

Hamilton-Fulton-Montgomery BOCES
Annual Professional Performance Review for
K-12 Non-Classroom Teachers (updated 8-24-18)

All K-12 non-classroom teacher evaluations and professional growth shall be governed by the procedures below. Please note that the word “teacher” throughout this document and within all accompanying documents refers to all K-12 non-classroom certified and/or licensed professional staff who provide direct or indirect services to students. Staff includes, but is not limited to, psychologists, social workers, adult educators, teacher on special assignment, school counselors, therapists, speech/language pathologists, teacher assistants, or any other non-classroom teacher category.

- I. Probationary Teachers** – The goal of the Professional Performance Review process is to assist probationary teachers in their new role and to provide them with opportunities for personal and professional development and growth. The following system of performance review will be followed for probationary teachers.
1. During new staff orientation, the Danielson rubrics (Instructional Specialist, Library Media Specialist, School Counselor, School Psychologist, and Therapeutic Specialist) and the observation procedures will be shared. In addition, during the school year, the supervisor will meet on an individual basis with each new teacher to discuss BOCES evaluation expectations and goals.
 2. A minimum of three (3) observations will be conducted during the first and second years of a probationary appointment - two announced and one unannounced observation (in this order) using one of the Danielson rubrics.
 3. A minimum of two (2) observations will be conducted during the third and fourth years of a probationary appointment – one announced and one unannounced (in this order) using one of the Danielson rubrics.
 4. All observations and evaluations of work performance, which will be entered in the teacher’s personnel file, will be conducted openly, with full knowledge of the teacher. Teachers will be given reasonable notice of the time frame during which announced observations will be conducted.
 5. Prior to each announced observation, the teacher and BOCES administrator will meet to discuss the upcoming observation.
 6. Prior to the post observation, the teacher will be provided with the BOCES administrator’s notes from the observation.
 7. During the post-observation discussion, the teacher and the observer will identify areas needing improvement.
 8. After the post-observation discussion, the observer will write up the evaluation which will include recommendations, strategies or plans for improvement.

II. Tenured Teachers – All tenured teachers will select a professional growth/development option or the supervisor may request a formal observation, which will become the basis for the teacher’s ongoing professional performance review. Professional growth/development options might not follow exactly the regular school calendar (September to June). With the teacher’s and the administrator’s agreement, some goals may need to continue into the following school year. If a professional growth/development option is completed in the middle of the regular school year, the administrator and teacher will determine when the next professional growth/development option will begin. The following format for professional growth/development has been developed for tenured teachers.

A. Options (See pages 3 – 10)

1. Self-Improvement
2. Instructional Team Interaction
3. Portfolio of Professional Growth
4. Writing a Professional Piece of Literature
5. Videotaping and Analysis
6. Teacher and Administrator Collaboration
7. Self-Choice
8. Teacher or administrator requested formal observation

B. Guidelines

1. Choose an option from the list above.
2. Using one of the Danielson rubrics, select a domain/component as your focus.
3. Determine an action plan and complete the professional growth/development proposal form.
4. Submit the form to your supervisor.
5. Within three (3) weeks of submitting the completed form to your direct supervisor, you and your BOCES supervisor will agree upon and sign the professional growth/development proposal form.
6. Implement the plan.
7. At least one update meeting will be held with the teacher and BOCES supervisor. This update meeting will be scheduled by the supervisor. If the teacher wishes to request a meeting before the supervisor has scheduled a meeting, s/he may request a meeting date/time.
8. At any point, the teacher, with supervisor approval, will be allowed to make modifications to the original proposal that are necessary to meet the teacher’s professional needs.
9. A culminating meeting will be scheduled by the supervisor at which time documentation of the completion of the professional growth/development option will be provided by the teacher. The professional growth/development proposal form and the evaluation form will become part of the teacher’s personnel file.

Original BOE Adoption – 08/27/2003
Revisions Adopted – 01/23/2008
Revisions Adopted – 08/29/2018

Professional Growth/Development Options for Tenured Teachers

Statement of Purpose:

Teachers, with the support of their supervisor, can and should assess their learning and career needs and determine the best format for professional growth. It is the intent of the HFM BOCES to encourage ongoing professional growth and development for all of its faculty and staff. The Professional Growth/Development Options included in this document are a starting point in the continuing professional growth/development process.

SUGGESTED OPTIONS FOR PROFESSIONAL GROWTH/DEVELOPMENT

- I. Self-improvement Plan
- II. Instructional Team Interaction Plan
- III. Portfolio of Professional Growth
- IV. Write a Professional Piece of Literature
- V. Videotaping and Analysis
- VI. Teacher and Administrator Collaboration
- VII. Self Choice
- VIII. Administrator or staff requested formal observation – using the documents and format described in Sections A3-A7.

I. Self Improvement – The teacher in consultation with their supervisor will select an area or topic directly related to professional practice that they would like to enhance.

Teacher: _____

Danielson domain/component addressed: _____

Goal: _____

Conferences/workshops/in-services directly related to your goal:*

Minimum of 2:	<u>Dates Attended</u>	<u>Topic</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

***Attending a conference is dependent upon availability, locality, etc. If no conferences related to your goal are available, it may be necessary to rewrite the improvement plan. Conferences will be at district expense. If district funding is not available, the teacher may choose to attend a conference at his/her own expense.**

Research: List titles (a minimum of two journals, articles, books, media-viewed or other resources.)

Attach a copy of your written summary. Summary may include possible applications, significant points, and your personal views.

Teacher's Signature

Date Initiated

Update Conference

Culminating Conference

Administrator's Signature

Date Initiated

Update Conference

Culminating Conference

II. Team Interaction – Two or more teachers will choose an area or topic in consultation with their supervisor (s) that relates directly to their shared professional responsibilities.

Teacher: _____

Danielson domain/component addressed: _____

Meet with one or more teacher(s) to set common goals and outline a plan of action to be reviewed with their supervisor(s). The progress of this plan will be reviewed jointly by teachers and their supervisor(s) throughout the year.

Participants: _____

Goal(s): _____

Submit a copy of your proposal, which will include a statement of your goals, materials and procedures:

Meeting
Dates w/partner(s):

Attach a copy of your written summary.

Teacher's Signature Date Initiated Update Conference

Culminating Conference

Administrator's Signature Date Initiated Update Conference

Culminating Conference

III. **Portfolio of Professional Growth** – Throughout the year, gather a minimum of ten items, including lesson plans, professional articles, ideas, samples, photos, art ideas, books, etc. This portfolio will show educational and professional growth in a specific area of professional practice. (Include which Danielson domain is addressed.)

Teacher: _____

Danielson domain/component addressed: _____

Throughout the year you will share your portfolio with your supervisor. In addition, a written table of contents will be submitted as well as a written self-evaluation.

Teacher's Signature

Date Initiated

Update Conference

Culminating Conference

Administrator's Signature

Date Initiated

Update Conference

Culminating Conference

IV. Writing a Professional Piece of Literature – Related to a topic which will directly enhance professional practice.

Teacher: _____

Danielson domain/component addressed: _____

Author(s):

Topic:

Proposed Outline:

Draft: (May need to use back or separate sheet)

Final Piece: (Bibliography of references is required)

Teacher's Signature

Date Initiated

Update Conference

Culminating Conference

Administrator's Signature

Date Initiated

Update Conference

Culminating Conference

V. **Videotaping and Analysis** – Minimum of three taped sessions. Analysis should focus on at least one element of Domains 2 or 3.

Teacher: _____

Danielson domain/component addressed: _____

Goal: _____

Participants: _____

Dates of Taping: _____

Submit the tape and your analysis after each taping session to the appropriate supervisor.

Teacher's Signature

Date Initiated

Update Conference

Culminating Conference

Administrator's Signature

Date Initiated

Update Conference

Culminating Conference

VI. Teacher and Administrator Collaboration – The teacher and administrator will agree on an area of professional practice to work on collaboratively.

Teacher: _____

Danielson domain/component addressed: _____

Goals: _____

Procedure/Activities: _____

Conference Dates: _____

Summary comments to be submitted by both teacher and administrator.

Teacher's Signature

Date Initiated

Update Conference

Culminating Conference

Administrator's Signature

Date Initiated

Update Conference

Culminating Conference

VII. **Self-Choice**: The teacher in collaboration with their administrator will select an area or topic directly related to one of the HFM BOCES strategic objectives as outlined in the Professional Development Plan. The teacher will design a growth activity useful to enhance their professional expertise.

Teacher: _____

Danielson domain/component addressed: _____

Goal: _____

List Objectives: _____

Evaluation: _____

Teacher's Signature

Date Initiated

Update Conference

Culminating Conference

Administrator's Signature

Date Initiated

Update Conference

Culminating Conference

Evaluation Form

School Year: _____

Teacher: _____

Division: _____

____ Goal met

____ Goal in progress

____ Goal needs further development

____ Goal continuing next year

Administrator's Comments:

Administrator's Signature

Date

Teacher's Comments:

Teacher's Signature

Date