

**MARLBORO CENTRAL
SCHOOL DISTRICT**

**Annual
Professional
Performance
Review
Plan**

2010-2013

**MARLBORO CENTRAL SCHOOL DISTRICT
Annual Professional Performance Review Plan**

DISTRICT NAME *Marlboro Central School District*

BEDS CODE *62-10-01-06-0000*

SUPERINTENDENT: *Ray Castellani*

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YEAR(S) PLAN IS EFFECTIVE: *2010-2013*

Annual Professional Performance Review Team

<u>Name</u>	<u>Title</u>	<u>Constituencies Represented</u>
Theresa Reynolds	Asst. Supt. Curriculum & Instruction	Central Office Administration
Joseph Pesavento	Teacher	Union President
Marie Toombs	Elementary School Principal	Building Administration
David Saulpaugh	Elementary School Assistant Principal	Building Administration
Jennifer Atkins	High School Media Specialist	Teacher
Gail Minard	Elementary Teacher	Classroom Teacher
Jacoba Smith	High School Teacher	Classroom Teacher
John Marallo	Middle School Teacher	Classroom Teacher
Timothy McInerney	Elementary Teacher	Classroom Teacher
Marion Lyons	Middle School teacher	Classroom Teacher/Vice President
Patricia Walsh	Elementary School Principal	Building Administration

MARLBORO CENTRAL SCHOOL DISTRICT
Annual Professional Performance Review

Purpose

The Marlboro Central School District is committed to maintaining high standards of teaching in order to insure quality education for all students. To ensure that the learning needs of all students are being met, the Annual Professional Performance Review team has developed a plan which will empower all teachers to analyze their own performance and make appropriate and responsible decisions about the teaching learning process. Not only will this plan be used to assess performance, but it will also be used to improve instruction and to determine adherence to district goals, policies, and standards.

It is the intent of the Annual Professional Performance Review committee that the plan be evaluated annually and modified where appropriate. Teachers will need to select alternative methods at least once in a three-year cycle as per the collective bargaining agreement

Procedures

1. Goals and Action Plan:

- a. Each teacher will select a method of evaluation for the current school year and submit it to their administrator by the **last school day in September**.
- b. Each teacher will meet with their administrator to discuss their Goals and Action Plan.

2. Implementation:

Each teacher will implement their selected method of evaluation in accordance with stated procedures.

3. Completed APPR Plan:

Each teacher will complete and submit to their administrator their goal and action plan, alternative method and self reflection (if required) by the **First Friday in May**.

The administrator will complete a summative evaluation by the **End of the third week in June** and return it to the teacher for review. (*)

*** All Tenured teachers are required to choose another method of evaluation at a minimum of every third year.**

**** Tenured teachers not on a TIPS program will have the opportunity to submit self-reflections on alternating years.**

*****In certain circumstances teachers may be requested to submit a self-reflection annually in order to address areas in need of improvement after consultation between the teacher's immediate supervisor and the teacher.**

A-Tenured Teachers

The Annual Professional Performance Review plan includes a variety of methods for tenured teachers to choose from in order to demonstrate their performance in the classroom. The methods are as follows:

1. Classroom Observation
2. 3 Informal Conferences
3. Weekly Journal
4. Critique 2 Lessons
5. Portfolio
6. Electronic/Multi-Media/Technology Integration
7. Peer Collaboration
8. Formal Study Group
9. 4 Classroom Walk Through's – With Documentation
10. Pilot Peer Assistance & Review (AFT Grant Initiative TBA)

B-Non-Tenured Teachers

All non-tenured teachers will be evaluated using the following process:

Year 1 and Year 2

1. Two Traditional Classroom Observations
2. Self Reflection

Year 3

1. Three Classroom Observations (one by Central Office Administrator)
2. Self Reflection

Previously New York tenured teachers start at year 2.

MARLBORO CENTRAL SCHOOL DISTRICT
Annual Professional Performance Review
Tenured Teacher
Goals and Action Plan

Teacher Name: _____

Assignment: _____

Administrators Name: _____

Date: _____

Goal Setting Conference Dates: Fall: _____

Spring: _____

APPR choice (check one below):

- Traditional Classroom Observation
- Critique 2 Lessons
- Electronic/Multi-Media
- 4 Walk Thru's – With Documentation
- Informal Conference

- Weekly Journal
- Portfolio
- Formal Study Group
- Peer Collaboration (Names of colleagues involved)
- Pilot Peer Assistance & Review

Areas of Focus:

- I. Content Knowledge
- II. Preparation & Organization
- III. Instructional Delivery
- IV. Classroom Management
- V. Knowledge of Student Development
- VI. Student Assessment
- VII. Collaborative Relationships
- VIII. Reflective and Responsive Practice

District Performance Indicators:

- 1. Increase Mastery at all levels
- 2. Increase student with disabilities performance
- 3. Increase performance of under achieving populations

(To be completed before first conference with administrator and modified throughout the year.)

Goals to Achieve	Objectives	Activities/Strategies to Accomplish Goals	Methods of Assessment Used
1.			
2.			

MARLBORO CENTRAL SCHOOL DISTRICT
Annual Professional Performance Review
Non-Tenured Teacher
Goals and Action Plan

Teacher Name: _____ **Assignment:** _____

Administrators Name: _____ **Date:** _____

Goal Setting Conference Dates: Fall: _____ **Spring:** _____

Three Classroom Observation: 1. _____ **2.** _____ **3.** _____
(year 3 only)

Areas of Focus:

District Performance Indicators:

- I. Content Knowledge
- II. Preparation & Organization
- III. Instructional Delivery
- IV. Classroom Management
- V. Knowledge of Student Development
- VI. Student Assessment
- VII. Collaborative Relationships
- VIII. Reflective and Responsive Practice

- 1. Increase Mastery at all levels
- 2. Increase student with disabilities performance
- 3. Increase performance of under achieving populations

(To be completed before first conference with administrator and modified throughout the year.)

Goals to Achieve	Objectives	Activities/Strategies to Accomplish Goals	Methods of Assessment Used
1.			
2.			

MARLBORO CENTRAL SCHOOL DISTRICT
Annual Professional Performance
Teacher Self-Reflection
Narrative Form - Part 1

(Due to Administrator by the First Friday in May.)

Teacher: _____

Assignment: _____

Administrators Name: _____

Date: _____

Method of Evaluation: _____

Your self-reflection should focus on your personal goals and objectives for the year and should include all of the factors listed below:

Areas of Focus:

- I. Content Knowledge
- II. Preparation & Organization
- III. Instructional Delivery
- IV. Classroom Management
- V. Knowledge of Student Development
- VI. Student Assessment
- VII. Collaborative Relationships
- VIII. Reflective and Responsive Practice

District Performance Indicators:

- 1. Increase Mastery at all levels
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- 3. Increase performance of under achieving populations

Teacher Self-Reflection Narrative

MARLBORO CENTRAL SCHOOL DISTRICT
Annual Professional Performance
Teacher Self-Reflection
Narrative Form – Part 2

- **To be completed and submitted to the administrator by the first Friday in May.**

1. How did your objectives and activities/strategies increase mastery at all levels, performance of students with disabilities, and/or performance of under achieving populations?

2. How did your professional development activities contribute to your growth as a teacher and how did you incorporate them into your classroom program?

Summative Evaluation

- **To be completed by administrator for teacher who is not required to submit Self Reflection and returned by the end of the third week in June.**

1. Did the teacher meet his/her goals for the year?

End-of-Year Professional Activities
(Completed every year by all Tenure & Non-tenure Teachers)

Participation in School Life & Co-Curricular Activities:

Field Trips (Outside the context of the school day) _____
Coaching _____
Clubs _____
Mentoring _____
Advisorships _____
Committee Membership _____
Other _____

Community Involvement:

Graduate Courses: (indicate college, course name, and credits)

In-Service Courses/Workshops/Conferences:

Professional Memberships:

Teacher's Signature

Date

Administrator's Signature

Date

MARLBORO CENTRAL SCHOOL DISTRICT
Annual Professional Performance
CLASSROOM OBSERVATION

All staff selecting this method will need to complete the following steps of the observation process to demonstrate their work in meeting their goals and objectives.

1. Complete Pre-Observation Conference Sheet.
2. Pre-Observation meeting with administrator.
3. Classroom Observation.
4. Post-Observation Conference with administrator.

Areas of Focus:

- I. Content Knowledge
- II. Preparation & Organization
- III. Instructional Delivery
- IV. Classroom Management
- V. Knowledge of Student Development
- VI. Student Assessment
- VII. Collaborative Relationships
- VIII. Reflective and Responsive Practice

District Performance Indicators:

1. Increase Mastery at all levels
2. Increase student with disabilities performance
3. Increase performance of under achieving populations

MARLBORO CENTRAL SCHOOL
Annual Professional Performance
Pre-Observation Conference

Teacher: _____

Lesson: _____

Grade/Subject: _____

Time: _____

Date of Conference: _____

Date of Lesson: _____

Areas of Focus:

- I. Content Knowledge

- II. Preparation & Organization

- III. Instructional Delivery

- IV. Classroom Management

- V. Knowledge of Student Development

- VI. Student Assessment

- VII. Collaborative Relationships

- VIII. Reflective and Responsive Practice

District Performance Indicators:

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- 2. Increase student with disabilities performance
- 3. Increase performance of under achieving populations

MARLBORO CENTRAL SCHOOL DISTRICT
Annual Professional Performance
Classroom Observation Form

Name _____ School _____

Date _____ Grade/Class _____

Year (1) (2) (3) (Tenured)

Observer _____ Position _____

Pre-observation Conference Date _____

1. CONTENT KNOWLEDGE:

Quality	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Approaching Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
<p>Content Knowledge:</p> <p>The extent to which the teacher demonstrates knowledge of subject matter and curriculum as appropriate to lesson</p>	<p>-reveals an in-depth thorough knowledge of content</p> <p>-demonstrates effective presentation skills</p> <p>-makes insightful connections between standards and curriculum</p> <p>-uses a wide variety of resources</p>	<p>-conveys a thorough knowledge of content</p> <p>-demonstrates effective presentation skills</p> <p>-connects standards and curriculum</p> <p>-uses many resources</p>	<p>-conveys knowledge of content that is sometimes incomplete or not up-to-date</p> <p>-presentations skills are inconsistent</p> <p>-incomplete connection between standards & curriculum</p> <p>-use of appropriate resources is marginal</p>	<p>-conveys knowledge of content that is frequently inaccurate and out-of-date</p> <p>-presentation skills are weak</p> <p>-connection between standards & curriculum is infrequent</p> <p>-use of appropriate resources is infrequent</p>

2. PREPARATION & ORGANIZATION:

Quality	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Approaching Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
<p>Preparation:</p> <p>The extent to which the teacher demonstrates knowledge of pedagogy in lesson planning as appropriate to lesson</p>	<p>-demonstrates an in-depth knowledge of student development through the use of developmentally appropriate instructional materials & strategies</p> <p>-makes insightful connections between curriculum/district goals & standards</p>	<p>-conveys a thorough knowledge of student development through the use of appropriate instructional materials & strategies</p> <p>-makes clear connections between curriculum/district goals & standards</p>	<p>-conveys a limited knowledge of student development through the use of inappropriate instructional materials & strategies</p> <p>-makes superficial connections between curriculum/district goals & standards</p>	<p>-minimal or no evidence of knowledge of student development -makes no connection between curriculum, district goal & standards</p>

3. INSTRUCTIONAL DELIVERY:

Quality	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Approaching Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
<p>Instructional Delivery:</p> <p>The extent to which the teacher demonstrates knowledge of instructional delivery as appropriate to lesson</p>	<ul style="list-style-type: none"> -demonstrates an instructional delivery that is characterized by active student involvement; positive and frequent student/teacher interactions & meaningful instructional goals -communicates clearly and fully -utilizes a wide variety of teaching styles to address multiple learning styles or intelligences -employs sound questioning techniques with appropriate follow-up to engage students in higher order thinking skills 	<ul style="list-style-type: none"> -demonstrates an instructional delivery that fosters student involvement, encourages student/teacher interaction based on appropriate instructional lessons and clear instructional goals -communicates effectively -utilizes a variety of teaching styles to address multiple learning styles or intelligences -encourages students to think analytically by using questioning techniques and feedback 	<ul style="list-style-type: none"> -delivers instruction that is inconsistent and/or incomplete -effectiveness of communication is inconsistent -utilizes inconsistently a variety of teaching styles to address multiple learning styles or intelligences -manages educational setting ineffectively 	<ul style="list-style-type: none"> -demonstrates inadequate instructional -communicates ineffectively -uses inappropriate questioning technique

4. CLASSROOM MANAGEMENT:

Quality	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Approaching Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
<p>Classroom Management:</p> <p>The extent to which the teacher demonstrates effective management skills as appropriate to lesson</p>	<ul style="list-style-type: none"> -encourages students to demonstrate responsible behavior in a wide variety of classroom activities -assesses use of instructional times and makes necessary adjustments -classroom routine is an integral part of the instructional process -maintains a physical environment that is comfortable and pleasant in order to provide for the widest variety of student needs 	<ul style="list-style-type: none"> -provides opportunities for students to demonstrate responsible behaviors -maintains functional use of available time consistently -establishes an effective classroom routine which students clearly understand -maintains a functional and comfortable classroom setting 	<ul style="list-style-type: none"> -inconsistently provides opportunities for student to develop responsibility and self-discipline -instructional time is not always effectively managed -is inconsistent and/or sometimes ineffective in maintaining classroom routine -does not effectively organize the classroom setting 	<ul style="list-style-type: none"> -provides no opportunities for students to develop responsibility and self-discipline -displays little or no skill in the use and organization of available instructional time -conveys no evidence of established classroom routine -displays little or no skill in organizing the classroom setting

5. KNOWLEDGE OF STUDENT DEVELOPMENT:

Quality	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Approaching Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
<p>Knowledge/Appreciation of Student Development & Diversity:</p> <p>The extent to which the teacher displays a knowledge of student development and/or student diversity as appropriate to lesson</p>	<ul style="list-style-type: none"> -exhibits a high degree of caring and sensitivity to the needs of children -possesses and demonstrates an in-depth understanding of student developmental stages -utilizes a variety of developmentally appropriate instruction strategies 	<ul style="list-style-type: none"> -is caring and sensitive to the needs of children -understands student developmental stages -employs developmentally appropriate instructional strategies 	<ul style="list-style-type: none"> -inconsistently addresses the needs of children -exhibits a limited understanding of student developmental stages -employs limited developmentally appropriate instructional strategies 	<ul style="list-style-type: none"> -makes little effort to be sensitive to the needs of children -exhibits little or no understanding of student developmental stages -rarely uses of developmentally appropriate instructional strategies

6. STUDENT ASSESSMENT:

Quality	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Approaching Expectations <input type="checkbox"/>	Does Not Meet Expectations <input type="checkbox"/>
<p>Assessment:</p> <p>The extent to which the teacher employs assessment techniques based on appropriate learning standards</p>	<ul style="list-style-type: none"> -clearly communicates the connection between the learning goals and assessments to students -uses a wide variety of means and instruments to assess student achievement of learning goals & standards -uses student performance data in planning instruction -maintains in-depth records of student performance -promotes student self-assessment 	<ul style="list-style-type: none"> -communicates learning goals to students -uses a variety of means & assessments to assess student achievement of learning goals & standards -uses student data in planning instruction -maintains appropriate records of student performance 	<ul style="list-style-type: none"> -provides limited communication of learning goals to students -utilizes a limited variety of means and instruments to assess student achievement of learning goals and standards -uses limited student data in planning instruction -maintains incomplete records of student performance 	<ul style="list-style-type: none"> -provides no evidence of communicating learning goals to students -does not utilize a variety of means and instruments to assess student achievement of learning goals & standards -provide no evidence of using student data in planning instruction -maintains inaccurate or disorganized records of student performance

Summary/Suggestions

Date _____

Signature Evaluator _____

Signature Teacher _____

I hereby acknowledge having received a copy of this evaluation. My affixed signature does not imply agreement with the comments, only that I have received them and read them. I may submit a statement or rebuttal addressing matters raised in this document and understand that such comments will be attached to the copy of this evaluation in my personnel file

Signature

Date

MARLBORO CENTRAL SCHOOL DISTRICT
Annual Professional Performance
Three Informal Conferences

All staff selecting this method will meet with their administrator a minimum of three times to discuss their progress in meeting their goals and objectives.

Areas of Focus:

- I. Content Knowledge
- II. Preparation & Organization
- III. Instructional Delivery
- IV. Classroom Management
- V. Knowledge of Student Development
- VI. Student Assessment
- VII. Collaborative Relationships
- VIII. Reflective and Responsive Practice

District Performance Indicators:

1. Increase Mastery at all levels
2. Increase student with disabilities performance
3. Increase performance of under achieving populations

Additional areas of focus:

- Special lessons, activities, and/or projects developed and implemented
- Technology integration
- Extra curriculum involvement
- Staff development/conferences
- Differentiated instruction
- Data analysis
- Literacy

MARLBORO CENTRAL SCHOOL DISTRICT
Annual Professional Performance
Weekly Journal

All staff selecting this method must make at least one entry per week to demonstrate their efforts in meeting their goals and objectives.

Teachers and administrator will review and discuss weekly journals during **two** pre-determined conference dates.

Areas of Focus:

- I. Content Knowledge
- II. Preparation & Organization
- III. Instructional Delivery
- IV. Classroom Management
- V. Knowledge of Student Development
- VI. Student Assessment
- VII. Collaborative Relationships
- VIII. Reflective and Responsive Practice

District Performance Indicators:

1. Increase Mastery at all levels
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MARLBORO CENTRAL SCHOOL DISTRICT
Annual Professional Performance
Critique Two Lessons

All staff selecting this method must submit a written critique of two of their own lessons utilizing the Pre-Observation Conference form and Traditional Classroom Observation Forms to demonstrate their progress in meeting their goals and objectives.

1. The first lesson must be critiqued by the end of November.
2. The second lesson must be critiqued by the end of February.
3. The teacher and administrator will review and discuss critiqued lessons during their pre-determined conference dates.

Areas of Focus:

- I. Content Knowledge
- II. Preparation & Organization
- III. Instructional Delivery
- IV. Classroom Management
- V. Knowledge of Student Development
- VI. Student Assessment
- VII. Collaborative Relationships
- VIII. Reflective and Responsive Practice

District Performance Indicators:

1. Increase Mastery at all levels
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MARLBORO CENTRAL SCHOOL DISTRICT
Annual Professional Performance
Portfolio

All staff selecting this method must assemble a Portfolio demonstrating their work in meeting their goals and objectives. Include all items in the list below.

PORTFOLIO CONTENTS

- Letter to the Reviewer
- Teaching goals aligned with district, building, and department/grade level goals
- Teaching methodology and artifacts that reflect progress toward meeting objectives. The following are examples of what may be included:
 - ◆ Unit/lesson plans and assessments
 - ◆ Student work
 - ◆ Organizational plan
 - ◆ Group Projects
 - ◆ Publications
- Evidence of collaboration with school community
 - ◆ Colleagues/students/parents
 - ◆ Contribution to district
- Self-reflection/evaluation: the district wide teacher self-reflective narrative form may be used or the following questions may be used to guide your reflective piece:
 - ◆ To what extent were goals accomplished?
 - ◆ What was a successful aspect of your teaching methodology/practice?
 - ◆ What will you refine/revise for future instruction?
 - ◆ How has collaboration with school/community impact your teaching?
 - ◆ How have you improved your teaching practices as a result of feedback from others?

Areas of Focus:

- I. Content Knowledge
- II. Preparation & Organization
- III. Instructional Delivery
- IV. Classroom Management
- V. Knowledge of Student Development
- VI. Student Assessment
- VII. Collaborative Relationships
- VIII. Reflective and Responsive Practice

District Performance Indicators:

1. Increase Mastery at all levels
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MARLBORO CENTRAL SCHOOL DISTRICT
Annual Professional Performance
Electronic/Multi-Media/Technology Integration

All staff selecting this method will demonstrate their work in meeting their goals and objectives by creating a *multi media/digital presentation of projects, activities, and/or cooperative learning groups implemented during the school year.

Areas of Focus:

- I. Content Knowledge
- II. Preparation & Organization
- III. Instructional Delivery
- IV. Classroom Management
- V. Knowledge of Student Development
- VI. Student Assessment
- VII. Collaborative Relationships
- VIII. Reflective and Responsive Practice

District Performance Indicators:

1. Increase Mastery at all levels
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3. Increase performance of under achieving population

* i.e. video conferencing, podcasts, blog, wiki, digital stories, flip cameras, webinar, etc.

MARLBORO CENTRAL SCHOOL DISTRICT
Annual Professional Performance
Peer Collaboration

All staff selecting this method will reflect on their goals and objectives with a team of colleagues according to the peer collaboration program described below:

Target Staff: *Available to all teachers.*

- Teams will consist of three (3) people.
- Participant plus two (2) Peer Collaborators.
- One collaborator will be from a similar grade level or discipline.
- One collaborator will be from another grade level, discipline, or building.

Description/Goals:

- To provide feedback to a teacher who is participating in the Peer Collaboration Program.
- To serve any team of professionals who wish to develop expertise toward a shared goal.
- Only those who commit to be peer collaborators can participate in the program.
- Where possible, collaborative requests will be considered.

Procedures: *As a team:*

Request training/staff development in Peer Coaching Model

Identify the need or interest.

Meet with the administrator to discuss proposal, obtain approval and agreement to implement.

Finalize plan by first week in October.

Summary of Results and Feedback Loop Form to be completed individually by each participant

Evaluation of progress submitted by last week in April but may be extended through mutual agreement.

Role of Administrator:

Validates the experience through pre-peer collaboration conferencing and meetings to establish ground rules.

Assists in scheduling arrangements for this process.

Establishes check points with the peer collaboration team.

Conducts meetings to determine progress toward feedback loop and reaction to feedback.

Part 2 Summary report to all peer collaboration team members.

(Peer Collaboration continued)

Teacher selects “Peer Collaborative Review”

1. Peer Collaboration Team convenes for the first time (per teacher)
A person is selected as Facilitator of the team
The facilitator delegates roles:
 - Teacher Presenter
 - Recorder
 - 2 Peer Reviewers – who will go into the classroom and complete planning report.
- 1A. Pre-Conference for the Teacher Presenter with full team (Administrator invited)
- 1B. Together Teacher submits Part 1, Questions 1, 2, 3, 4, & 5 completed. A copy is given to the administrator to sign-off
2. Lesson – Teacher Presenter teaches lesson (s)
 - 2 Peer Reviewers observe lesson, script, and prepare warm/cool comments (should collaborate as soon as possible)
3. Post Conference
 - Facilitator leads process “Format for Peer Review” (modified)
 - Recorder records the meeting
4. Teacher and a member of the team write Part 2.
5. Teacher submits Part 2 to administrator by last week in April.

Administrator writes summative evaluation for teachers using Peer Review/Collaboration Reports 1 & 2 gives it to teacher by third week in June and places in personnel file by end of school year

PEER COLLABORATION –Part 1: PLANNING REPORT

School Year: _____ Peer Review Teacher: _____

Building: _____ Supervisor Signature: _____

Other Team Members:

_____	_____
Name	Location
_____	_____
Name	Location
_____	_____
Name	Location

This page to be completed by Peer Review teacher and team members prior to supervisory conference.

1. FOCUS AREA OR PERFORMANCE RESPONSIBILITY TO BE ADDRESSED:

2. SPECIFIC GOAL(S)/OBJECTIVES TO BE MET:

3. ASSESSMENT METHODS:

4. ACTIONS TO BE TAKEN BY TEACHER:

5. SUPPORT TO BE PROVIDED BY ADMINISTRATOR:

PEER COLLABORATION – Part 2: SUMMARY REPORT

School Year: _____ Peer Review Teacher: _____

Building: _____ Supervisor: _____

1. SUMMARY OF GROWTH EXPERIENCE: Must address the following:

- To what extent were goals accomplished?
- What were successful aspects of teaching methodologies or practices?
- What will you refine or revise for future instruction?
- How has collaboration with school community impacted your teaching?
- How have your teaching practices changed as a result of feedback from others?

2. IMPACT ON SCHOOL'S IMPROVEMENT OR STUDENT PERFORMANCE: (Teacher Completes)

3. PEER COACH COMMENTS:

4. FOCUS STATEMENT FOR FOLLOWING YEAR:

SIGN-OFF: Signatures indicate completion of Peer Development Plan.

Teacher's Signature

Date

Administrator's Signature

Date

MARLBORO CENTRAL SCHOOL DISTRICT
Annual Professional Performance
Formal Study Group

All staff selecting this method will follow the Study Group Program procedures and reflect on their work in meeting their goals and objectives.

1. All staff will be required to complete the following tasks:
 - a. Attend every scheduled study group session. The group will meet after school for a minimum of fifteen hours and complete a meeting log.
 - b. Facilitate at least one study group session.
 - i. The facilitator will create an agenda
 - ii. The facilitator will lead a discussion
 - c. Each participant will keep a journal entry and write a personal and professional reaction to each study group session.
 - d. Submit a final report summarizing their professional growth experiences.

Areas of Focus:

- I. Content Knowledge
- II. Preparation & Organization
- III. Instructional Delivery
- IV. Classroom Management
- V. Knowledge of Student Development
- VI. Student Assessment
- VII. Collaborative Relationships
- VIII. Reflective and Responsive Practice

District Performance Indicators:

1. Increase Mastery at all levels
2. Increase student with disabilities performance
3. Increase performance of under achieving populations

MARLBORO CENTRAL SCHOOL DISTRICT
Annual Professional Performance
Classroom Walk-Through

All staff selecting this method will meet with their administrator to discuss the Classroom Walk-Through Observation Form completed by the administrator four times during the school year.

Areas of Focus:

- I. Content Knowledge
- II. Preparation & Organization
- III. Instructional Delivery
- IV. Classroom Management
- V. Knowledge of Student Development
- VI. Student Assessment
- VII. Collaborative Relationships
- VIII. Reflective and Responsive Practice

District Performance Indicators:

1. Increase Mastery at all levels
2. Increase student with disabilities performance
3. Increase performance of under achieving populations

MARLBORO CENTRAL SCHOOL DISTRICT
Walk-through Observation

Teacher _____ School _____ Observer _____

Time _____ Date _____ Grade/Subject/Position _____

Checked items were observed during administrative walk-through

STUDENTS WERE:

- ___ 1. On task
- ___ 2. Actively engaged (centers, labs,
- ___ 3. Involved in reading/writing activities
- ___ 4. Working in cooperative groups
- ___ 5. Completing worksheet
- ___ 6. Completing projects
- ___ 7. Using technology
- ___ 8. Listening and responding
- ___ 9. Using rubrics/scoring guides
- ___ 10. Following classroom rules
- ___ 11. Engaged in talk/productive thinking
- ___ 12. Behaving appropriately
- ___ 13. Other _____

TEACHER WAS:

- ___ 1. Providing direct instruction
- ___ 2. Helping individual students
- ___ 3. Facilitating small groups/centers
- ___ 4. Facilitating large groups
- ___ 5. Reading to students
- ___ 6. Communicating effectively
- ___ 7. Questioning – knowledge level
- ___ 8. Questioning – higher level
- ___ 9. Modeling tasks
- ___ 10. Following a prepared lesson plan
- ___ 11. Maintaining student attention
- ___ 12. Differentiating instruction
- ___ 13. Using assessment data
- ___ 14. Other _____

EVIDENCE OF CRITICAL, CREATIVE OR HIGHER ORDER THINKING

- ___ 1. Creative product
- ___ 2. Problem-solving/decision making
- ___ 3. Challenging content
- ___ 4. Scientific investigation
- ___ 5. Using test taking strategies
- ___ 6. High level of questioning
- ___ 7. Other _____

EVIDENCE OF POSITIVE CLIMATE:

- ___ 1. Student praise
- ___ 2. Evidence of student choice
- ___ 3. Student work highlighted or displayed
- ___ 4. Exemplars of quality student work displayed
- ___ 5. Evidence of Standards & Curriculum Content
- ___ 6. Providing feedback to students
- ___ 7. Evidence of student courtesy
- ___ 8. Maintaining an attractive, organized, uncluttered Environment
- ___ 9. Other _____

Observers Comments:

Conference Held: _____

Date: _____

MARLBORO CENTRAL SCHOOL DISTRICT
Annual Professional Performance
TEACHER IMPROVEMENT PLAN – TIP

Target Staff: Teachers needing support to meet goals and objectives of the Comprehensive District Education Plan and its component pieces as well as the criteria outlined in section 100.2 of the Regulations of the Commissioner of Education. The criteria is as follows:

Content Knowledge
Preparation
Instructional Delivery
Classroom Management
Knowledge of Student Development
Student Assessment
Collaboration
Reflective and Responsive Practice

Description: This component of the Annual Professional Performance Review plan is to provide specific assistance for teachers whose performance is rated unsatisfactory. Administrators/supervisors will schedule ongoing observations, conferences, provide recommendations, and other supports.

Procedures: 1. The administrator/supervisor will hold a conference with any teacher identified as needing support.
2. The teacher will be notified in writing of specific, well-defined reasons for being placed in this plan.
3. An individualized plan will be developed by the teacher and administrator/supervisor which will include a summary of areas requiring support and how improvement will be addressed. (see attached form)

Role of Administrator/
Supervisor: 1. Determine at what point support is needed.
2. Confer with teacher.
3. Summarize conference and notify teacher in writing with a copy to Superintendent and teacher's personnel file.
4. Facilitate the creation of a support plan.
5. Assist, support, provide feedback.

