

EVALUATION PROTOCOL FOR NON-TENURED TEACHERS

The evaluation process is designed to assist a non-tenured teacher to grow professionally. All non-tenured teachers shall receive a minimum of four classroom observations each year, at least one of which will be unscheduled. All observations and reviews shall be conducted by administrative staff.

Classroom observations, conferences and/or written reports shall specifically address the NYS Teaching Standards. Concerns noted in observation reports will be addressed collaboratively among teachers, administrators, and mentors. Post-observation conferences will take place within five school days of the observation, and written observation reports shall be delivered to teachers within five days of the post observation conference. Teachers shall acknowledge their observation within five days of it being posted in My Learning Plan. The Danielson rubric, based on the NYS Teaching Standards, has been chosen in collaboration with the teachers' association. The Standards addressed in the rubric are in the following areas:

Planning and Preparation

The Classroom Environment

Instruction

Professional Responsibilities

All non-tenured teachers shall be evaluated through a portfolio as well as the classroom observation process over the probationary period. The portfolio shall provide material that evidences growth over the probationary period, using the New York State Teaching Standards. One portfolio item may address several standards. After submission, teachers will receive feedback based on the portfolio prior to the end of the year evaluation report. Requirements for the portfolio can be found in a separate document.

In the mid-year and end of year evaluation reports, the teacher shall be evaluated based upon the NYS Teaching Standards and the rubric noted above. In the end-of-year evaluation report, the teacher will be evaluated using the following quality rating categories: Highly Effective, Effective, Developing, and Ineffective; with explicit minimum and maximum scoring ranges for each category, as prescribed in the regulations of the Commissioner. In the end of the year report, a total number of points out of one hundred will be assigned.

Sixty points will be based on the Danielson Rubric noted above.

If a value-added scoring methodology has not been approved by the Board of Regents, the remaining forty points will be based upon student achievement measures as follows:

Twenty points shall be based upon student growth data on state assessments as prescribed by the commissioner.

Twenty points shall be based upon measures at each level as noted in this agreement.

If a value-added scoring methodology has been approved by the Board of Regents for use in a grade/subject, it will be the basis for the teachers' scores on the student growth subcomponent, and the State will determine the score for each educator, based on a 0–25 point scale. If a value-added scoring methodology is in place, the remaining forty points will be based upon student achievement measures as follows.

Twenty-five points shall be based upon student growth data on state assessments as prescribed by the commissioner.

Fifteen points shall be based upon measures at each level as noted in this agreement.

In the event that a non-tenured teacher receives an Ineffective or Developing rating and remains in the district, a Teacher Improvement Plan (TIP) shall be developed offering concrete steps for the teacher to address concerns constructively. A Teacher Improvement Plan shall commence within 10 days after the date on which teachers are required to report prior to the opening of classes for the school year. To the extent possible, our goal would be to develop the TIP within five school days of the teacher's receipt of the total composite evaluation score. The intent of the TIP is to improve professional performance.