

1. Formal Administrative Classroom Assessment

Teachers may choose to be observed formally by an administrator using the current evaluation matrix. All observations will be conducted in accordance with Article XII of the contract between the Board of Education and the Teachers' Association

2. Individualized Professional Growth Plan (Goal Setting)

The teacher establishes goals which reflect the needs of the teacher, the building and the district. Each teacher works cooperatively with his/her supervising administrator to develop goal statement(s), action plan(s), and target dates.

Steps:

1. This plan is initiated by a conference between the administrator and the teacher to establish goals.
2. A plan to facilitate meeting the goals will include:
 - a. goal statement(s)
 - b. action plan for each goal
 - c. target date(s) for completion
 - d. resources and staff development need
3. Establish dates for mid-year, final conferences, as well as, summative evaluation.
4. Each teacher will write a reflective summary of this experience. This information will be used by the supervising administrator as part of the summative evaluation.

3. Peer Partnering/Coaching Assessment

This option, based on the Peer coaching guidelines in Article XXXVII of the contract, is intended to promote shared responsibility for professional growth by establishing a collegial atmosphere to improve instruction and student learning.

As the peers develop their partnership, each may suggest ways of improving instruction through development of integrated and interdisciplinary learning experiences for the students.

Steps:

1. The teacher forms a partnership with one or more colleagues.
2. Each team works cooperatively with the supervising administrator to:
 - a. develop goal statements
 - b. establish activities
 - c. set target dates

3. The peers provide supportive feedback on activities and progress toward goals this is accomplished through:
 - a. pre-conferencing
 - b. peer observations
 - c. post conferencing
4. Records if the dates and nature of the activities will be maintained.
5. Each teacher will write a reflective summary of this experience. This information will be used by the supervising administrator as part of the summative evaluation.

4. Professional Portfolio

This assessment option is based on the development of a portfolio which supports the achievement of goal(s).

Steps:

1. Develop a goal agreed upon by the teacher and the supervising administrator.
2. Set target dates for progress review and for completion of the portfolio.
3. Gather, develop and collect materials which support the goal(s).
 - a. Items in the portfolio may include:
 - lesson and unit plans
 - examples of student work
 - student/parent feedback
 - instructional materials
 - professional research
 - professional feedback
 - evidence of professional development
 - photographs, video/audio tapes
4. Each teacher will write a reflective summary of this experience. This information will be used by the supervising administrator as part of the summative evaluation.

Assessment of Professional Effectiveness

Plattsburgh City School District

TIP—Teacher Improvement Plan

In the case of an unsatisfactory evaluation, a TIP will be developed by the teacher and supervising administrator. It will include:

- What the teacher/teacher assistant has to change*
- What evidence will demonstrate that the teacher has changed*
- A timeline for accomplishing the change, with intermediate benchmarks.*
- A statement of what the teacher agrees to do to make the required change.*
- A statement of who will support the teacher and monitor progress in the change effort.*
- Identification of multiple resources to help the teacher which may include:
mentors, District Professional Development Plan, teacher centers, BOCES, higher education institutions, personal counselors, employee assistance programs, medical referral, and release time for courses, workshops and observation.*
- Signatures by the teacher/teacher assistant and district representative indicating agreement.*
- All performance assessments and instruments, and duplications of such, used to make such assessments (eg. video tapes' logs, surveys and observation reports) shall remain the property of the individual teacher. The confidentiality of these instruments shall remain with the mentor, intern, college professional working with the team and the college evaluation team.*

Evaluation Committee

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Commissioner's regulations require that the performance of each tenured teacher be reviewed annually. In order to meet this requirement, the Board of Education and the Teachers Association agreed to form a committee to develop assessment options (Contract Article XII). The committee recommends that tenured teachers in the Plattsburgh City School District have four (4) options for assessment:

1. Formal Administrative Classroom assessment (Matrix)
2. Individualized Professional Growth Plan (Goal Setting)
3. Peer Partnering/Coaching Assessment
4. Professional Portfolio

It is anticipated that many staff development needs will be identified through this process and channeled to the Professional Improvement Committee. Therefore, in the spring of each school year, tenured teachers will choose one of the above options for the following school year. These options require the involvement of the teacher's supervisor and/or other staff members. For planning purposes, it is important that the option be chosen carefully. Any changes in the evaluation plan will be mutually agreed upon by the teacher and the supervisor.

Non-tenured teachers will continue to be evaluated through the use of the formal Administrative Classroom Assessment (matrix). The following is a summary of each option.