

# ANNUAL PROFESSIONAL PERFORMANCE REVIEW PROCESS



Adopted 7/9/07  
Revision 8/11/09

**GENEVA CITY SCHOOL DISTRICT**  
**Annual Professional Performance Review**

**TABLE OF CONTENTS**

Table of Contents	2
Overview	3
Contract Specifications	3
Teacher Improvement Plan	5
Training	5
New Teacher Portfolio Guidelines	6
Teacher Summative Evaluation	7
Administrator Summative Evaluation	9
Professional Improvement Plan Form	11
Appendix A Teacher Rubric	14
Pre-Observation Conference Form	23
Teacher Observation Form	24
Appendix B Administrator Rubric	27

## OVERVIEW

An audit of the 2006 Annual Performance Review Process indicated a need for a major revision of that process to include rubric development for the teacher and administrative observation and evaluation system. What follows is a description of the new APPR Plan for the Geneva City School District.

The ultimate purpose of a quality Annual Professional Performance Review plan (APPR) is much more than fulfilling a State mandate. It is an essential tool by which the entire learning organization can actually achieve its mission and vision for its students. The Geneva CSD appraisal process was established to focus on improvement. It was not designed to be punitive in process. The APPR plan will be approved annually by the Board of Education and will be filed in the District office by September 10<sup>th</sup> of each school year. In addition it will be reviewed every two years by the APPR Committee per State Regulations.

## CONTRACT SPECIFICATIONS

Probationary Appointments – a minimum of 4 times during year one, 3 times during year two and 3 times during year three.

Tenured Appointments – a minimum of once each year.

The observation process will consist of a pre-conference, observation, and post-conference. Formal observations are scheduled in advance at a mutually agreed upon time. The district pre-observation form (See Appendix) will be used.

The written observation will consist of a description of the lesson, rubric designation, and evaluator comments. Written teacher response for the observation is encouraged but not mandatory.

The Superintendent of Schools is responsible for observing and evaluating administrators.

The APPR form (See Appendix) will be used as the evaluative instrument. There are 2 distinct forms (See Appendix) – one for instructional staff and one for administrators.

### **Critical Attributes of the Annual Professional Performance Review Process**

All teachers will be evaluated by the building administrator.

The work on revision of the APPR plan is being done in collaboration with the Geneva Teachers Association, the Instructional Supervisors Negotiating Unit (representing all administrators), the Assistant Superintendent, the Superintendent, and the Board of Education. Before implementation, these groups will make an agreement to pilot the new forms with the criteria that have been established. The administrators will also receive training on the ways to use this process effectively. This APPR Team recognizes that its work will continue for several years while the process is being piloted, analyzed and revised.

### **Criteria for Instructional Staff**

The template for observation and review of instructional staff, including librarians, guidance counselors, physical therapists, school psychologists, and all other pupil personnel services faculty will include the following criteria:

- 1) Content and Professional Knowledge
- 2) Preparation
- 3) Instructional Delivery
- 4) Classroom Management
- 5) Student Development
- 6) Student Assessment
- 7) Collaboration
- 8) Reflective and Responsive Practice
- 9) Professional Obligations

These categories are accompanied by definitions and rubrics. (See Appendix A)

### **Criteria for Administrators**

The Superintendent is responsible for evaluating all administrators in the district. The criteria that will be used to evaluate administrators include:

- 1) Instructional Leadership
- 2) Supervision and Evaluation
- 3) Professionalism
- 4) Planning/Building Management
- 5) Collaboration
- 6) Reflective Response

A description of these criteria is included on the attached templates. (See Appendix B)

The Superintendent is evaluated by the Board of Education. The Board of Education evaluates the Superintendent using the following seven areas as a framework. Each area covers a variety of goals, accomplishments and initiatives. The seven areas are:

- 1) Relations with the Board
- 2) Finance
- 3) Personnel
- 4) Community Relations/Public Relations
- 5) Leadership
- 6) Academic Programs/Education Programs
- 7) Areas of Improvement

## PROFESSIONAL IMPROVEMENT PLAN

The Geneva City School District's new performance appraisal process was established to focus on improvement. It is not designed to be punitive model but instead a supportive, developmental one.

It is the administrator's role to work with any staff member who receives an unsatisfactory rating, so that improvement can take place. Staff members, in conjunction with their administrator, will develop an improvement plan which must then be submitted to the New York State Education Department.

Details must be provided if a staff member receives an unsatisfactory rating. The administrator will meet with him/her as soon as possible before the yearly formal evaluation. Documentation will be provided so that the teacher and the administrator have an agreement about the goals and expectation. No staff member will be surprised by an unsatisfactory rating. Regular support will be provided throughout the school year to support a staff member experiencing difficulties. Administrative and peer support, and professional development opportunities will be provided. **Upon request of the teacher GTA representation will be provided.**

The performance appraisal process will be linked to the professional development program so that staff members experiencing difficulties will know about options to help them learn new techniques and strategies to support their work in the classroom.

### TRAINING

The performance appraisal process will include professional development opportunities for administrators and teachers on the performance appraisal process.

#### **Plan for How Staff Will Participate in APPR Training**

2008-2009 School Year

GTA President and Assistant Superintendent present revised APPR plan to new teachers as part of New Teacher Training

GTA President and Assistant Superintendent present the revised APPR plan to faculty at the conclusion of the general session of the September 2<sup>nd</sup> Superintendent's Conference Day

GTA President and Assistant Superintendent will respond to questions at building faculty meetings on Monday, September 8 with building APPR committee member support.

Details presented by APPR committee members at Department (GHS), Team (GMS) and Grade Level (elementary) meetings

APPR Committee will secure feedback, and meet at 3:30 p.m. on Thursday December 4<sup>th</sup> to monitor and adjust the process and examine new observation and evaluation options.

APPR Committee will secure feedback, and meet at 3:30 p.m. on Thursday April 2<sup>nd</sup> to monitor and adjust the process and examine new observation and evaluation options.

# Geneva City School District

## Teacher Portfolio

### GUIDELINES

Teachers who fall under the guidelines of the new initial certification must complete a Teacher Portfolio. It is a compilation of things a teacher has done both in the classroom and elsewhere. Portfolios are constructed by teachers to highlight and demonstrate their knowledge and skills in teaching. It also provides a means for reflection and the opportunity for critiquing one's work and evaluating the effectiveness of lessons or interpersonal interactions with students and/or colleagues.

What is actually included or related in a Teacher Portfolio depends on the agreed upon criteria being evaluated. A portfolio may include, but is not limited to:

- ❖ Teacher background.
- ❖ Class description: time, grade and content.
- ❖ Personal statement of teaching philosophy and goals.
- ❖ Documentation of effort to improve one's teaching: seminars, programs.
- ❖ Implemented lesson plans, handouts and notes.
- ❖ Graded student work such as tests, quizzes and class projects.
- ❖ Colleague observation records.
- ❖ Photographs of bulletin boards, chalkboards, projects or classroom activities.
- ❖ Written reflections on teaching. (*required*)
- ❖ Student Performance Data
- ❖ Communication

Ideally, a teacher portfolio is a document created by the teacher that reveals, relates, and describes the teacher's duties, expertise and growth in teaching. A written reflection must explain how each component is related and how it relates to the agreed upon criteria. This must include how the portfolio helped the teacher grow as a professional including strengths and areas for potential growth.

The teacher portfolio will be evaluated using the rubrics established for the observation/evaluation process. The ratings as defined are:

- Distinguished - exceptional performance
- Proficiency- mastery
- Basic- working toward mastery
- Unsatisfactory- ineffective performance
- Not Applicable - does not pertain to this observation

**GENEVA CITY SCHOOL DISTRICT  
TEACHER SUMMATIVE EVALUATION FORM**

**TEACHER:**

**RECEIPT OF REPORT:**

**SCHOOL YEAR:**

**TENURE STATUS:**

**ADMINISTRATOR:**

**POSITION:**

**SCHOOL:**

**D = Distinguished**    **P = Proficient**    **B = Basic**    **U = Unsatisfactory**    **N/A = Not Applicable**  
*(Exceptional performance)*    *(Mastery)*    *(Working towards mastery)*    *(Ineffective performance)*    *(Does not pertain to this observation)*

**Content and Professional Knowledge**

Interdisciplinary Knowledge \_\_\_\_\_  
 Use of District Curricula and New York State Standards \_\_\_\_\_

**Preparation**

Selecting Instructional Goals \_\_\_\_\_  
 Plans for Effective Instruction \_\_\_\_\_

**Instructional Delivery**

Directions/Procedures \_\_\_\_\_  
 Engages Students \_\_\_\_\_  
 Questioning and Discussion Techniques \_\_\_\_\_  
 Integrates Appropriate Technology \_\_\_\_\_

**Classroom Management**

Respect and Rapport \_\_\_\_\_  
 Organizing Physical Space \_\_\_\_\_  
 Culture for Learning \_\_\_\_\_  
 Classroom Procedures \_\_\_\_\_  
 Management Student Behaviors \_\_\_\_\_

**Student Development**

Demonstrates Knowledge of Students \_\_\_\_\_  
 Demonstrates Flexibility and Responsiveness \_\_\_\_\_

**Student Assessment**

Alignment with Instructional Goals \_\_\_\_\_  
 Assessing Student Learning \_\_\_\_\_  
 Testing Protocol \_\_\_\_\_  
 Providing Feedback to Students \_\_\_\_\_  
 Student Participation and Task Completion \_\_\_\_\_  
 Maintains Accurate Records \_\_\_\_\_

**Collaboration**

Relationships with Colleagues \_\_\_\_\_  
 Staff Relationships that Support the Needs of Students \_\_\_\_\_  
 Inclusion of Families in the Instructional Program \_\_\_\_\_  
 Community Relationships that Support the Needs of Students \_\_\_\_\_

**Reflective and Responsive Practice**

Conscious Refinement of Practice \_\_\_\_\_  
 Professional Development \_\_\_\_\_

**Professional Obligation**

Demonstrates punctuality and dependability \_\_\_\_\_  
 Maintains Confidentiality \_\_\_\_\_  
 Follows District Policies and Procedures \_\_\_\_\_  
 Actively Participates in District, School and Departmental Meetings \_\_\_\_\_  
 Communication \_\_\_\_\_

\*Needs a Professional Improvement Plan (The back of this form is provided for supervisors to elaborate on the criteria)

**Supervisor's Comment(s):**

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**TEACHER Comments: (Comments may be written on a separate page)** Teacher's signature will not necessarily constitute agreement with the observation

(This area may also be used to include any activities in which you have participated in such as staff development, leadership opportunities, and other accomplishments that have not been mentioned.)

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

Cc: Personnel (Original), Principal and Teacher



GENEVA CITY SCHOOL DISTRICT

ADMINISTRATIVE SUMMATIVE EVALUATION FORM

STAFF MEMBER:  
SCHOOL YEAR:  
APPOINTMENT:  
ADMINISTRATOR:

RECEIPT OF REPORT:  
CONFERENCE DATE  
POSITION:  
SCHOOL:

D = Distinguished P = Proficient E = Emergent U = Unsatisfactory \* N/A = Not Applicable

Instructional Leadership (Operations Administrators Exempt)

Curriculum and pedagogy \_\_\_\_\_  
Use of Data \_\_\_\_\_  
Use of Instructional Technology \_\_\_\_\_  
Decision Making \_\_\_\_\_  
Professional Development \_\_\_\_\_  
School Improvement \_\_\_\_\_  
Maximizes Instructional Time \_\_\_\_\_

Supervision and Evaluation

Hiring Practices \_\_\_\_\_  
Implementation of APPR \_\_\_\_\_  
Questioning and Discussion Techniques \_\_\_\_\_  
Training of School Personnel \_\_\_\_\_

Professionalism

Policies and Procedures \_\_\_\_\_  
Communication Skills \_\_\_\_\_  
Professional Code of Behavior \_\_\_\_\_  
• Integrity \_\_\_\_\_  
• Fairness \_\_\_\_\_  
• Confidentiality \_\_\_\_\_  
• Dependability \_\_\_\_\_

Planning and Building Management

Allocation of Resources \_\_\_\_\_  
Student Management \_\_\_\_\_  
Facility \_\_\_\_\_

Collaboration

Relationship with Students/Staff \_\_\_\_\_  
Community Partnership \_\_\_\_\_  
Shared Decision Making \_\_\_\_\_  
Family Involvement \_\_\_\_\_  
Customer service \_\_\_\_\_

Reflective Response

Evidence of Professional Development \_\_\_\_\_  
Use in Practice \_\_\_\_\_  
Self Assessment \_\_\_\_\_

\*Needs a Professional Improvement Plan

The back of this form is provided for supervisors to elaborate on the criteria.

**Supervisor's Comment(s):**

**Staff Member's Comment(s):**

(This area may also be used to include any activities in which you have participated in such as staff development, leadership opportunities, and other accomplishments that have not been mentioned.)

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

Cc: Personnel (Original), Principal and Teacher

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# Professional Improvement Plan

A support system will be established for any teacher who is identified as unsatisfactory in any aspect of his/her end of the year evaluation.

The Professional Improvement Plan (PIP) will be designed by but not limited to the administrator, teacher and union representative.

The plan will identify areas of unsatisfactory performance and strategies to improve the teacher's performance.

The plan, developed by the Professional Improvement Plan Support Team, will include:

1. A narrative statement that identifies and clarifies the area(s) in need of improvement.
2. Strategies designed to improve the identified area (s) in need of improvement. The strategies may include, but are not limited to:
  - the use of an outside resource person or specialist.
  - the use of another administrator within the district.
  - visits to other classrooms.
  - staff development opportunities.
3. A time line that indicates the duration and schedule of events necessary to implement and evaluate the strategies.
4. Materials and resources that are needed.
5. The administrator who identifies the teacher as unsatisfactory must be part of the Professional Improvement Plan Support Team.

The Professional Improvement Plan Support Team will review the progress made by the teacher and determine whether the plan should be modified, continued, or terminated. This determination will be given to the teacher in writing and placed in the personnel file.

# GENEVA CITY SCHOOL DISTRICT

## Professional Improvement Plan

DATE:

TEACHER:

BUILDING:

REASON FOR PROFESSIONAL IMPROVEMENT PLAN:

### PROFESSIONAL IMPROVEMENT PLAN SUPPORT TEAM:

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Name	Title
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Name	Title
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Name	Title
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\*List strategies to be used with an outline of expected outcomes, strategies, and resources as well as a time line for the strategies to be implemented on the next page.

# PROFESSIONAL IMPROVEMENT PLAN

**EXPECTED OUTCOMES:**

**STRATEGIES:**

**RESOURCES:**

**TIMELINE:**

**REVIEW DATE:**

**SIGNATURES:**

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

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

\_\_\_\_\_  
Name Date  
Cc: Personnel (Original), Principal, Teacher, NYSED

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

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