

**WAPPINGERS CENTRAL SCHOOL DISTRICT
PERFORMANCE APPRAISAL SYSTEM
WAPPINGERS CONGRESS OF TEACHERS
FEBRUARY 2000**

I. Introduction

In the course of negotiations between the Wappingers Central School District and the Wappingers Congress of Teachers (WCT) for a successor agreement to the 1992-98 Collective Bargaining Agreement, it was resolved that a joint labor-management committee would be convened to develop a revised performance appraisal system. This system would revise the observation/evaluation process set forth in **Article 12 – Unit Member Evaluation** of the WCT Contract and the **1989 Teacher Appraisal Design**, and, further, would provide a more relevant means of observing and evaluating non-teaching bargaining unit members (i.e., Guidance Counselors, Librarians, Occupational and Physical Therapists and Therapist Assistants, School Psychologists, School Social Workers and Speech Therapists), as well as teachers. (For the purpose of this document, it is understood that whenever the term “teacher” is used, the broader reference is to all members of the bargaining unit, unless otherwise specified. “Non-tenured” and “tenured” also refer to non-permanent and permanent, respectively, in the case of an Occupational or Physical Therapist or Therapist Assistant.)

Accordingly, the Teacher Evaluation Committee, comprised of 6 WCT unit members selected by the Union and 6 administrators and a Committee chairperson selected by the District, met for the first time on December 10, 1998. The Committee met on a regular biweekly schedule throughout the remainder of the 1998-99 school year, continuing into 1999-2000. This revised **Performance Appraisal System** is the result of the extensive group effort of this Committee.

II. Rationale

From the outset, the Committee adopted the principle that **the underlying purpose of teacher evaluation is to improve the quality of instruction in the classroom**. As such, the new system would need to serve a two-fold purpose: 1) to provide an instrument to document teacher performance and maintain accountability, both for the teacher and the administration; and 2) to afford administrators a vehicle for working both with teachers who need to improve their instructional/classroom skills, as well as with those very successful teachers who simply need to maintain their skills and continue to grow professionally.

After much discussion, the Committee concluded that a **differentiated system** of evaluation provided the opportunity for more meaningful and relevant performance appraisal than the previous single-option format. Among the many sources of data and research which the Committee considered in its work was Allan A. Glatthorn’s Differentiated Supervision (Alexandria, VA: Association for Supervision and Curriculum Development, 1984). Glatthorn explains:

In the differentiated system, teachers can choose, within limits, whether they wish to receive clinical supervision, work with a colleague in a program of cooperative development, direct their own professional growth, or have their teaching monitored by an administrator. They are given options, in the expectation that their individual choices will be more responsive to their special needs.

...There are three major reasons why a differentiated approach seems desirable... First, the standard supervisory [i.e., evaluative] practice of administrators and supervisors is often both inadequate and ineffective... Second, it is neither feasible nor necessary to provide clinical supervision to all teachers... [and] third, ...teachers have different growth needs and learning styles.

III. The Performance Appraisal System - Summary

The revised system, therefore, incorporates the following elements:

- A) For non-tenured teachers:
 - 1) clinical supervisory observations which include a pre-observation conference form, a combination check-off/narrative observation report form, and a post-observation conference (with job-specific modifications for non-teaching unit members);
 - 2) a narrative annual evaluation report form.

- B) For tenured teachers (including all non-teacher unit members):
 - 1) a professional growth plan model offering the teacher and administrator a "menu" of options from which to choose, with a pre-implementation goal setting plan description form;
 - 2) a clinical supervisory observation required every fourth year after achieving tenure, or whenever it's determined to be necessary by the administrator;
 - 3) an annual professional growth plan/performance evaluation form.

The underlying assumption in the professional growth plan model is that the teachers who take advantage of this option, who are tenured and have some years of experience, are successful and have met all performance expectations as determined by their supervisor(s). Such teachers do not require the same level of supervision as a new teacher or an experienced teacher who is having difficulties.

If a tenured teacher is not performing at an acceptable level, the administrator can work with him/her either to maintain a closer supervisory relationship through direct observation/evaluation, or, since the professional growth plan must be collaboratively developed by the teacher and the administrator, to target specific areas of need in the professional growth plan.

On the other hand, a tenured teacher who is performing at an acceptable level, or, better yet, at a "distinguished" level, benefits very little, and improves even less, from simply being observed and given a glowing write-up.

The Committee recognized that the new design is, in some respects, as much a professional development plan as an evaluation system. Nevertheless, we felt that there would be much more benefit to be derived, and a much higher probability of improving instruction - the primary goal of performance evaluation - by providing successful teachers with an opportunity to focus on broadening knowledge and sharpening skills they already possess or on acquiring new skills and experiences, which would ultimately make them better teachers.

It is important to emphasize that under the new system, administrative prerogative remains intact, i.e., it is understood that an administrator may observe a staff member, formally or informally, announced or unannounced, whenever the administrator deems such observation to be necessary to improve instruction and/or evaluate the staff member.

The new system will be reviewed by the Committee, with input from appropriate sources, for modification and "fine tuning" at the conclusion of the first full year of implementation.

Detailed Guidelines for the observation and evaluation procedures follow later in this document.

IV. Teachers rated as "DOUBTFUL" or "UNSATISFACTORY"

A) For non-tenured teachers:

Written evaluation reports for non-tenured teachers rated as "Doubtful" or "Unsatisfactory" will indicate specific areas of unsatisfactory performance. The administrator(s) will provide specific suggestions for improvement. Such suggestions may include specific strategies/activities to try, specific directives to follow, course work, inservice opportunities within or outside the District, professional literature, peer visitation/observation, mentoring by a colleague, and other activities such as those included in the **Goal Setting Plan for Professional Growth** which follows later in this document.

A recommendation for the continued employment or termination of the employee will be at the discretion of the administrator, in accordance with legal and contractual requirements.

B) For tenured teachers:

Written evaluation reports for tenured teachers who are given an unsatisfactory evaluation will indicate specific areas of unsatisfactory performance. The administrator(s) and the teacher will mutually develop, in writing, a Teacher Improvement Plan to help the teacher address these specific areas of concern. The Teacher Improvement Plan may include specific strategies/activities to try, specific directives to follow, course work, inservice opportunities within or outside the District, professional literature, peer visitation/observation, mentoring by a colleague, and other

activities such as those included in the **Goal Setting Plan for Professional Growth** which follows later in this document.

Following the development of the Teacher Improvement Plan, the administrator(s) and the teacher will meet regularly on a mutually agreed to schedule for a period of at least three (3) months to review the status of the teacher's performance. Continued unsatisfactory performance may result in charges being brought against the teacher and a recommendation for termination, in accordance with legal and contractual requirements.

V. Training

Once approved by the Board of Education, the Performance Appraisal System will be presented to the District's administrative staff by the administrative members of the Teacher Evaluation Committee in early Spring 2000. Administrators will also be offered inservice training in successful practices for the conducting of performance evaluations in the Spring and/or Summer 2000. Such training will be offered by a combination of in-District personnel, BOCES resources and/or contracted consultants.

The Performance Appraisal System will be presented to teachers by teams of Committee members at faculty meetings throughout the District after approval.

(jad\WCT Evaluation\Narrative)

**WAPPINGERS CENTRAL SCHOOL DISTRICT
TEACHER AND PUPIL PERSONNEL STAFF EVALUATION COMMITTEE
MEMBERSHIP LIST**

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**WAPPINGERS CENTRAL SCHOOL DISTRICT
TEACHER AND PUPIL PERSONNEL STAFF EVALUATION COMMITTEE
ACKNOWLEDGEMENTS**

The Committee would like to acknowledge the contributions of the following Pupil Personnel Staff members and Related Service Providers whose participated was invaluable in the development of the title-specific observation and evaluation form variations.

Guidance Counselors

Christine Lowery, WJHS
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WAPPINGERS CENTRAL SCHOOL DISTRICT
PERFORMANCE APPRAISAL SYSTEM
TEACHERS AND PUPIL PERSONNEL STAFF MEMBERS
FEBRUARY 2000

I. Non-Tenured¹ Staff Members

A. Observations

1. All non-tenured, temporary and part-time staff members must be formally observed twice each school year.
2. It is recommended that one observation be conducted each semester of a school year.
3. In the case of a staff member who is supervised by both building and department administrators, it is recommended that one observation be conducted by a building administrator and one observation be conducted by a department administrator.
4. Prior to the observation, the **Pre-Observation Form** must be completed and reviewed by the staff member with the administrator.
5. Observation reports for non-tenured staff members must be submitted utilizing the appropriate **Observation for Professional Development** form.
6. Within ten school days of the observation, the staff member and the administrator must meet to discuss the report and the administrator's observations. A signed copy of the **Observation for Professional Development** form must be presented to the staff member at this conference.
7. Any comments (optional) to be added to the **Observation for Professional Development** form by the staff member must be completed within 5 school days of the post-observation conference.
8. Formal observations must be for a minimum of one class period at the secondary level and one complete lesson at the elementary level. It is recommended that observations not be conducted during the last week of instruction.
9. The **Observation for Professional Development** form with original signatures will be filed in the Superintendent of School's file, with copies to the staff member, the observer and the other supervising building or department administrator, if applicable.
10. Only certified members of the administration will conduct clinical observations.
11. During a staff member's tenure year, the tenure report will also serve as the staff member's annual evaluation.

¹ Where "Non-Tenured" is used in this document, it also includes non-permanent (probationary or provisional) Occupational and Physical Therapists and Therapist Assistants.
WCT Performance Appraisal System

12. It is understood that an administrator may observe a staff member, formally or informally, announced or unannounced, whenever the administrator deems such observation to be necessary to improve instruction and/or evaluate the staff member.

B. Evaluations

1. All non-tenured, temporary and part-time staff members must be formally evaluated each school year.
2. Annual evaluations for non-tenured staff members must be submitted utilizing the **Evaluation for Professional Development** form.
3. The **Evaluation for Professional Development** form must be completed and a signed copy shared with the staff member at a conference to be held prior to the last work day of each school year.
4. Any comments (optional) to be added to the **Evaluation for Professional Development** form by the staff member must be completed within 5 school days of the evaluation conference.
5. Concluding the **Evaluation for Professional Development** form, each staff member will receive one of the following ratings:
 - A) Satisfactory: continued performance on a comparable level will, in all likelihood, result in tenure;
 - B) Doubtful: continued performance on a comparable level may result in a denial of tenure;
 - C) Unsatisfactory: unless there is substantially improved performance, tenure will be denied and immediate dismissal may result.
6. Participation in voluntary, extra-curricular, community, church, social activity or any Congress activities shall not be considered in evaluating staff member performance.
7. The **Evaluations for Professional Development** form with original signatures will be filed in the Superintendent of Schools' file, with copies to the staff member, the evaluator and the other supervising building or department administrator, if applicable.
8. Only certified members of the administration will evaluate staff members.
9. Evaluations for staff members who are supervised by both a principal and a department coordinator will be completed by the coordinator. Evaluations for staff members who are supervised solely by a principal will be completed by that Principal.

II. Tenured² Staff Members

1. All tenured staff members must be evaluated annually using either the Professional Growth Plan model or the clinical observation/evaluation model.
2. A clinical supervisory observation is required every fourth year after a staff member achieves tenure.
3. Unless clinical observation is one of the options selected as part of a staff member's professional growth plan, clinical observations need not be conducted that year. A staff member may also choose to develop a Professional Growth Plan in the required clinical observation/evaluation year.
4. Prior to implementing the professional growth plan, the staff member must complete and review with an appropriate administrator the **Goal Setting Plan for Professional Growth** form. This form must be finalized and agreed to by both the staff member and the administrator by September 30 of the target year.
5. Sample activity options available for the professional growth plan are included on the **Professional Growth Plan Options** list. This is not intended to be an all-inclusive listing of options a staff member may choose.
6. In the case of a staff member who is supervised by both building and department administrators, the staff member will confer with them to determine which administrator(s) will supervise the professional growth plan.
7. Annual evaluations for tenured staff members must be submitted utilizing the **Evaluation for Professional Development – Tenured Teachers and Pupil Personnel Staff Members** form.
8. The **Evaluation for Professional Development – Tenured Teachers and Pupil Personnel Staff Members** form must be completed and signed by the staff member and the administrator prior to the last work day of the school year.
9. A professional growth plan may be developed to cover more than one school year. Nevertheless, the **Evaluation for Professional Development – Tenured Teachers and Pupil Personnel Staff Members** form must still be completed at the conclusion of each school year to document/evaluate the staff member's progress toward accomplishing the improvement target(s).
10. The **Goal Setting Plan for Professional Growth** form and **Evaluation for Professional Development – Tenured Teachers and Pupil Personnel Staff Members** form with original signatures will be filed in the Superintendent of Schools' file, with copies to the staff member, the evaluator and the other supervising building or department administrator, if applicable.

² Where "Tenured" is used in this document, it also includes permanent Occupational and Physical Therapists and Therapist Assistants.

11. Participation in voluntary, extra-curricular, community, church, social activity or any Congress activities shall not be considered in evaluating staff member performance.
13. Only certified members of the administration will evaluate staff members.
14. It is understood that an administrator may require clinical observation(s) in addition to or in lieu of a professional growth plan if the administrator deems such observation to be necessary to improve instruction and/or evaluate the staff member.
15. It is understood that an administrator may observe a staff member, formally or informally, announced or unannounced, whenever the administrator deems such observation to be necessary to improve instruction and/or evaluate the staff member.