycle for the following year.

Copies of the annual review and plans for improvement will be forwarded to the Superintendent to be included in the personnel file of the teacher.

## **APPENDIX D – ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN (Continued)**

### **PEER COACHING YEAR**

Peer coaching is a professional growth activity in which the participating teachers observe and are observed and feedback is given. Its purpose is not evaluate but rather to generate communication and useful information about one's teaching and improve instruction to students.

#### **Criteria**

1. Observations should focus on a particular topic or area.
2. Each observation should be accompanied by mutual preplanning and feedback.
3. The observed teacher should complete a written log after each observation for personal reference. This log is for the teacher's use in fulfilling the stated goals and to help in writing the reflective summary at the end of the year.
4. It is recommended that each teacher be observed four (4) times and make four (4) observations.

#### **Simple Activities**

- Paired Observations
- Video Taping
- Observation by Outside Consultant
- Observation by Outside Peer
- Combinations of Activities

## **APPENDIX D – ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN (Continued)**

### **SELF-DIRECTED YEAR**

#### **Definition**

In this year, the teacher will select a project of his/her choice. Individual choice activities may or may not involve working with others.

#### **Criteria**

1. Activities should be substantial and take place over an identified period of time.
2. The goal/focus should contribute to one's professional knowledge and/or skill as a teacher and improved instruction to students.

#### **Sample Activities**

- Course Work
- Workshops
- Teacher Exchange Program
- Independent/Self-Study
- Study Group (Both Collaborative and Individual)
- Experimentation Within the Classroom
- Serving on Building Committee for Professional Performance Review
- Working with a Consultant Toward a Common Goal
- Piloting a Program
- Experimental Project
- Grade Level or Department Project
- Combination of Activities

## **APPENDIX D – ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN (Continued)**

### **NON-TENURED TEACHERS**

Probationary teachers will be observed at least three (3) times each year of their probationary periods. Whenever possible, two (2) observations of the probationary teacher will be performed prior to February 21, by which time the principal will conduct a formative review evaluation. These reviews will be shared with the probationary teacher with a third party such as a mentor, a department coordinator or an Association representative present.

By May 1, of each year, a probationary teacher will observe two (2) teachers. Arrangements for and documentation of such visits must be made with the building principal. Such documentation will consist of a signed form that will indicate the date and time of the observation with the probationary teacher's signature and the hosting teacher's signature.

Prior to the end of the year, all three (3) administrative observations will be completed and a summative evaluation will be written by an administrator. The criteria for this evaluation and the form used are attached. A summative evaluation conference will be held with the probationary teacher. The inclusion of a third party at this summative evaluation conference is optional. When deficiencies have been noted, an Association representative will attend the summative evaluation conference.

**APPENDIX D – ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN (Continued)**

**ANNUAL ACTION PLAN**

Name \_\_\_\_\_ Date \_\_\_\_\_

Status

- Non-Tenured
- Tenured

Tenured Teacher's Cycle

- Self-Directed Year
- Peer Coaching Year
- Administrative Review Year

This plan should be turned in for approval by September 15. During the Self-Directed Year and the Peer Coaching Year, the plan should be turned in to the Building Committee. During the Administrative Review Year, it should be turned in to the building principal.

1. Describe your goals for professional growth. Include how they relate to student achievement.

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2. What strategies do you plan to use to reach your goals?

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3. What is your expected time line for implementation?

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4. What resources and/or support will you need?

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5. What criteria and procedures will you use to measure progress towards your goals?

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**APPENDIX D – ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN (Continued)**

SELF-REFLECTIVE NARRATIVE

Name \_\_\_\_\_ Date \_\_\_\_\_

Tenured Teacher Cycle

- Self-Directed Year
- Peer Coaching Year

This narrative should be turned in to the Building Committee by May 1.

Discuss the degree to which you were able to attain the goals of your Annual Action Plan. What positive impact on student achievement did you observe? Are there aspects of the plan that you would do differently? Where there other experiences that contributed to your professional growth this year? List courses, research or workshops that you found to be valuable.