

**PUTNAM/NORTHERN WESTCHESTER BOCES  
200 BOCES DRIVE  
YORKTOWN HEIGHTS, NY 10598  
(914) 248-2300 FAX (914) 248-2308**

**DESIGN FOR EXCELLENCE – 2000 AND BEYOND**

**ANNUAL PROFESSIONAL PERFORMANCE  
REVIEW PLAN**

**DR. JAMES T. LANGLOIS  
DISTRICT SUPERINTENDENT**

**Revised 9/09**

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## **PURPOSE**

The Annual Professional Performance Review Committee has developed a plan that provides guidelines for the supervision and evaluation of all certificated staff members and alternatives to the traditional direct observation model. **Participation in the options to direct observation may be chosen by tenured staff members on a voluntary basis.**

The purpose of this Annual Professional Performance Review is to improve student outcomes, reinforce the professional growth and development of teachers, administrators, and other professionals, and encourage an atmosphere of mutual respect, trust, and collegiality. The job description for teachers and pupil personnel services providers forms the foundation of the performance review plan and is aligned with the criteria set forth by the Commissioner's Regulations for effective instruction.

The options to direct observation that may be chosen on a voluntary basis by tenured staff members reflect research that underscores the importance of building an individual's capacity through the creation of a professional culture that embraces lifelong learning. The plan seeks to enhance both professional growth and the quality of relationships among educators within the Putnam/Northern Westchester BOCES. Flexibility and creativity will be encouraged and supported in the implementation of this plan. The plan utilizes the Annual Professional Performance Review process as part of the professional growth and development cycle.

## **PROCEDURES**

### **REQUIREMENTS FOR PROBATIONARY (NON-TENURED) STAFF MEMBERS**

Each probationary teacher and pupil personnel services provider will be observed at least three times each school year by his/her immediate supervisor. For those teachers hired prior to January 1, during the first year of the probationary period, at least two observations will be conducted before December 15 and at least one observation will be conducted during the second semester before April 15. For succeeding years before the tenure year, at least three observations will be conducted before April 15, with at least one during the first semester. During the last year of the probationary period, at least three observations will be conducted before January 15. For those teachers hired beginning January 1, during the first two years of the probationary period, at least one observation will be conducted between January 1 and June 15, and at least two observations will be conducted between September 1 and December 15. During the last year of the probationary period, at least three observations will be conducted between December 15 and October 15.

There are nine criteria for evaluation. They are content knowledge, preparation, instructional delivery, classroom management, student development, student assessment, collaboration, reflective and responsive practice, and professional qualities and responsibilities. All of the nine criteria for evaluation are evaluated each year.

Additional requirements for certification, such as a videotape or portfolio, set forth by the New York State Education Department will be the responsibility of the staff member. Methods of portfolio review may include, but are not limited to, a video of performance, a sample lesson plan, a sample of student work, student assessment instruments, and the teacher's reflection on his/her performance.

Each probationary teaching assistant will be observed at least twice each school year by his/her immediate supervisor. In addition to these two observations, a Program of Instructional Excellence Observation/Evaluation Form – Teaching Assistant will be completed each school year. During the first year of the probationary period, at least one observation will be conducted before December 15, at least one observation will be conducted during the second semester before April 15, and the Program of Instructional Excellence Observation/Evaluation Form – Teaching Assistant will be completed by May 15. For succeeding years before the tenure year, at least two observations will be conducted before April 15 with at least one during the first semester, and the Program of Instructional Excellence Observation/Evaluation Form – Teaching Assistant will be completed by May 15. Depending upon the teaching assistant's duties, the APPR criteria for evaluation that are applicable are evaluated each year.

### **REQUIREMENTS FOR TENURED STAFF MEMBERS**

Each tenured staff member will be evaluated at least once during the school year. The staff member may be evaluated by direct observation done by the supervisor, or the staff member may choose, with the agreement of his/her supervisor, one of the alternative assessment options. These include an individual project, a group project, peer coaching, a portfolio, serving as a mentor for a new staff member through the Mentor Teacher/Intern Program, and being a cooperating/supervising staff member with a student teacher or clinical intern. The staff member and his/her supervisor may agree upon another option not listed above.

Direct observation must be selected at least once every four years. No staff member may choose alternative options for more than three consecutive years. In addition, each of the nine criteria for evaluation must be targeted at least once every four years.

At the beginning of each school year, the staff member will meet with his/her supervisor to complete the Professional Performance Review Plan. The staff member and the administrator will develop this plan jointly no later than October 15 of each school year. The method of assessment will be determined, as well as which of the nine criteria for evaluation will be targeted for the particular school year. Tenured staff members may elect to use this meeting to have a Pre-Conference for a Direct Observation. If an alternative assessment option other than direct observation is selected, the staff member must complete and submit to the administrator the "Reflections on Progress/Outcomes" section of the Professional Performance Review End-of-Year Summary by May 15. A conference will be held between the staff member and the administrator by June 15 to discuss and complete the Professional Performance Review End-of-Year Summary.

In addition to a direct observation or an alternative assessment, a Program of Instructional Excellence Observation/Evaluation Form – Teaching Assistant will be completed for each tenured teaching assistant each school year.

## ALTERNATIVE ASSESSMENT OPTIONS FOR TENURED STAFF MEMBERS

The following options will be available to tenured certificated staff members and may be selected if jointly agreed to by the staff member and administrator.

1. **Individual Project** – This option allows the individual staff member to choose to work to accomplish goals that are mutually agreed upon with his/her administrator and that are related to his/her program's instructional goals and philosophy. These goals will be aligned with the nine criteria areas. Sample activities may include, but are not limited to, teacher exchange program, providing staff development, independent/self-study, experimentation within the classroom, journal writing, or a combination of activities.
2. **Group Project** – This option allows an individual to work with one or more of his/her peers on a project jointly agreed to with his/her administrator to accomplish mutually agreed upon goals that are related to his/her program's instructional goals and philosophy. These goals will be aligned with the nine criteria areas. Sample activities may include, but are not limited to, study groups, experimentation within classrooms, working with a consultant toward a common goal, committee work, piloting a program, jointly planning lessons, cluster or department project, or a combination of activities.
3. **Peer Coaching** – Coaching can be defined as a process that enables a professional to work collaboratively with a valued colleague to increase each practitioner's skills. Skillful coaches apply specific strategies to enhance another person's perceptions, decisions, and intellectual functions. This option is built around a planning conference, an observation, and a reflecting conference that provides feedback. Sample activities may include, but are not limited to, paired observations, one-way observation and feedback, videotaping, observation by an outside consultant, or a combination of activities.
4. **Portfolio** – A professional portfolio should be a product of a planned growth experience that focuses on teaching and learning. It is more than a summary of a staff member's efforts and accomplishments and should serve as a vehicle for capturing some of the complexities of the teaching and learning process.
5. **Mentor Teacher/Intern Program** – Serving as a mentor for a new employee allows an experienced staff member to be a role model, an advisor, and a resource in an empathetic, non-evaluative, and supportive manner in response to needs identified by the intern who desires to reach his/her greatest potential.
6. **Cooperating/Supervising Staff Member with a Student Teacher or Clinical Intern** – This option allows a staff member to work with a student teacher or clinical intern to meet his/her college requirement for a supervised practical experience.
7. **National Board Teacher Certification** – This option is for a staff member who wishes to pursue National Board Teacher Certification and participates in activities and meetings through the BOCES Support Center or independently demonstrates ongoing and substantial progress toward and completion of National Board for Professional Teaching Standards requirements, including portfolios, assessments of content and professional learning, and a videotape.

8. **Other** – This option allows a staff member and his/her administrator to agree upon another option related to the nine criteria areas.

**FOR STAFF MEMBERS PURSUING NEW YORK STATE EDUCATION DEPARTMENT CERTIFICATION:** Additional requirements for certification, such as a videotape or portfolio, set forth by the New York State Education Department will be the responsibility of the staff member.

### **OTHER ITEMS**

The main focus of this plan is to foster the spirit of collaboration between staff and administration to enhance professional growth and ultimately improve student performance. In the event of extenuating circumstances that may occur during the course of the year and that may impact a staff member's performance, direct supervision by administration may be warranted (i.e., if a staff member's performance does not meet expectations). Examples of direct supervision may include, but are not limited to, direct classroom observation as per *Design for Excellence – 2000 and Beyond*, meetings, increased time spent in the classroom by the administrator, etc. The Deputy Superintendent will be informed of the request for this addition to the supervisory procedure and will confer with the United Staff Association through the meet-and-confer process prior to a final decision. If a Staff Member Improvement Plan is deemed necessary, it will be developed by the process specified in the Staff Member Improvement Plan section of the *Design for Excellence – 2000 and Beyond*. However, the Deputy Superintendent will make the determination for the need for additional supervisory procedures.

The Annual Professional Performance Review Committee will meet to review this Plan on an annual basis by June 1 and more frequently as needed.

## **PORTFOLIO REQUIREMENTS FOR PROBATIONARY STAFF WHO HOLD AN INITIAL OR TRANSITIONAL CERTIFICATE**

### **What is the requirement for a portfolio?**

Regulations of the Commissioner of Education require that the evaluation of teachers who possess an Initial or Transitional Certificate is based upon a portfolio review.

Teachers who are eligible for tenure from September through December are required to develop and submit a portfolio by March 15 of the school year prior to the end of their probationary period.

Teachers who are eligible for tenure from January through June are required to develop and submit a portfolio by October 15 of the school year prior to the end of their probationary period.

### **What is a portfolio?**

The portfolio is intended to reflect the work, progress, and accomplishments of the individual teacher during his/her probationary period. It should present an overview of your best performance and practices during each of the two or three years of your probationary period. The portfolio should be a collection of special work of which you are most proud. It is intended to be a meaningful collection of artifacts of your work to document your teaching skills and professional growth.

### **Who will review your portfolio?**

Your portfolio will be reviewed periodically by your supervisor and director during your probationary period. The District Superintendent and other central office administrators will review your portfolio during a tenure review conference. Your portfolio will be made available to our Board Members for their review prior to voting on a recommendation by the District Superintendent to grant tenure.

### **What are the required components?**

The portfolio should be kept in a 3-ring binder. It should contain six sections as described below:

- Personal Reflection – This section should include:
  - a. Your professional resume
  - b. A statement of your educational philosophy
  - c. A description of your contributions to the BOCES community of students and staff
- Professional Skills – In this section, you should present evidence of your performance and skills as a teacher. You should include examples of:
  - a. Lesson plans
  - b. Things you do well
  - c. Strengths you demonstrate as a teacher
  - d. Projects, assignments, and activities that demonstrate your skills

Your Reflective Narrative at the end of this section should explain why you selected the pieces included in this section.

- Professional Growth – This section should provide evidence of your personal and professional growth during your probationary period. Included in this section should be:
  - a. Lesson plans written in your first year of teaching or the first time you taught a specific lesson
  - b. Modifications of these lessons in subsequent years
  - c. Lessons that did not work well
  - d. An analysis of why these lessons did not work
  - e. A description of how you revised these lessons and why

In your Reflective Narrative, you should describe how your teaching has changed during your probationary period, how you have grown professionally and who has helped you in that growth, and what experiences have changed you as a teacher.

FOR CAREER & TECHNICAL EDUCATION TEACHERS ONLY: You should also include in your Reflective Narrative a description of how you revised your curriculum based upon input you received from your industry-based advisory committee.

- Professional Development – This section should contain a list of all professional development activities that you participated in that contributed to your professional growth during your probationary period. In your Reflective Narrative, you should identify the one or two activities that had the greatest impact and explain why you selected them.
- A Showcase of Your Best Efforts – In this section, you should present evidence that showcases your best efforts as a teacher. You should include:
  - a. Things you really like about teaching
  - b. Projects and assignments that were fun and creative
  - c. Things that make you special and unique
  - d. Letters, cards, and notes from students, parents, and othersIn your Reflective Narrative, you should describe what you like most about teaching, what has been an extraordinary experience for you, what you will remember about your beginning years of teaching, and what makes you a special teacher.
- Goals for Future Development – This section should contain a Reflective Narrative in which you set goals for your future professional development following your probationary period. You should identify specific goals that you set for yourself, explain why you selected these goals, and describe what professional development activities will help you to achieve these goals.

Other items that you may want to include in your portfolio are:

- Student work
- Photos of special activities or events
- Computer-related activities
- Extracurricular activities
- Assessment activities

The development of your portfolio is not intended to be a “new” activity that will require hours to prepare. We recommend that you think about your choices during your probationary period and organize yourself to select from many of your options over the course of time. Your portfolio should be a creative, organized reflection of your experiences during your probationary period.

**PUTNAM/NORTHERN WESTCHESTER BOCES  
DESIGN FOR EXCELLENCE – 2000 AND BEYOND  
ANNUAL PROFESSIONAL PERFORMANCE REVIEW**

PROFESSIONAL PERFORMANCE REVIEW PLAN FOR \_\_\_\_\_

School Year

**FOR TENURED STAFF ONLY**

(THIS FORM MUST BE COMPLETED NO LATER THAN OCTOBER 15<sup>TH</sup>.)

**Name of Staff Member:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**Administrator:** \_\_\_\_\_

**APPR Criteria**

Indicate which criteria will be targeted for this school year. Each of the 9 criteria must be targeted at least once every four years.

- |  |   |
|--|---|
| <input type="checkbox"/> <b>Content Knowledge</b>      | <input type="checkbox"/> <b>Student Assessment</b>                          |
| <input type="checkbox"/> <b>Preparation</b>            | <input type="checkbox"/> <b>Collaboration</b>                               |
| <input type="checkbox"/> <b>Instructional Delivery</b> | <input type="checkbox"/> <b>Reflective and Responsive Practice</b>          |
| <input type="checkbox"/> <b>Classroom Management</b>   | <input type="checkbox"/> <b>Professional Qualities and Responsibilities</b> |
| <input type="checkbox"/> <b>Student Development</b>    |   |

**APPR Assessment Methods**

Select one of the eight options listed below. Tenured staff members must select Direct Observation at least once every four years. In addition, a Program of Instructional Excellence Observation/Evaluation Form – Teaching Assistants must be completed for each tenured teaching assistant each school year.

- Direct Observation**  
If selected, was a Pre-Conference completed at this meeting?       Yes       No

**ALTERNATIVES:**

- |  |  |
|--|--|
| <input type="checkbox"/> <b>Peer Coaching</b>                        | <input type="checkbox"/> <b>Mentor Teacher/Intern Program</b>  |
| <input type="checkbox"/> <b>Portfolio</b>                            | <input type="checkbox"/> <b>Cooperating/Supervising Staff Member with<br/>a Student Teacher or Clinical Intern</b> |
| <input type="checkbox"/> <b>Group Project</b>                        | <input type="checkbox"/> <b>Other</b> _____  |
| <input type="checkbox"/> <b>Individual Project</b>                   |  |
| <input type="checkbox"/> <b>National Board Teacher Certification</b> |  |

(Continued)

**If you select one of the alternative options, please provide details about the desired outcomes and your plan for reaching these outcomes.**

**Staff Member's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Administrator's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Putnam/Northern Westchester**  
**BOARD OF COOPERATIVE EDUCATIONAL SERVICES**  
200 BOCES Drive, Yorktown Heights, NY 10598-4399

**DESIGN FOR EXCELLENCE – 2000 AND BEYOND**  
**ANNUAL PROFESSIONAL PERFORMANCE REVIEW**

**PROFESSIONAL PERFORMANCE REVIEW END-OF-YEAR SUMMARY FOR** \_\_\_\_\_  
School Year

(To be completed by staff member and submitted to administrator no later than May 15<sup>th</sup>.)

Name of Staff Member: \_\_\_\_\_

Position: \_\_\_\_\_

Department: \_\_\_\_\_

Administrator: \_\_\_\_\_

Assessment Option Selected: \_\_\_\_\_

**Reflections on Progress/Outcomes:** Please describe your progress and refer specifically to the targeted criteria, including their descriptive elements. Under some circumstances, all elements may not be applicable. Attach additional pages if necessary.

Materials attached by staff member:     Yes     No

Staff Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Name of Staff Member: \_\_\_\_\_

**Administrator's Comments:** (To be completed by administrator and reviewed with staff member no later than June 15<sup>th</sup>. In addition, if a project, a portfolio or mentoring was done, the appropriate rubric should also be completed.)

Staff Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

**PUTNAM/NORTHERN WESTCHESTER BOCES  
DESIGN FOR EXCELLENCE – 2000 AND BEYOND  
ANNUAL PROFESSIONAL PERFORMANCE REVIEW**

**DIRECT OBSERVATION/EVALUATION FORM**

Name of Staff Member: \_\_\_\_\_

Position: \_\_\_\_\_

Department: \_\_\_\_\_

Administrator: \_\_\_\_\_

**I. Pre-Conference**

**A. Priorities – Criteria for Evaluation**

- |  |  |
|--|--|
| <input type="checkbox"/> Content Knowledge                           | <input type="checkbox"/> Student Assessment        |
| <input type="checkbox"/> Preparation                                 | <input type="checkbox"/> Collaboration             |
| <input type="checkbox"/> Instructional Delivery                      | <input type="checkbox"/> Classroom Management      |
| <input type="checkbox"/> Student Development                         | <input type="checkbox"/> Reflective and Responsive |
| <input type="checkbox"/> Professional Qualities and Responsibilities | <input type="checkbox"/> Practice                  |

**Non-Tenured Staff Members:**

**Teacher and Pupil Personnel Services Providers:** Must have a minimum of three (3) Direct Observations each year of the probationary period.

**Teaching Assistants:** Must have a minimum of two (2) Direct Observations and a Program of Instructional Excellence Observation/Evaluation Form – Teaching Assistant each year of the probationary period.

**B. Intended Outcomes – These are related to content and process.**

Staff Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Name of Staff Member: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ Time: \_\_\_\_\_

II. **Observation**: A descriptive summary of the lesson with comments and recommendations based upon the summary.

A. **Description**

Name of Staff Member: \_\_\_\_\_

**B. Comments/Recommendations**

Name of Staff Member: \_\_\_\_\_

**III. Post-Conference and/or Summary Evaluation**

**A. Future Objectives/Priorities**

**B. Additional Comments/Recommendations Related to Job Description**

**C. Staff Member's Comments**

**Staff Member's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Administrator's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Putnam/Northern Westchester**  
**BOARD OF COOPERATIVE EDUCATIONAL SERVICES**  
200 BOCES Drive, Yorktown Heights, NY 10598-4399

**TEACHING ASSISTANT EVALUATION FORM**

---

Employee

Administrator

Department

DATES: From

To

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**KEY**

- **EXCEEDS EXPECTATIONS** – Performance frequently exceeds job requirements; all planned objectives are achieved above the established standards and/or accomplishments were made in unexpected areas.
- **MEETS EXPECTATIONS** – Performance satisfies the requirements of the job.
- **NEEDS IMPROVEMENT**– Performance needs to be developed in one or more areas; improvement is necessary.
- **UNSATISFACTORY** – Performance is below minimum expectations and fails to meet job requirements.

---

**WORKING WITH STUDENTS**

Exceeds expectations     Meets expectations     Needs improvement     Unsatisfactory

**STANDARDS:** Supports teacher by providing individual or group instruction to achieve desired outcomes; assists teacher in development and/or use of instructional materials; monitors student behavior and responds appropriately to ensure safety of students; demonstrates respect for all students.

**COMMENTS:**

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**WORKING WITH OTHERS (Including Administrators,  
Teachers, Support Staff, etc.)**

- Exceeds expectations     Meets expectations     Needs improvement     Unsatisfactory

**STANDARDS:** Communicates problems, concerns, and suggestions in a constructive manner to the appropriate person; performs instructional and/or support duties as assigned; consistently interacts with co-workers in a professional, collegial manner; accepts constructive criticism and responds appropriately.

**COMMENTS:**

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**KNOWLEDGE/SKILLS**

- Exceeds expectations     Meets expectations     Needs improvement     Unsatisfactory

**STANDARDS:** Seeks opportunities for professional growth; possesses an understanding of student population and related needs; uses technology and techniques specific to student population to support student learning.

**COMMENTS:**

---

## QUALITY OF WORK

- Exceeds expectations     Meets expectations     Needs improvement     Unsatisfactory

**STANDARDS:** Works productively, efficiently, and accurately; meets deadlines; follows procedures; is innovative and creative; takes initiative to develop resourceful solutions; willing to share ideas and suggestions.

COMMENTS:

---

## ADAPTABILITY AND JUDGMENT

- Exceeds expectations     Meets expectations     Needs improvement     Unsatisfactory

**STANDARDS:** Demonstrates sound judgment; incorporates new procedures, methods, or ideas; able to prioritize; adjusts to changing conditions; functions well under pressure.

COMMENTS:

---

## WORK HABITS

Exceeds expectations     Meets expectations     Needs improvement     Unsatisfactory

STANDARDS: Attendance; punctuality; use of appropriate language; appropriate dress; confidentiality; participation in staff meetings and professional development activities

COMMENTS:

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**PROFESSIONAL DEVELOPMENT GOALS/ADDITIONAL COMMENTS**

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**COMMENTS BY EMPLOYEE (OPTIONAL)**

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**ACKNOWLEDGMENT**

I acknowledge that I have seen the above evaluation and understand its contents.

\_\_\_\_\_

Employee

\_\_\_\_\_

Date

\_\_\_\_\_

Evaluator

\_\_\_\_\_

Date

## MENTORING GUIDELINES

The purpose of the Mentor Teacher/Intern Program is to provide support for new teachers during their probationary period. The goal of the program is to assist new teachers and pupil personnel service providers to become highly competent professionals who are committed to student success.

### **Who can be a Mentor?**

A Mentor is a tenured, certificated staff member, including teacher, school psychologist, school social worker, and speech and language pathologist. He/She has demonstrated mastery of subject matter, superior teaching/counseling abilities, outstanding interpersonal skills, and exceptional professionalism. Staff who is interested in becoming a Mentor must submit an application and two recommendations, one from a supervisor and one from a colleague. The Mentor Teacher/Intern Program Advisory/Selection Committee reviews applications and selects Mentors.

### **What are the responsibilities of a Mentor?**

A Mentor is assigned to an Intern at the beginning of the school year or at the start of the Intern's employment. Whenever possible, the Mentor and Intern are certified in the same subject area and are assigned to the same program.

The responsibilities of a Mentor are:

- To provide support in the areas of curriculum development, instructional strategies, classroom management, and organizational policies and procedures.
- To assist interns in acclimating to the organizational culture.
- To be trained in Learning Focused Mentoring.
- To attend required after-school meetings for Mentors and Interns and Mentors only.
- To participate in New Employee Orientation held at the end of August.
- To meet with assigned Intern on a regular basis.
- To maintain a log of all contact time between Mentor and Intern.
- To assist the Intern in developing a plan for professional support for the remainder of the probationary period.

### **Mentoring as an Alternative Assessment for Annual Professional Performance Review**

Mentoring is an approved alternative assessment option in our Annual Professional Performance Review Plan. If you choose this option, you will be required to:

1. GOALS, OBJECTIVES, AND ACTION PLAN – The Mentor will formulate goals that reflect his/her responsibilities as previously stated and objectives that support these goals. Develop a detailed action plan that describes how the Mentor plans to achieve these goals and objectives. Goals, objectives, and action plan should be included in the Mentor's Professional Performance Review Plan that the Mentor will review with his/her supervisor by October 15.
2. LOG – The Mentor will maintain a log of all activities related to his/her role as a Mentor, i.e., workshops, classroom visits, meetings, etc. This log will be submitted to the Coordinator of the Mentor Teacher/Intern Program during the first week of each month.
3. REFLECTION – The Mentor will write a reflective narrative that will be a self evaluation of how well he/she has achieved the stated goals and objectives and the effectiveness of the action plan. This reflection will be included in the Mentor's Professional Performance Review End-of-Year Summary that will be submitted to his/her administrator by May 15.

4. PROFESSIONAL SUPPORT PLAN – The Mentor and the Intern will develop a professional support plan for the remaining years of the Intern’s probationary period. This plan should include specific suggestions for workshops, trainings, and other means of support that will provide the Intern with opportunities for professional growth.

**PUTNAM/NORTHERN WESTCHESTER BOCES  
 DESIGN FOR EXCELLENCE – 2000 AND BEYOND  
 ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN**

**MENTORING RUBRIC**

<b>TOPIC</b>	<b>EVIDENCE</b>	<b>EVIDENCE</b>	<b>EVIDENCE</b>
Goals	Sets minimal goals	Sets basic goals	Sets specific, well-defined, realistic goals
Objectives	Minimally supports the goals	Adequately supports the goals	Clearly supports the goals
Action Plan	Establishes a minimal action plan	Establishes an adequate action plan	Establishes a detailed and appropriate action plan

**PUTNAM/NORTHERN WESTCHESTER BOCES  
DESIGN FOR EXCELLENCE – 2000 AND BEYOND  
ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN**

**PORTFOLIO RUBRIC**

<b>SECTION</b>	<b>EVIDENCE</b>	<b>EVIDENCE</b>	<b>EVIDENCE</b>
<p><b>Personal Reflection</b></p> <ul style="list-style-type: none"> <li>• Professional Resume including past accomplishments and growth</li> <li>• Education Philosophy</li> </ul>	<p>Provides a minimal resume</p> <p>Articulates a minimal philosophy</p>	<p>Provides an adequate resume</p> <p>Articulates a philosophy</p>	<p>Provides an extensive resume</p> <p>Articulates a clear, thoughtful philosophy</p>
<p style="text-align: center;"><b>Artifacts</b></p> <p>(A collection of things you are most proud of, i.e., letters of commendation, awards, student work)</p>	<p>Contains a minimal number of artifacts</p>	<p>Contains an adequate number of artifacts</p>	<p>Contains an abundance of artifacts</p>
<p style="text-align: center;"><b>Goal</b></p> <p>(Identify the need, what you would like to accomplish, and how you plan to get there)</p>	<p>Articulates a vague goal and minimal plan</p>	<p>Articulates a goal and plan</p>	<p>Articulates a clear goal and extensive plan</p>

<p style="text-align: center;"><b>Action</b></p> <p>(A collection of what you did toward the achievement of your goal, i.e., journal, student work, lesson plans)</p>	<p>Documents minimally describe actions taken</p>	<p>Documents adequately describe actions taken</p>	<p>Documents exceptionally describe actions taken</p>
<p style="text-align: center;"><b>Reflection</b></p> <p>(What worked, what didn't, what you would change, future goals)</p>	<p>Provides minimal reflection</p>	<p>Provides adequate reflection</p>	<p>Provides insightful, meaningful reflection</p>

\_\_\_\_\_  
Staff Member's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

**PUTNAM/NORTHERN WESTCHESTER BOCES  
DESIGN FOR EXCELLENCE – 2000 AND BEYOND  
ANNUAL PROFESSIONAL PERFORMANCE REVIEW**

**PROJECT RUBRIC**

<b>TOPIC</b>	<b>EVIDENCE</b>	<b>EVIDENCE</b>	<b>EVIDENCE</b>
Content	<ul style="list-style-type: none"> <li>Articulates an implicit link to instructional intentions/goals</li> </ul>	<ul style="list-style-type: none"> <li>Articulates a link to instructional intentions/goals</li> </ul>	<ul style="list-style-type: none"> <li>Articulates a clear link to instructional intentions/goals</li> </ul>
Skills (If applicable)	<ul style="list-style-type: none"> <li>Articulates an implicit link to instructional intentions/goals</li> </ul>	<ul style="list-style-type: none"> <li>Articulates a link to instructional intentions/goals</li> </ul>	<ul style="list-style-type: none"> <li>Articulates a clear link to instructional intentions/goals</li> </ul>
Pedagogy	<ul style="list-style-type: none"> <li>Methodology implicitly supports the purpose of the project</li> </ul>	<ul style="list-style-type: none"> <li>Methodology supports the purpose of the project</li> </ul>	<ul style="list-style-type: none"> <li>Methodology clearly supports the purpose of the project</li> </ul>
Assessment (Student/Teacher)	<ul style="list-style-type: none"> <li>Minimally demonstrates or describes changes that take place</li> <li>Uses assessment as a summative tool</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates or describes changes that take place</li> <li>Demonstrates awareness of feedback loop to inform practice and reflection</li> </ul>	<ul style="list-style-type: none"> <li>Clearly demonstrates or describes changes that take place</li> <li>Clear documentation of feedback loop to inform practice and reflection</li> </ul>

\_\_\_\_\_  
Staff Member's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

## **JOB DESCRIPTION**

- I. TITLE: Teacher and Pupil Personnel Services Provider\*
- II. RESPONSIBILITY: To provide instruction and service to enable the student to meet the goals of his/her educational program.
- III. REPORTS TO: Principal, Supervisor, Coordinator, or Other Administrator
- IV. CRITERIA FOR EVALUATION:
  - A. Content Knowledge – Demonstrates a thorough knowledge of the subject matter and curriculum.
    - 1. Shows mastery of subject matter and remains abreast of current developments, computer and related technologies, new trends and contemporary interpretations of subject matter and methodology in assigned areas.
    - 2. Displays solid content knowledge and makes connections between content and other related disciplines.
    - 3. Reflects in plans and practices an understanding of prerequisite relationships among topics and concepts.
  - B. Preparation – Demonstrates appropriate preparation employing the necessary pedagogical practices to support instruction.
    - 1. Creates an emotional climate in which learning can take place.
    - 2. Sets goals that are valuable in their level of expectations, conceptual understanding, and importance of learning.
    - 3. Sets goals that are clear, written in the form of student learning, and permit viable methods of assessment.
    - 4. Sets goals that take into account the varying learning needs of individual students or groups and that provide opportunities for integration.
    - 5. Demonstrates an awareness of school and district resources and seeks materials to enhance instruction from professional organizations or through the community.
    - 6. Uses materials and resources that support the instructional goals and engage students in meaningful learning.
    - 7. Varies instructional groups as appropriate to the different instructional goals.

8. Develops lesson and/or unit structure that is clear and allows for different pathways according to student needs.
  9. Collaborates in the development of new programs and program improvements.
  10. Plans and supervises purposeful assignments for substitutes, clinical assistants, teaching assistants, teacher aides, student teachers, and volunteers and assists with their evaluation when requested.
- C. Instructional Delivery – Demonstrates that the delivery of instruction results in active student involvement, appropriate staff/student interaction, and meaningful plans resulting in student learning.
1. Implements teaching-learning procedures that include establishing the competencies that students need to learn, teaching those competencies, and evaluating the results.
  2. Provides students with clear instructional objectives.
  3. Selects appropriate activities and assignments that engage students.
  4. Uses instructional techniques, materials, and resources that are suitable to the instructional goals.
  5. Has a clearly defined lesson structure around which activities are organized and paces the lesson consistently.
  6. Provides feedback that is consistently of high quality and is presented in a timely manner.
  7. Uses content that links well with students' knowledge and experience.
  8. Uses appropriate vocabulary and correct spoken and written language.
  9. Encourages students to effectively participate in discussions and activities.
  10. Asks questions that are of high quality and allows adequate time for students to respond.
  11. Accommodates students' questions or interests.
  12. Makes appropriate adjustments to a lesson as needed.
  13. Uses a repertoire of strategies to support students who have difficulty learning.
- D. Classroom Management – Demonstrates classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning.
1. Creates an emotional climate where staff-student interactions are friendly, warm, caring, and respectful and student-student interactions are polite and respectful.

2. Organizes and manages group work so that students are engaged at all times.
  3. Transitions smoothly between parts of the lesson and implements routines for handling materials and supplies with little loss of instructional time.
  4. Performs non-instructional duties efficiently.
  5. Maintains, secures, and inventories all instructional equipment and materials in assigned areas.
  6. Develops and communicates rules for classroom behavior and procedures.
  7. Maintains order in a fair and just manner.
  8. Responds to student behavior appropriately and respects the student's dignity.
  9. Ensures that the classroom is safe and provides appropriate safety instruction.
  10. Uses physical resources skillfully and makes learning equally accessible to all students.
- E. Student Development – Demonstrates knowledge of student development, understands and appreciates diversity, and regularly applies developmentally appropriate instructional strategies for the benefit of all students.
1. Displays a thorough understanding of typical developmental characteristics of students as well as exceptions to the norm.
  2. Uses the assistance of specialists as a resource and support to understand students' development levels and needs.
  3. Uses knowledge of students' varied approaches to learning in instructional planning.
  4. Displays knowledge of students' skills, interests, and cultural heritages, including students with special needs.
  5. Fosters staff-student interactions that demonstrate warmth, caring, and respect and which are appropriate to developmental and cultural norms.
  6. Promotes student interactions that are polite and respectful.
  7. Assists students in developing a sense of responsibility, self-discipline, cooperation, and respect for others.
  8. Conveys genuine enthusiasm for the subject and encourages students to participate in discussions and activities and to take pride in their work.
  9. Conveys high expectations for student achievement through instructional goals and activities, interactions, and the classroom environment.

- F. Student Assessment – Implements assessment techniques based on appropriate learning standards designed to measure students’ progress in learning.
1. Records and maintains accurate information on student progress and learning.
  2. Uses assessments that are congruent with the instructional goals.
  3. Communicates assessment criteria and standards clearly.
  4. Informs students as to how they are meeting the established standards and helps them to evaluate their own progress.
  5. Uses assessment results to plan appropriate follow-up instruction.
- G. Collaboration – Develops effective collaborative relationships with students, parents/guardians, and appropriate support personnel to meet the learning needs of students.
1. Provides frequent information to parents/guardians about the instructional program.
  2. Provides information to parents/guardians on student progress and areas of concern.
  3. Responds professionally and sensitively to concerns of parents/guardians.
  4. Encourages the involvement and support of parents/guardians in the instructional program.
  5. Supports, cooperates, and shares expertise with colleagues.
  6. Participates in and contributes to school and BOCES-wide events.
- H. Reflective and Responsive Practice – Demonstrates that professional practice is reviewed and effectively assessed and that appropriate adjustments are made on a continuing basis.
1. Assesses the effectiveness of an instructional activity and the extent to which it achieved its goal(s).
  2. Makes specific suggestions as to how the instructional activity may be improved.
  3. Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.
  4. Participates actively in assisting other educators.
  5. Works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.

6. Participates in team or departmental decision making.
- I. Professional Qualities and Responsibilities – Contributes to the general well being of the BOCES organization by fulfilling all required professional responsibilities both within and outside the classroom.
    1. Serves as an appropriate role model to students, colleagues, and community.
    2. Submits reports, written communications, and budgets as required.
    3. Implements policies, regulations, and rules.
    4. Performs non-classroom duties as needed.
    5. Performs other appropriate duties as assigned by the supervisor.

\*Pupil Personnel Services Providers include Guidance Counselor, School Social Worker, School Psychologist, Occupational Therapist, Physical Therapist, and Speech Therapist. All of the specific criteria listed within the job description may not apply to all Pupil Personnel Services Provider titles.

## JOB DESCRIPTION

- I. TITLE: Teaching Assistant
- II. RESPONSIBILITY: To provide direct instructional service to students under the general supervision of a certified teacher.
- III. REPORTS TO: Administrator and/or Teacher
- IV. PRIMARY DUTIES:
  - A. Professional Qualities
    - 1. Serves as an appropriate role model to students, peers, and the community.
      - a. Arrives to work on time.
      - b. Exhibits neat appearance and appropriate dress.
      - c. Uses appropriate language within the school community.
      - d. Respects confidentiality of information about students.
    - 2. Contributes to a positive emotional climate within the classroom.
      - a. Reacts calmly and in a poised manner to student behavior.
      - b. Treats students in a fair and impartial manner.
      - c. Demonstrates respect for all students.
      - d. Helps students to improve their sense of responsibility, self-discipline, cooperation, and respect for others.
    - 3. Demonstrates a positive attitude toward the school community.
      - a. Participates in designated staff meetings and in-service activities.
      - b. Seeks to communicate problems or concerns in a constructive manner to the teacher or supervisor.
      - c. Actively participates in the general life of the school, e.g., clubs, open house, mall exhibits (Career and Technical Education), awards assemblies.
  - B. Non-Teaching Duties
    - 1. When assigned, monitors students in halls, bus area, and during break time activities.
    - 2. Helps teacher prepare and clean up classroom or lab.
    - 3. Records attendance for teacher's reporting.
    - 4. When assigned, assists in the safe transporting of children by bus or other vehicle.
    - 5. Assists in the ordering and purchasing of supplies.
    - 6. Manages, secures, and assists in the inventorying of records, materials, and equipment.
    - 7. Helps set up audiovisual equipment.
    - 8. Assists in the orderly arrival and dismissal of students.

9. Assists teacher in performing other clerical duties as needed.

C. Support Teaching Duties

1. Supervises students and performs support teaching duties when services are Determined and supervised by teachers.
2. Works with individual pupils or groups of pupils on instructional activities as directed.
3. Assists with the preparation of instructional materials.
4. Attends to the physical needs of students.
5. Assists the teacher in providing instructional assistance to students needing additional help.
6. Supports the teacher in helping pupils to understand the purposes of a specific lesson and engages in activities designed to achieve those purposes.
7. Assists the teacher in monitoring and reporting student progress on a daily basis.
8. Assists the teacher in taking necessary and reasonable precautions to protect the health and safety of students by providing (along with the teacher) relevant safety instructions.

D. Instructional Duties

1. Provides direct instructional services to students under the general supervision of the certified teacher.
2. Provides small groups of students with direct instruction
3. Provides instruction to individual students.
4. Supervises students on work projects (Career and Technical Education).
5. Assists pupils in the use of instructional materials.
6. Assists teacher in the development of instructional materials.
7. Provides the instructor with information about pupils that will assist the instructor in the development of appropriate learning activities.
8. Performs other appropriate instructional duties assigned by the teacher and/or administrator.

E. Other Duties

1. Performs other appropriate duties assigned by the teacher and/or administrator.

## STAFF MEMBER IMPROVEMENT PLAN

Helping staff member correct deficiencies whose performance is evaluated as unsatisfactory requires specificity. Administrators should give unsatisfactory staff members highly detailed plans for improvement based upon the staff member's job description and the Design for Excellence – 2000 and Beyond. Precisely what the staff member is required to do to correct the shortcomings will be addressed in a plan that will be developed in consultation with the staff member. The staff member has the right to have a union representative at the consultation and at any follow-up meetings to evaluate the progress of the plan.

The Staff Member Improvement Plan should include the following:

- A list of specific criteria from the staff member's Job Description in the *Design for Excellence – 2000 and Beyond* that have been identified as unsatisfactory.
- A specific action plan for improvement.
- Dates for follow-up observations and/or consultations.
- Administrator(s) supervising the plan.
- Method(s) by which the success of the plan will be measured.

This process was shaped by two concerns: (a) the desire to do everything possible to help staff members improve and (b) the need to meet complex legal standards for dismissal if that is required. The Staff Member Improvement Plan will not supercede administrative procedures deemed necessary due to incidents of professional misconduct.

In the case of instructional concerns, the following procedural stages may be followed. This procedure may be modified depending upon individual circumstances and that status of the staff member.

Step One: The process is initiated when a staff member's performance is evaluated as unsatisfactory and documented in writing by the administrator. The administrator then confers with the program director regarding the specific deficiencies. A copy of this notice goes to the Human Resources Department and the staff member, who is reminded of his/her right to file a personal statement and to have union representation.

Step Two: The administrator(s) and staff member meet to develop the Staff Member Improvement Plan, designed to help the staff member correct deficiencies.

Step Three: An administrator writes the Staff Member Improvement Plan that was developed at the Meeting and sends a copy to the staff member.

Step Four: A minimum of five formal observations will be conducted, with at least three observations completed jointly by two administrators. A follow-up conference will be held with the staff member after each observation. (Step Four should be adjusted if the main problem in performance is not in classroom or clinical practices but in other areas of responsibility. In such cases, five observations are not necessary. Documentation of the problem, recommendations and/or directives to change, and evaluation of the results are all necessary procedural steps for non-classroom and non-clinical problems.)

Step Five: The administrator(s) and the staff member hold a progress-assessment conference.

Step Six: If the staff member's performance is still found to be unsatisfactory, a formal notice of unprofessional conduct or incompetence is prepared.

Step Seven: The notice is reviewed by legal counsel.

Step Eight: It is served on the staff member.

Step Nine: The staff member has 90 days in which to correct the specified deficiencies.

Step Ten: A second progress-assessment conference is held.

Step Eleven: If the administrator(s) determine that the staff member is still not performing satisfactorily after three additional observations, the provisions of 3020-A are begun. Charges are prepared for review by the superintendent and legal counsel and procedures specified in the law are followed.

## **TRAINING IN PERFORMANCE EVALUATION**

Putnam/Northern Westchester BOCES will provide training in good practice for the conducting of performance evaluations to all administrators who will perform such evaluations. During the 2000-2001 school year, when this plan will be implemented, an initial training session for administrators will occur by September 30. Follow-up sessions will be scheduled throughout the school year. On-going training will be provided to new administrators. At its annual meeting, the Annual Professional Performance Review Committee will consider the need for further training.

## **PERFORMANCE REVIEW OF SUPERINTENDENT**

The Putnam/Northern Westchester BOCES Board of Education shall annually review the performance of the district superintendent according to procedures developed by the Board in consultation with the district superintendent. Such procedures shall be filed in the superintendent's office and available for review by any individual no later than September 30 of each year.

# **ANNUAL PROFESSIONAL PERFORMANCE REVIEW COMMITTEE MEMBERS**

Al Cotoia  
Stephen Lowery  
Vito Rinaldo  
Irene Snow  
Judy Spaulding  
Paula Jeter-Williams  
Susan Micolo