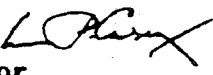



**BOARD OF EDUCATION OF THE CITY OF NEW YORK****RUDOLPH F. CREW, Ed. D., Chancellor****OFFICE OF SCHOOL PROGRAMS AND SUPPORT SERVICES**  
110 Livingston Street - Brooklyn, NY 11201**CHIEF EXECUTIVES' MEMORANDUM #80**March<sup>31</sup>, 1998**TO: ALL SUPERINTENDENTS  
ALL PRINCIPALS****FROM: William P. Casey**   
**Chief Executive for  
Program Development  
& Dissemination****Margaret R. Harrington, Ed.D.**   
**Chief Executive for School Programs  
& Support Services****SUBJECT: PERFORMANCE REVIEW AND PROFESSIONAL DEVELOPMENT  
PLAN FOR TEACHERS**

The Board of Education of the City of New York and the United Federation of Teachers are committed to supporting teachers to insure the highest levels of professionalism and quality in the teaching process. To this end, the Board and the UFT established a Teacher Evaluation/Observation Committee, which undertook a two-year study of innovative teacher evaluation/observation practices in the New York City public schools and throughout the United States. As a result, committee members recommended significant changes in annual performance review procedures. These recommendations are embodied in "Teaching for the 21<sup>st</sup> Century", a comprehensive guide that provides a framework for performance review and school-based professional development. They were reviewed by the Chancellor's Performance Review Committee representing school-based staff and parents. Focus group discussions facilitated the development of broad-based consensus on the characteristics of good teaching. Following the study, the UFT and the Board agreed, as indicated in the most recent teachers' contract, upon an alternative Teacher Performance Review model which gives tenured teachers, in collaboration with supervisors, a choice between using the traditional formal observation or designing and implementing alternative techniques, known as annual performance review options, for teacher evaluation.

Principals should review "Teaching for the 21<sup>st</sup> Century" in its entirety. A summary of the salient features of the evaluation/observation process is here provided.

Page 2

## SUMMARY OF PROCESS OPTIONS FOR EVALUATION/OBSERVATION OF TEACHERS

Recognizing the importance of effective professional development and teacher evaluation practices to promote quality classroom instruction, the Board and the Union have developed a model for teacher performance reviews designed to: (1) encourage ongoing professional growth, and (2) take into account varied levels of experience and/or expertise that teachers bring to their classrooms. Where appropriate, the performance review must include clear and specific recommendations for professional growth.

COMPONENT A [Annual Performance Options] offers a tenured teacher a broad range of annual performance options and an opportunity to set his or her own goals and objectives in conjunction with the supervisor, in order to demonstrate the teacher's professional growth. Both the teacher and the supervisor have to agree to the performance option selected by the teacher.

Component A can be used to encourage teacher's ongoing professional growth and the use of innovative instructional approaches. The annual performance review should be related to:

- A. agreed upon characteristics of good teaching,
- B. school-based educational goal and objectives,
- C. outcomes expected in terms of student performance,
- D. classroom instructional strategies and/or individual teacher needs assessment.

Teachers, in collaboration with their supervisor, will prepare a brief written statement describing their annual performance option in terms of their own goal(s) and objectives for the school year. At the end of the year, the impact of these teaching activities on their students should also be summarized and evaluated jointly by teacher and supervisor.

A satisfactory tenured teacher, in consultation with his or her principal or supervisor, may choose either Component A or B, or both, as the basis for an annual performance review. This choice should be made in the Spring on the preference sheet; the principal or supervisor must be in agreement with the teacher's choice. If they are not in agreement, "Teaching for the 21<sup>st</sup> Century" sets forth a process that facilitates differences.

COMPONENT B [Formal Observations] is the traditional classroom observation by a principal or supervisor with written feedback and/or comments.

Page 3

Pre-conferences for all formal teacher observations are required. Each pre-conference should fall into one of the following categories:

For "U" rated Teachers  
or those in danger of a  
"U" rating

a one-to-one conference between supervisor and teacher - length of meeting is open ended - discussion focuses on the content of the lesson and areas to be evaluated. The supervisor's evaluation may go beyond the areas noted above dependent upon what is observed.

For all "satisfactory" teachers

a) small group meetings (department, house academy meetings) - focus of meetings to be areas to be evaluated, e.g., questioning, techniques, participatory strategies, etc.

or

b) written notification outlining a menu of possible instructional areas to be evaluated during the formal evaluation - teacher gives input on the area/s to be addressed

or

if teacher requests:

c) based on teacher interest, a one-on-one pre-conference may be requested in writing by the teacher and it must be granted.

For all untenured teachers

depending on the needs of the teacher, administrator and teacher could agree to Component A plus Component B.

The formal observation including both a pre- and post-observation conference and written feedback is required for new and probationary teachers, tenured teachers in danger of receiving an unsatisfactory rating and tenured teachers who were rated unsatisfactory the prior year. In collaboration with their principal, these teachers may also utilize Component A as part of their performance review. This does not replace Component B. Tenured teachers who are new to a school will have a formal observation by their principal near the beginning of the term; after a satisfactory observation, they may then choose, in collaboration with the principal, either Component A or B, or both.

For purpose of review by the Superintendent or designee, a pre-observation conference is not required.

At the high school level and at other secondary schools within districts 85 and 89 and in district 75, new and probationary teachers must have a minimum of four (4) formal classroom observations a year (two per term). New and probationary teachers in elementary schools must have a minimum of two (2) formal observations a year. The school principal will conduct at least one observation a year; the assistant principal may conduct the other three. These are minimums. This does not limit the observation/visit assistance from an assistant principal or principal to any teacher.

#### CHOOSING COMPONENT A OR B - A RECAPITULATION

Satisfactory, tenured teachers may choose Component A or B or both, with the concurrence of the supervisor.

New and probationary teachers new to a school and tenured teachers who received an unsatisfactory rating the prior year and tenured teachers who are in danger of receiving an unsatisfactory rating must have formal observations including a pre-observation and post-observation conference by the principal or designee as part of a prescriptive plan to improve their teaching. These teachers may also utilize Component A at their principal's discretion.

Tenured teachers who are new to a school will have a formal observation (Component B) by the school principal near the beginning of the term. After a satisfactory observation, they may choose, in collaboration with the principal, Component A or B, for their performance review.

None of this negates the supervisor's role and responsibility in the observation of all aspects of the school in relation to instructional, co-curricular and extra-curricular activities.