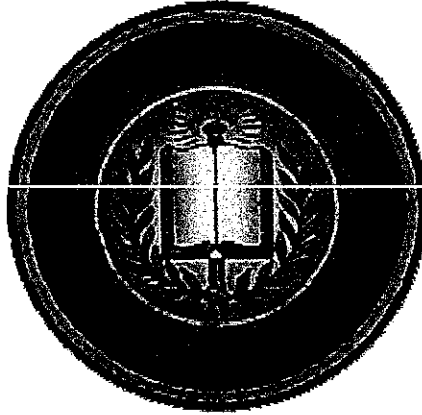


NEW YORK CITY PUBLIC SCHOOLS



Rating Pedagogical Staff Members

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Rating Pedagogical Staff Members

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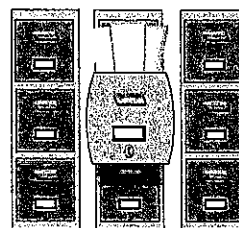
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Foreword

Of paramount importance in the operation of an effective school is the principal's responsibility to ensure adherence to high academic standards and the implementation of sound teaching practices. Consequently, requisites for school leadership include the ability to deliver appropriate staff development services to pedagogical staff, as well as knowledge of exemplary pedagogical methodologies. Moreover, principals must be fully aware of the regulatory parameters subsumed under the rubric of Evaluation and Rating of Pedagogical Staff.

Although the responsibility for evaluating pedagogical and supervisory staff may be implemented in accordance with a variety of strategies, the importance of clear, concise documentation is fundamental to the process. Due to the serious implications of adverse ratings and the imperative to provide satisfactory pedagogical services to students, the need to document the evaluation of an employee's performance is essential.

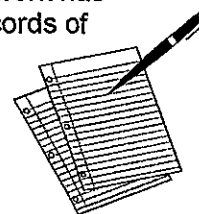
The admissibility of documents and written criticisms has been defined by contractual language, grievance/arbitration decisions and rulings adjudicated by both the legal system and the State Commissioner of Education. Hence, the principal must be aware of the type and nature of documents which are germane to the evaluation of staff and the need for clear, objectively written statements.

The information contained in this Office of Appeals and Reviews' publication, Rating Pedagogical Staff Members, should be referred to with regularity and consulted by rating officers for the evaluation of all staff. In addition, the Office of Appeals and Reviews is prepared to provide technical assistance to all principals and rating officers upon request.

RATING PEDAGOGICAL STAFF MEMBERS

PART I: Staff Development

Regulations of the Chancellor indicate as one of the duties of a principal that: "He/she shall establish and maintain the highest possible standards of supervision and teaching in the school. Special attention shall be given to the work of substitute teachers, inexperienced teachers, or teachers whose work has been recorded as unsatisfactory. He/she shall keep such cumulative records of assistance rendered as will show what opportunity and assistance such teachers have had to enable them to succeed. Official records of all class inspections and examinations, conferences with teachers and of such other matters as may be deemed necessary shall also be kept. Assistants to principals shall be required to keep similar records of their work."



A. Rating Officer as a Trainer

To develop and maintain the maximum potential of each pedagogical employee, the principal and other rating team members should:

1. Become involved in the observation and training of those who show a need for more attention than the average.
2. Make formal and informal visits.
3. Make the employees aware of their existing strengths and deficiencies.
4. Characterize each formal observation of the employee's performance as Satisfactory or Unsatisfactory and indicate why this is so.
5. Follow each formal observation with a conference and written report as soon as practicable.
6. Provide a planned program for improvement with attainable goals.
7. Communicate, on a continuing basis, concerning progress or lack of progress.
8. Advise the employee in writing of the consequences of failure to improve.

9. Demonstrate understanding, patience, respect and a professional attitude at each step of this training.
10. Commit to writing all phases of the above-described program and see that all material is properly acknowledged and placed in the official file.

B. Characteristics of Good Teaching

The following has been excerpted from "Teaching for the 21st Century" which defines various skills found in effective classroom management. Rating Officers as well as teachers, parents, superintendents, community school board members and educational advocate groups have mutually agreed upon the following characteristics of good teaching:

Demonstrates Classroom Management Skills

Teacher has an organized approach to classroom learning, effective classroom management skills, and is able to pace the curriculum. Teacher sets appropriate behavioral standards and enforces them consistently.

Engages Students in Learning

Teacher motivates students to be continually engaged in learning activities. Teacher has a knowledge of child development and corresponding age characteristics and needs. Teacher is responsive to individual student learning styles, knowledgeable about varied instructional strategies and materials, and makes appropriate decisions about how to use them. Teacher relates the curriculum to the appropriate learning context. Teacher strives to meet the needs and abilities of the classroom student population.



Encourages Parent Involvement

Teacher is sensitive to and respects the diversity of parents' native languages and cultures. Teacher is pro-active in reaching out to communicate with parents and involve them in classroom and school-wide activities as well as other forms of parent involvement. Teacher has awareness of and sensitivity to students' family circumstances.

Fosters Professional Collegiality

Teacher respects other teachers' styles of teaching and has a collegial approach to working with school staff and community, sharing effective practices, engaging in problem- solving, and similar activities.

Maintains an Ongoing Commitment to Learning

Teacher stays current with educational research and trends in subject areas. Teacher is open to learning new approaches and techniques and sharing information with colleagues. Teacher has enthusiasm for learning and is able to reflect and grow as a professional. Teacher makes use of community and other outside resources both for student growth and own professional growth.

Possesses Knowledge of Subject Matter

Teacher has command of subject matter and uses appropriate instructional materials. Teacher is able to present information in a clear and effective manner.

Promotes Positive Student Learning Outcomes

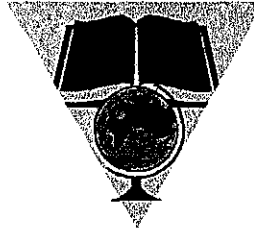
Teacher has high expectations for all students. Teacher recognizes and develops instructional strategies appropriate for individual student learning styles, language proficiency, cultural background, and disabling conditions. Teacher regularly assesses student learning and adjusts instruction according to evidence of student growth. Teacher strives to realize educational goals set for students.

Recognizes the Importance of Students' Diverse Cultural Backgrounds

Teacher respects and supports differences among students' languages and cultural backgrounds, and encourages mutual respect in the classroom. Teacher integrates curricula, instructional strategies, assessment, and support services with appropriate language and cultural contexts. Teacher acknowledges the importance of students' diverse cultural backgrounds in all aspects of classroom teaching.

Responds to Different Student Learning Behaviors

Teacher shows flexibility and has the ability to adapt to different modes of student learning. Teacher facilitates students' progress in acquiring their own knowledge and developing their own thinking skills. Teacher shows creativity and imagination; challenges and encourages students to explore and build on their knowledge. Teacher is innovative, willing to experiment and take risks.



Supports an Atmosphere of Mutual Respect

Teacher sets a good example for students: punctual, courteous, concerned about others, and so on. Teacher respects each student as an individual and encourages mutual respect in the classroom. Teachers listens and pays attention to what students are saying; respects individual learning styles as well as cultural diversity, language differences, and disabling conditions.

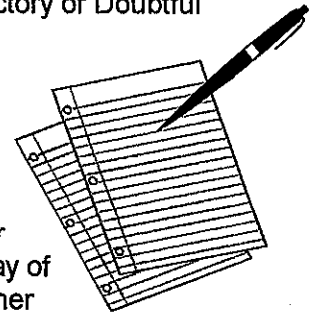
PART III: Evaluation and Rating

A. Mandate and Timing

The mandate for the evaluation of employees and the timing thereof is contained in Section 89, Subdivisions 7 and 7a, of the regulation which states:

"7. Within the last ten school days of each school year and not fewer than four school days prior to the close thereof, the principal of each school shall give to each member of his/her staff a signed statement characterizing his/her work as Satisfactory or Unsatisfactory; or, in the case of a teacher or supervisor on probation whose probationary period will extend more than one year, the principal may use the rating of "D," i.e. "Doubtful" during the first year of such probationary period, if, in his/her judgment, such rating best describes the teacher's or supervisor's service. A Certification of Unsatisfactory or Doubtful work shall be accompanied by appropriate supporting data."

"7a. In the case of a teacher or supervisor whose assignment to a given school has covered at least twenty (20) school days since the beginning of the school year, and is terminated at some time other than the last day of the school year, the principal of such school shall give to such teacher or supervisor not later than four school days following the last day of service in such school a signed statement characterizing his/her work as Satisfactory or Unsatisfactory. If the service is rendered during the first year of a three-year probationary period, the rating of "Doubtful" may be used. This statement shall cover the period of service in such school. The certification of Unsatisfactory or Doubtful work shall be accompanied by appropriate supporting data."



- Note 1:** An employee on an officially sanctioned leave of absence is to be rated as though present in the school, office, bureau or unit.
- Note 2:** An employee hired for the September-to-January semester is to be issued a rating within four (4) school days of the termination of the service.
- Note 3:** A rating Officer may issue an Unsatisfactory rating even if the employee's services do not extend to "at least twenty (20) school days."

B. Personnel Subject to Rating

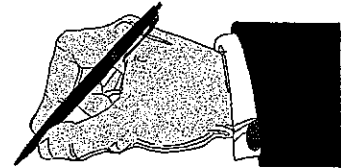
Section 100.2 (0) of new Part 100 of the Commissioner's Regulations mandates that all professional personnel, except evening school teachers of non-academic, vocational subjects, be reviewed annually beginning September, 1986.

C. Characterizing an Employee's Service

Written statements are issued to employees to characterize their service during the rating period as Satisfactory, Unsatisfactory or Doubtful depending on the Rating Officer's judgement.

The characterization of an employee's service as Satisfactory indicates that he/she has demonstrated sufficient competence or improvement and a willingness to learn. If such has not been the case, ratings of Unsatisfactory or Doubtful should be used.

In arriving at the rating, all events, incidents and staff development activities which occurred during the rating period should be taken into account. The criteria to be used for the evaluation should include personal and professional growth, pupil guidance and instruction, classroom management, participation in school and community activities and attendance and lateness. The most efficient procedure with which to accomplish this evaluation would be careful perusal of the relevant materials contained in the file.



D. Terminating an Employee

It is important to note that employees, including PPT's and CPT's, whose unsatisfactory performance has been documented, may be rated "Unsatisfactory" and may be terminated based on this documentation.

All employees may be rated "Unsatisfactory" and terminated for "cause." In the case of tenured teachers, this is addressed at 3020A proceedings. In the case of probationers, PPT's and CPT's, it is addressed at "U" rating hearings, Discontinuance/Denial hearings or termination appeals.

The Rating Officer should incorporate, but is not limited to, the following methods and activities in the rating process:

1. Classroom observations
2. "Pre" and "Post" observation conferences
3. Buddy teacher system
4. Inter-visitation with colleagues
5. Ladder of discipline
6. Model lesson demonstrations
7. College courses
8. In-house workshops
9. A written warning to the employee that failure to improve may result in...
 - an "Unsatisfactory" rating,
 - Doubtful rating (for first year probationers),
 - Termination of Service
 - Discontinuance of Probationary Service and/or
 - Denial of Certification of Completion of Probation.

E. Responsibility for Evaluating Non-Supervisory Personnel

Performance Review Model

As per the guidelines for Annual Performance Reviews in the manual "Teaching for the 21st Century," teachers and supervisors will be able to decide upon one of the two options listed below or a combination thereof to evaluate performance:

Component A: Annual Performance Options

New York State's "A New Compact for Learning" encourages a broad range of teaching and learning strategies, e.g. performance-based assessments, team teaching, interdisciplinary courses, and other "alternative" organizational approaches to meet student needs and ensure that students meet desired learning outcomes.

To encourage teachers' ongoing professional growth and the use of innovative instructional approaches, a satisfactory, tenured teacher in conjunction with his or her supervisor may choose an annual performance option as the basis of the teacher's yearly performance review.

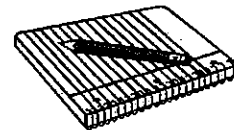
Annual performance options should both further a teacher's professional growth and be related to:

- The Characteristics of Good Teaching
- School-based Educational Goals and Objectives
- Outcomes Expected in Terms of Student Performance
- Classroom Instructional Strategies, and/or
- Individual Teacher Needs Assessments

Teachers should prepare a brief written statement describing their annual performance option in terms of their own goal(s) and objectives for the school year (see hypothetical examples that follow). At the end of the year, the impact of these activities on their teaching and students should also be summarized and evaluated. Please see Appendix A for "Examples of Goals and Objectives."

Objectives related to specific goals may include such activities as:

- Conference and workshops
- University or in-service courses
- Clinical supervision
- Classroom visits
- Portfolios
- Student and parent feedback
- Voluntary videotaping of classroom teaching
- Other appropriate activities



Activities may also include two or more teachers working together to support each other through mentoring, team teaching, and other collegial efforts.

A teacher's goals and objectives should be achievable within the context of a school's and /or district's resources. To support teachers in realizing their objectives through the school year, a school must provide opportunities for discussion among teachers and supervisors, such as mid-year conferences and informal classroom visits.

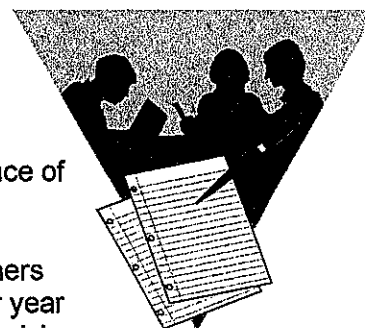
As part of the performance review process, teachers must provide appropriate brief documentation, e.g. a summary report, describing the activities they have pursued to realize their objectives.

With the principal's concurrence, teachers at other levels of experience and/or expertise may also choose annual performance options as part of their performance review.

Component B: Formal Observation

An observation may be conducted as a single full-period classroom visit or a series of short visits by the principal or supervisor. Discussion between a teacher or supervisor before and after an observation must be built into a school's formal classroom observation process, along with a post-observation conference and written report by the principal or supervisor including prescriptive recommendations for professional growth, where appropriate.

- Satisfactory, tenured teachers may choose Component A or B, or both, with the concurrence of the principal.
- New and probationary teachers, 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 (Component B) by the principal or designee as part of a prescriptive plan to improve their teaching. These teachers may also utilize Component A as part of their performance review, 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 then choose Component A or B, or both, for their performance review.



❖ Community School District, Chancellor's District and Special Education

For teachers under the jurisdiction of the Community School Districts, the Chancellor's District and the Division of Special Education the following minimum number of required classroom observations is recommended:

Tenured Staff-- One full period or composite per year should be made by the Principal, Assistant Principal or Supervisor of Special Education, where appropriate.

Probationary Teachers and New Teachers-- In a school with no Assistant Principal, two full periods or two composites per year should be made by the Principal. In a school with an Assistant Principal, one full period or composite per year should be made by the Assistant Principal and one full period or composite per year should be made by the Principal. A Supervisor of Special Education will be substituted where appropriate.

Teachers with Special Needs-- As many additional observations as are needed should be made for teachers who have particular needs and for any teacher whose performance is less than satisfactory.

The Principal should observe any teacher for whom an Assistant Principal has submitted a report of an Unsatisfactory observation.

All Staff-- Provisions must be made for a post-observation conference during which the observer is to commend strengths of performance and discuss the need for improvement, if necessary, with each staff person being observed.



❖ High School Staff

For teachers under the jurisdiction of the high schools, it is recommended that the minimum number of classroom observations be as follows:

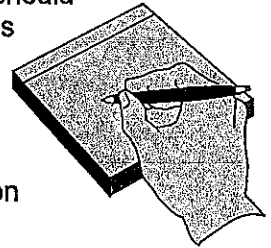
Tenured Teachers on Maximum Salary Step-- One full period or one composite per school year is to be made by the Assistant Principal.

Tenured Teachers not yet on Maximum Salary Step-- One full period or one composite per school term is to be made by the Assistant Principal.

Probationary Teachers and New Teachers-- Two full periods or two composites per school term by the Assistant Principal, one full period or one composite per school year by the Principal, and one additional full period or one additional composite per school year to be made by either the Principal or Assistant Principal.

❖ **Non-Supervisory Staff, other than Classroom Teachers, Serving in Community School Districts, Special Education, High Schools or the Chancellor's District.**

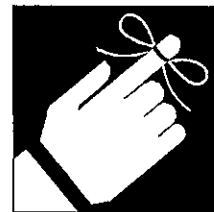
For non-supervisory staff other than classroom teachers and school secretaries, the Principal or other Rating Officer, where appropriate, should formally observe a probationary employee performing his or her duties for the equivalent of two full periods per school year. For tenured staff, the formal observation must be made for the equivalent of one full period per school year. Provision must be made for a follow-up meeting for the observer to commend strengths of performance and discuss the need for improvement, if necessary, with each staff person being observed.



For probationary school secretaries, the Principal or Assistant Principal should have a conference with the secretary and review his or her records twice each school year followed by an official report. For tenured school secretaries, a conference and review of records must be held once each school year followed by an official report.

F. Responsibility for Evaluating Supervisory Personnel

Supervisory Performance Planning Reports must be initiated no later than the beginning of the school year. Either late in the spring term of the preceding school year or early in the current school year, usually in the month of September, a conference must be scheduled to establish mutually agreed upon performance goals and specific objectives for the year. The evaluating supervisor and the supervisor to be evaluated must meet at regular intervals during the year to review the objectives, modify them where required and discuss progress toward their achievement. A minimum of two follow-up conferences in addition to the initial goal-setting conference is required. The evaluating supervisor is required to complete an End-of-Year Summary which includes a summary of the employee's strengths, areas for future concentration, and an indication as to whether or not the employee's performance exceeded expectations, met expectations or was below expectations. Descriptive evaluations are made on the objectives established at the beginning of the school year and during the rating period. See the Office of Appeals and Reviews' publication Principal Performance Review.



G. Implications of an Adverse Rating

1. Receipt of an Unsatisfactory rating has serious implications. Unsatisfactory performance is a compelling reason for recommending the Discontinuance of Probationary Service or the Denial of Certification of Completion of Probation and for filing charges against tenured employees. It may also impact on an employee's ability to obtain additional licenses.

2. Employees who have not reached their maximum salary also suffer the loss of annual salary increments. However, upon completion of the next year of service with a Satisfactory rating, and upon completion of the prescribed course work (where applicable), the employee shall advance to the increment level that would have been appropriate had there been no rating of Unsatisfactory.
3. Substitute teachers (regular or per-diem) are additionally affected because their receipt of an Unsatisfactory rating is considered sufficient grounds for removal from a position. This removal does not preclude the right to seek employment in different work sites using the same or other license(s) which they possess. It is to be noted that substitutes may receive only a Satisfactory or an Unsatisfactory, never a Doubtful rating.

Note: None of the above consequences applies to employees who receive a Doubtful rating.

H. Evaluation Forms

1. Use appropriate Evaluation Forms (See Appendices I & J)
2. Complete forms supplying all required information
3. Adhere to prescribed time schedules for issuance of forms

Note: Forms may be obtained from the Office of Purchase Management (OPM).

I. Analyzing Documents and Records

The overall evaluation of the employee's performance requires a careful review of the documents in the file. This thorough analysis is essential since the reasons given for an adverse rating should be reflective of and supported by the written criticisms noted in the file documents.

The admissibility of documents has been clearly delineated by contractual language, grievance and arbitration decisions and rulings handed down by the State Commissioner of Education and the Courts.

1. Items Contained in Files
Properly maintained files include, but are not limited to, such items as:
 - a) Reports of significant, positive or negative actions and activities.
 - b) Descriptions of untoward incidents which have been investigated, including statements from witnesses and the employee with a conclusion by the Supervisor.
 - c) Reports of observations.
 - d) Records of conferences to which the employee was invited or was required to attend

- e) Communications from parents, teachers or others dealing with incidents or matters relating to the employee's service which are attached to a letter from the Supervisor stating his/her conclusions after an investigation was conducted.
- f) Evidence of assistance or training offered.
- g) Relevant and significant records which chronicle an employee's performance or service.
- h) The employee's written comments to documents in the file, each observation report and any evaluation reports.



2. Cautions About the Files

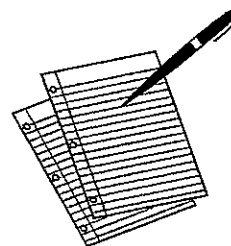
- a) Material to be placed in a staff member's file must note that it is being placed in the official file and a signature line must be provided for the recipient of the letter; a date line should also be provided.
- b) The employee may append a letter or note of explanation or rebuttal to documents placed in the file. This appended material is considered part of the original document and should be attached permanently thereto.
- c) If the employee refuses to sign a document for the file, a witness should sign a dated statement on the document attesting to this refusal.
- d) Where incidents or particular events have not been witnessed personally by either the Rating Officer or a member of the supervisory or administrative staff, the written record should contain evidence that an investigation was conducted and that the versions of the involved persons concerning the incident or event were taken into account before the Rating Officer drew a final conclusion as to the validity of the alleged facts.
- e) Employees have the right, under contract and within prescribed time limits, to grieve any document which they believe should be removed from their files.
- f) The Rating Officer should remove, replace or amend documents or parts of documents which have successfully been demonstrated to be either unfair or inaccurate through the grievance procedure.

3. Letter-in-the-File

- Please see Appendix H

4. Formal Written Observations

- Please see Appendices B,C,E,F & G



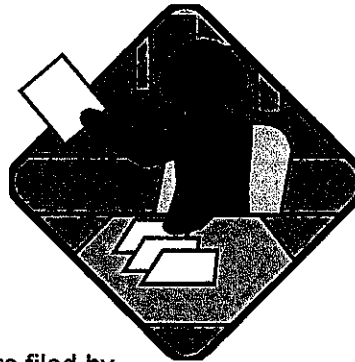
5. Materials to be Issued After the Appeal

Note: When duplicating documents, be sure that all dates and signatures are clearly reproduced. Upon Appeal, employees should be issued those documents which the Rating Officer is using to support the reasons for the adverse rating and any relevant departmental, school, district, bureau or unit records issued.

6. Inadmissible Items

Some items are not considered to be admissible at Reviews. Therefore, Rating Officers generally should not use them in response to an Appeal. These include, but are not limited to, such items as:

- a) Unsigned documents
- b) Signed documents never intended for inclusion in the file
- c) Documents or parts of documents which have been removed from the file either voluntarily or as a result of a grievance decision
- d) Illegible or anonymous material
- e) Documents describing events which pre or post-date the period of evaluation
- f) Material not addressed directly to the Appellant, unless it is attached and described, related to, and part of another document appropriate for the file
- g) Documents dealing with grievance matters filed by the employee
- h) The employee's medical records
- i) Official records from former work sites which refer to the quality of the employee's previous service. Records from more than one work site covering probationary service may, in certain circumstances, be admissible.
- j) Personal records maintained by the present administration for its own use and convenience, i.e. logs, diaries, calendars of events, etc.



Note: These records may be used by the authors to refresh their memory before responding to specific questions during cross-examination at the Review.

J. Constructing a Key

After all the relevant and admissible items have been pulled from the file, the Rating Officer should, in the space provided on the Evaluation Form, key the documentation to those areas characterized as "Unsatisfactory" on that form.



K. Distribution and Transmittal of the Evaluation Form

1. When the Rating is Satisfactory

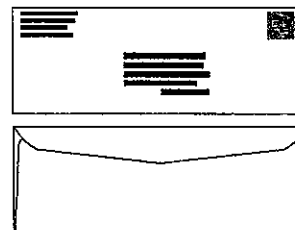
The Evaluation Form is to be signed by both the Rating Officer and the employee. The original copy is given to the employee, a duplicate is placed in the file and a third copy is sent to the appropriate Superintendent.

2. When the Rating is Doubtful or Unsatisfactory

The Evaluation Form is to be signed by the Rating Officer and the employee. Copies are then distributed as follows:

- a) The original to the employee
- b) A duplicate to the employee's file
- c) A duplicate to the appropriate Superintendent
- d) A duplicate to the Division of Human Resources

Bureau of Teacher Records,
65 Court Street, 8th Floor,
Brooklyn, NY 11201



EXAMPLES OF GOALS AND OBJECTIVES

<p style="text-align: center;">Example 1</p> <p>Goal: To develop students' language skills using whole language as a classroom teaching strategy.</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Attend approved whole language conference. 2. Present report at faculty conference. 3. Identify materials (e.g. books, magazines) for ten whole language lessons. 4. Videotape one or more lessons for review and feedback.
<p style="text-align: center;">Example 2</p> <p>Goal: As determined by the school-wide PDB Leadership team, to use a school based professional development grant to develop enriched mainstream models in the mathematics department to provide greater access for special education students.</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop cadre of special education and general education mathematics teachers to review Sequential Mathematics I curriculum. 2. By the end of the school year, team develops recommendations for appropriate instructional modifications for Semester I Sequential Mathematics curriculum. 3. Team completes implementation plan to initiate full mainstreaming into Sequential Mathematics I classes for the following fall term.
<p style="text-align: center;">Example 3</p> <p>Goal: To integrate more ESL strategies into monolingual classroom lessons.</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Review current literature. 2. Observe bilingual and ESL teachers' classrooms 3. Have bilingual and ESL teachers visit each others' classrooms for observation and feedback on teaching strategies. 4. Discuss new strategies at monthly faculty meetings.
<p style="text-align: center;">Example 4</p> <p>Goal: To provide students with an interdisciplinary math and science program through team teaching.</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 1. With supervisors' support, schedule time to develop curriculum and prepare materials. 2. Design and implement model six-week portfolio projects for students to complete. 3. Review and assess student portfolios.

SUGGESTED APPROACH TO A WRITTEN OBSERVATION

(Excerpt from "A Guide for Principals of Intermediate and Junior High Schools" p. 143)

Form

1. Introduction: This includes post-observation, pre-observation objectives agreed upon, date, type of lesson and implied request.
2. Brief factual description of the lesson which would include aim, motivation, developmental procedures, summary, homework and any major points of the lesson worth mentioning.
3. Analysis of the points to be stressed as a result of the pre-observation.
4. Some Good Points
5. Areas to Improve
6. Summary Statement: A positive note (if possible). An evaluation of the lesson must be included.

Example

This will summarize our critique of the reading lesson you asked me to observe on _____. In our pre-observation conference, we agreed that you wished help in (objective) _____ and (objective) _____.

The lesson began with your writing the aim, "Can a poet create a point of view?" on the board.

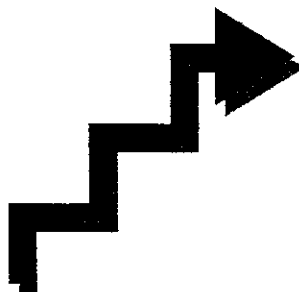
Now, as to the areas you were specifically concerned with: "My ability to motivate an interest in poetry" and, "The techniques of teaching poetry," I found that _____.

The children demonstrated great interest, as shown by their eager response to your questions. There were always twenty (20) or more hands up.

I would suggest that you avoid repeating student answers, as this tends to create the attitude that children need not listen to each other.

I know that you will incorporate the suggestions we agreed upon into your future lessons as you have in the past.

This was a satisfactory/unsatisfactory lesson.



GUIDE FOR WRITTEN FORMAL OBSERVATION REPORT OF A LESSON

(Excerpt from "A Guide for Principals of Intermediate and Junior High Schools" p. 145)

- State objective or aim
- Objectively state lesson development and activities
- List materials used
- Record follow-up activities
- Describe evaluation methods
- Include comments (in the order and degree of importance in this situation) that discuss:

* appropriateness of lesson:

- (a) to class
- (b) to curriculum

* development of lesson:

- (a) motivation
- (b) sequential development
- (c) medial summary
- (d) final summary

* individualization

- (a) provision for differences
- (b) adaptation of material

* classroom environment

- (a) special interest or learning centers
- (b) furniture arrangement
- (c) cleanliness/attractiveness
- (d) evidence of pupil work
- (e) use of chalkboard

* questioning techniques

* relationships

- (a) teacher-pupil
- (b) pupil-pupil

* routines of behavior management

* activities

- (a) variety
- (b) multi-sensory approaches

* ability to perceive and adjust to immediate needs

* teacher manner



- Recommended improvements as discussed in post-observation conference
- Indicate whether lesson was satisfactory or unsatisfactory

SAMPLE WORKSHEET FOR OBSERVATION REPORT

Teacher Name _____		Date _____
Assignment _____		Class _____
License _____		Period _____
Status:	Inexperienced	_____
	Substitute	_____
	Unsatisfactory Record	_____
	Tenured	_____
Assistance Rendered/Date:		

Class Inspection:		

Student Achievement Data:		

Conferences:		

SAMPLE OBSERVATION REPORT #1

Observation Report

Date: _____

Teacher _____

Class _____

Subject _____

Dear _____:

On _____ 1999, I observed you teach class _____. I was accompanied on my visit by Mr. _____, principal of your school. The following is a report of my observations, recommendations, and evaluations of your lesson.

When the period began there were twenty-two (22) students present. On the board you had indicated the aim of the lesson.

Aim: What is probability without replacement?

Under the aim, you listed example 2:

An urn contains ten red marbles and six yellow marbles. One marble is drawn at random.

Directly under that example you listed the *Do Now*:

Evaluate

A. $1/115$

B. $\frac{51}{52} \times \frac{4}{51}$ To the right of that you indicated Homework -page 150, 12-14:

You took attendance as students worked at their seats on the *Do Now*. You then asked, "Who would like to do the *Do Now* on the board," as the problems to be done during the class would involve fractions? No student volunteered and so you worked out the problem at the board. A student was then called on to read aloud from the board, example #2. You wrote on the board various probabilities stemming from the example.

You asked students to raise their hands in order to give an answer. Students called out answers and despite the fact that you had reprimanded them to raise their hands and wait to be called on by name, you accepted answers as students called them out. You then placed additional probability problems on the board. Once again, you called upon students to give their answers to this problem. Four (4) additional probability problems were completed in the same fashion.

You asked what has to happen in order to reduce fractions to the lowest common denominator. Students indicated that you must divide in order to get to the lowest common denominator. The worksheet of similar problems was then distributed.

Students were assigned to work on one of eight (8) particular problems by row. You indicated that you would be coming around to see how well the students were working on their problems. You told students to work in their respective groups, to work with their peers and that you would collect the papers for grading. You said that the students should select someone to come to the board. Students did not work in groups or with peers. Instead, they worked on their own at their seats.

You then asked the students to stop working and you asked a person from the first row to come to the board in order to work out the question. No one volunteered, and instead you accepted the answer from students from their seats. The same was done for the second problem. As the bell was ringing, the third answer was just being addressed and you said, "Can someone tell us the answer, quickly?" You collected the papers and the worksheets and the students left.

SAMPLE OBSERVATION REPORT #1 (Cont'd.)

Observation Report

Page 2

Name: _____

Date: _____

I held a post-observation conference with you. Mr. _____ was also present at the conference. At the conference I informed you that your lesson was unsatisfactory. The reasons for my evaluation are given below:

1. The lesson had no motivation, nor was the purpose made clear to the students. The aim was written on the board but you did not explain it or refer to it. No definition was ever given for probability without replacement.
2. The lesson did not achieve its aim. Throughout the period students were given probability problems, which you placed on the board and you allowed students to call out the correct answers.
3. Few students were actively participating in the lesson. You attempted to encourage student participation yet never waited for students to respond nor did you ask the students to explain how they arrived at their answers. You simply accepted called out answers if they were correct and wrote them on the blackboard yourself. No student was ever called to come to the board or to place answers on the blackboard. The sideboard was never utilized at all for any purpose.
4. The students were not helped to understand the work. You simply put a problem on the board and told students to begin to work. When you assigned the exercises to the different rows, you walked around the room making comments but you did not redirect the students to work in their respective groups or to work with their peers. Students never did come up to the board to share their work with one another or to "talk-through" the problems.
5. Mathematical concepts and critical thinking was never encouraged by you as the teacher since you did not have students respond to questions, which would lead them from the basic problem to an understanding and an explanation of probability.
6. This was a teacher-dominated lesson. You placed the questions and the answers on the board. You did not encourage students to explain their answers or to share with one another.
7. Homework assigned for this day and for the following day was in no way explained or made reference to in terms of supporting and reinforcing the lesson and the learning in the area of probability.

Your performance during this school year has not met expectations and several of your lessons have been rated unsatisfactory by your supervisors. The lesson I observed was unsatisfactory as well. Your rating for the school year will be unsatisfactory. Therefore, I indicate to you that I am supporting your principal's recommendation for discontinuance of your probationary service as a teacher of mathematics.

Deputy Superintendent

c:

I have read and received a copy of the above and understand that a copy will be placed in my file.

Signature

Date

SAMPLE OBSERVATION REPORT #2

Observation Report

Date _____

Teacher: -----

Class: -----

Subject: -----

Topic: To Teach the Conjunction of Regular IR Verbs in the Present Tense.

Development:

You began with an oral warm-up and the students responded as a class in Spanish. As a motivation, you invited the class to sing (review) a song to the tune of the "Mexican Hat Dance" which focused on AR & ER verbs and their endings.

You reviewed the two verbs "to be" in Spanish and recorded them at the board. Then you explained the aim of the lesson.

You reviewed the definition of a regular verb. AR verbs were recorded at the board and class recited them; ER verbs followed.

A teacher-made chart was used to illustrate the similarities and the one difference between ER and IR verbs.

You then handed out an activity sheet for completion by students. Students were also given magic markers.

You reviewed positive, negative and question forms of verbs in Spanish.

You guided the first conjugation at the board and then instructed students to complete the sheet.

You asked students to read their answers aloud individually. Then you instructed the class to turn to page 111 in their textbooks; individual readings followed. The class recited IR verbs after you provided a model of pronunciation.

You assigned the homework.

Commendable Features:

You had an excellent rapport with the class; complimented students frequently. The teacher-prepared chart was both appropriate to the lesson and appealing in its design and use of colors.

You gave the students the opportunity to determine the one significant difference between the ER and IR verb endings.

You checked carefully to ensure that everyone in the class had the tools necessary to complete the tasks on the activity sheet.

You circulated among the students providing individualized instruction.

SAMPLE OBSERVATION REPORT #2 (Cont'd.)

Observation Report

Page 2

Name: _____

Date: _____

Commendable Features (continued):

You made a special effort to call on students who were not raising their hands as well as those who were.

You involved other students by asking them to help a student who was having difficulty in answering.

Suggestions:

You should write the aim of the lesson on the board and/or try to elicit it from the students at the end.

You should not always repeat a student's response.

You should have explained the use of the magic markers to indicate endings only; some students used them to write the entire conjugation.

You might plan in the future to provide some student-to student oral expression and thereby decrease the teacher-dominance of the classroom.

You should review the new material in a medical summary before the assignment of homework.

This lesson was Satisfactory.

Principal

c:

I have read and received a copy of the above observation report and understand that a copy will be placed in my official file.

Signature

Date

SAMPLE LETTER-IN-FILE

Describe
what parent
reported.

Date: _____

Teacher's Name
Address
City, State zip Code

Dear _____;

On _____, Mrs. _____, mother of your seventh grade student,
_____, complained to me that _____
_____ occurred on
_____ at _____.

Describe
your
findings.

We met in my office with your Union Representative, _____
and with _____, Assistant Principal to discuss this matter. After reviewing
the complaint and affording you an opportunity to state your version of this event, I conclude that
you acted in an unprofessional manner when you _____.

Should a similar situation arise, you are to _____. Please
review our school/district policy in the Handbook you received at the Faculty Conference on
_____, specifically pages ____ and ____.

Your
suggestions.

Any repetition of this type of behavior may result in further disciplinary action.

Yours truly,

Principal

c: Teacher's File

I have read and received a copy of the above and understand that a copy will be placed in
my official file.

Signature

Date

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE CHANCELLOR

TO: COMMUNITY SCHOOL BOARD PRESIDENTS, ALL SUPERINTENDENTS, EXECUTIVE DIRECTORS, HEADS OF OFFICES AND PRINCIPALS OF ALL DAY SCHOOLS

FROM: Richard R. Green
Chancellor

RE: Annual Professional Performance Review

Abstract

Section 100.2 (d) of Part 100 of the Commissioner's Regulations mandates that all professional personnel, except evening school teachers of non-academic, avocational subjects, be reviewed annually beginning September 1987. As required by the Regulation, formal procedures for the review of professional performance have been developed in consultation with teachers, administrators and other school service professionals.

These formal review procedures must be placed on file in the district office and be available for review by any individual. This circular must also be posted prominently in every school.

Annual Professional Performance Review Procedures and GuidelinesI. REVIEW AND RATING PROCEDURES

- A. The procedures utilized for the rating of pedagogical staff members are detailed in the newly revised handbook issued by the Division of Personnel entitled "Procedures for Rating of Pedagogical Personnel-Appeals and Reviews."

The handbook contains information relating to the evaluation of all staff including:

1. The mandate for annual ratings and the timing of such ratings.
2. The identification of personnel who are subject to rating.
3. The characterization of an employee's service, i.e., satisfactory, unsatisfactory or doubtful (for first year probationers only).
4. The identification of personnel responsible for evaluating.
5. The procedures for appeal from an adverse rating.
6. The use of appropriate rating forms for all non-supervisory personnel and for supervisory personnel.

- B. The following new rating forms (copies hereto attached) have been designed for evaluating performance of all pedagogical personnel below the rank of supervisor:

1. BE/DOP 9955A (replaces OP151 and OP237B)-Annual Professional Performance Review and Report on Probationary Service of School Secretary
2. BE/DOP 9955B (replaces OP151 and OP11B)-Annual Professional Performance Review and Report on Probationary Service of Pedagogical Employee (Teachers, Lab Assistants, etc.)
3. BE/DOP 9955C (replaces OP151 and OP15B)-Annual Professional Performance Review and Report on Probationary Service of Guidance Counselor

C. Criteria

1. These new forms have combined elements of the former rating forms, i.e., the Individual Rating Report - OP151 with the appropriate Report on Probationary Service (OP11B, OP15B, OP237B).

The top of the form and Section 2 must be completed for all non-supervisory pedagogical personnel. Section 1 must be completed for all probationary employees, for tenured employees being rated "Unsatisfactory" and for all substitute employees whose service in a given school is 20 days or more. The reverse side of the form is to be completed for probationary employees only.

2. With the availability of these new evaluation forms, the following shall become obsolete and will not be accepted as official rating forms:

- OP153 and OP151D/U - Individual Rating Reports
- OP11B - Report on Probationary Service of Pedagogical Personnel
- OP15B - Report on Probationary Service of Guidance Counselor
- OP237B - Report on Probationary Service of School Secretary

3. The new forms can be obtained through the Bureau of Supplies.

- C. These revised review procedures meet the mandates of the Regents Action Plan including the provision that each individual reviewed be afforded the opportunity to provide written comment on his or her performance review. Any staff member, therefore, may submit written comments concerning (a) each observation report on his or her performance and (b) rating reports.
- E. The Regulations require that all personnel be acquainted with the review procedures. Principals and other Rating Officers shall be responsible for providing their staff members with all pertinent information contained in this circular.

II. NON-SUPERVISORY PERSONNEL

A. Review Activities

1. Community School District and Special Education Staff: For teachers under the jurisdiction of the Community School Districts and the Division of Special Education, the following minimum number of classroom observations is required:

Tenured Staff: One full period or composite per year by the Principal, Assistant Principal or Supervisor of Special Education, where appropriate.

Probationary Staff and Full-Time Substitutes: In a school with no Assistant Principal, two full periods or two composites per year by the principal. In a school with an Assistant Principal, one full period or composite per year by the Assistant Principal and one full period or composite per year by the Principal. A Supervisor of Special Education will be substituted where appropriate.

Teachers With Special Needs: As many additional observations as are needed should be made for teachers who have particular needs and for any teacher whose performance is less than satisfactory.

For All Staff: Provision should be made for a follow-up meeting for the reviewer to commend strengths of performance and discuss the need for improvement, if necessary, with each staff person being reviewed.

2. High School Staff: For teachers under the jurisdiction of the high schools, the current minimum number of required classroom observations is as follows:

Tenured Teacher on Maximum Salary Step: One full period or one composite per year by the Assistant Principal.

Tenured Teacher Below Maximum Salary Step: One full period or one composite per school term by the Assistant Principal.

Probationary Teachers and Full Time Substitutes: Two full periods or two composites per school term by the Assistant Principal, one full period or one composite per year by the Principal, and one additional full period or one additional composite per year by either the Principal or Assistant Principal.

Teachers with Special Needs: As many additional observations as are needed should be made for teachers who have particular needs and for any teacher whose performance is less than satisfactory. The Principal should observe any teacher for whom an Assistant Principal has submitted a report of an unsatisfactory observation.

For All Staff: Provision should be made for a follow-up meeting for the observer to commend strengths of performance and discuss the need for improvement, if necessary, with each staff person being observed.

3. Non-Supervisory Staff, Other Than Classroom Teachers, Serving In Community School Districts, Special Education or High Schools: For non-supervisory staff other than classroom teachers and school secretaries, the Principal or other Rating Officer, where appropriate, should formally observe a probationary employee performing his or her duties for the equivalent of two full periods per year. For tenured staff, the formal observation should be for the equivalent of one full period per year. Provision should be made for a follow-up meeting for the reviewer to commend strengths of performance and discuss the need for improvement, if necessary, with each staff person being observed.

For probationary school secretaries, the Principal or Assistant Principal should have a conference with the secretary and review his or her records twice per year, leading to an official report. For tenured school secretaries, a conference and review of records should be held once per year followed by an official report.

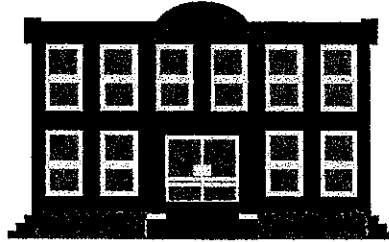
III. SUPERVISORY PERSONNEL

A. Review Activities

Supervisory Performance Planning Reports must be initiated no later than the beginning of the school year. Either late in the spring term of the preceding school year or early in the current school year, usually in the month of September, a conference must be scheduled to establish mutually agreed upon performance goals and specific objectives for the year. The evaluating supervisor and the supervisor to be evaluated should meet at regular intervals during the year to review the objectives, modify them where required, and discuss progress towards their achievement. A minimum of two follow-up conferences in addition to the initial goal-setting conference is required. The evaluating supervisor is required to complete an end of year summary which includes a summary of the employee's strongest assets, areas for future concentration, and an indication as to whether the employee's performance exceeded expectations, met expectations or was below expectations. Descriptive evaluations are made on the basis of the mutually agreed upon specific performance objectives established at the beginning of the year and their achievement during the course of the rating period.

WRITING FORMAL OBSERVATION REPORTS

(Excerpt from "A Guide for Principals of Intermediate and Junior High Schools" p. 144)



- A major objective of a written report is that it be effective in improving teaching without reducing morale.
- A supervising principal should have flexibility in the use of written reports. The type and nature of the report depends upon the particular situation.
- The written report should follow the post-observation conference in which there is agreement by supervising principal and teacher on crucial points.
- The primary goal of supervision is to improve classroom instruction.
- Supervisory visits focus on the lessons being taught.

B. Criteria

The "Pedagogic Supervisory Personnel Report" (DP 352) which is to be utilized for all supervisory staff includes three sections: Section A - Performance Planning, Section B - Supervisory Rating and Section C - Supervisory Service Prior to Tenure. The criteria for evaluating a supervisor's performance are to be indicated by utilizing Section A - Performance Planning. Performance goals are determined based on the major areas of responsibility of supervisors and are prepared by the supervisor whose performance is being reviewed in consultation with the evaluating supervisor. For each performance goal established, specific performance objectives to meet the required goal must be developed. It is recommended that in the development of specific performance goals, the following four areas be considered: to improve instructional and school programs, to achieve effectiveness in administration, to initiate and strengthen staff activities and to improve relationships with staff, students, parents and the community at large.

The criteria developed through the performance planning process are appropriate for all tenured and probationary supervisory staff below the rank of Superintendent.

All inquiries should be directed to:

Office of Appeals and Reviews
65 Court Street
Brooklyn, New York 11201
Telephone No. (718) 935-2991

ATTACHMENTS

OFFICE OF LABOR RELATIONS

February 5, 1998

To: All Staff Members:

From: Harvey Nagler
Stanley Fogel

Subject: Formal and Informal Observations

Both Maria Guasp* (head of committee for "Teaching for the 21st Century") and Teresa Mehrer*, UFT representative to the committee, agreed on the following definitions for "FORMAL" and "INFORMAL" observations.

FORMAL: A formal observation is one where the teacher knows the supervisor is coming and that the observation will be part of the file record. A pre and post observation conference should be held.

INFORMAL: In an informal observation, the supervisor may drop in at any time of a period and stay for all or part of the lesson. The teacher is not expecting the supervisor. The supervisor may give oral or written recommendations; however, if a written observation is made part of the teacher file a post-observation conference should be held.

Judy Chin* < Director of the Office of Instruction, agrees with these definitions.

* All were spoken to directly.



CHIEF EXECUTIVES' MEMORANDUM #80

March³¹, 1998

TO: ALL SUPERINTENDENTS
ALL PRINCIPALS

FROM: William P. Casey *[Signature]*
Chief Executive for
Program Development
& Dissemination

Margaret R. Harrington, Ed.D. *[Signature]*
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 21st 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 21st Century" in its entirety. A summary of the salient features of the evaluation/observation process is here provided.

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 21st 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.

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.