

**BOARD OF COOPERATIVE EDUCATIONAL SERVICES  
SOLE SUPERVISORY DISTRICT  
FRANKLIN-ESSEX-HAMILTON COUNTIES**

**ANNUAL PROFESSIONAL  
PERFORMANCE REVIEW**

**Adopted July 10, 1986  
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## Annual Professional Performance Review

### 1. Criteria

The Franklin-Essex-Hamilton BOCES Annual Professional Performance Review (APPR) Committee has adopted the following criteria on which the professional teachers, related service personnel, and teaching assistants will be measured:

- **content knowledge** - the person shall demonstrate a thorough knowledge of the subject matter area and curriculum
- **preparation** - the person shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction
- **instructional delivery** - the person shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning
- **organization/management** - the person shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning
- **student development** - the person shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of research-based and developmentally appropriate instructional strategies, and positive behavioral supports for the benefit of all students
- **evidence of student assessment** - the person shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning
- **collaboration** - the person shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students
- **reflective and responsive practices** - the person shall demonstrate that practice is reviewed, effectively assessed, and appropriate adjustments are made on a continuing basis

### 2. Criteria for individuals providing Pupil Personnel Services (Related Service Personnel)

Probationary instructional related service personnel will receive a minimum of one observation and one evaluation during the course of the school year. Probationary non-instructional related service personnel will receive a minimum of two evaluations, one each semester.

Licensed professionals not eligible for tenure will receive a minimum of two performance reviews each year during the first three years of employment. A minimum of one review will be completed each school year thereafter.

### 3. Assessment Approaches

The assessment approach used will be determined by the program administrator completing the observation or evaluation. The number of observations/evaluations will remain consistent with the specified contractual language. The assessment approach will determine the nature of technique and instrument used.

The Observation Form (Attachment A) is to be used in conjunction with formal classroom observations. The Evaluation Form (Attachment B) is designed to evaluate an employee's overall effectiveness. Both forms address the criteria as outlined in the APPR Regulations. All non-tenured teachers, teaching assistants and related service personnel will receive two performance reviews annually. Teaching Assistants will be reviewed using the Evaluation Form. Tenured teachers and related service personnel will receive an evaluation or an observation. The program administrator will determine which instrument will be used in this case. Tenured Teaching Assistants will receive one evaluation during the course of the school year.

Attachment D will be used by teachers to voluntarily provide input to their Program Administrator on the performance of the teaching assistant(s) assigned to their classrooms. Upon completion of the evaluation process, Attachment D will be destroyed by the Program Administrator.

Copies of all these forms may be found in the personnel manual, developed by the agency and updated each year. Each employee is issued this manual annually. In addition, each employee may ask his/her program administrator for clarification on the Annual Professional Performance Review Policy.

#### **4. Training in Performance Evaluation**

Administrators for BOCES have a variety of annual trainings available to them. The administrators regularly attend the annual Administrators' Leadership Conference, have attended the Instructional Supervision Workshop organized by the Franklin-Essex-Hamilton BOCES Office of Special Services, have opportunities to attend administrative conferences, may attend monthly Chairpersons' Committee on Special Education (CSE) meetings, monthly regional administrators' meetings, special education conferences, and have the option of consulting with their supervisors. The Franklin-Essex-Hamilton BOCES has and intends to continue to provide appropriate training for those administrators who evaluate and observe staff members.

#### **5. Performance Improvement Plan**

As a BOCES, there are a number of employees, including teaching assistants and those providing related services.

The Performance Improvement Plan will be written by the administration in consultation with the employee. This includes teachers, employees providing pupil personnel services (related services) and teaching assistants. The Performance Improvement Plan (Attachment C) addresses the specific areas that need attention, objectives for improvement, a plan for self-improvement, an administrator's plan to assist the staff member and the criteria for measuring the progress of the employee.

The evaluation and observation forms contain the following statements:

***“Current performance is deemed unsatisfactory”*** (Evaluation)

***“Performance during this observation is deemed unsatisfactory”*** (Observation)

These statements will be the key to determining if a Performance Improvement Plan is necessary.

For probationary personnel, two (2) unsatisfactory evaluations and/or observations within the probationary period will trigger a Performance Improvement Plan. For tenured staff, any two (2) successive unsatisfactory evaluations and/or observations will trigger a Performance Improvement Plan. The employee may request that a formal observation/evaluation be completed prior to the Performance Improvement Plan being implemented, or within 30 days, if one or the other has not been performed.

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**OBSERVATION FORM**

Name: \_\_\_\_\_

Location: \_\_\_\_\_

Position: \_\_\_\_\_

Number of Students: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Tenured                      Scheduled:  Y    N  
 Probationary

**A. PLANNING**

	Superior	Strong	Meets Agency's Standards	Needs Improvement	Unsatisfactory
Lesson Plans evident and reflect NYS Standards					
Behavioral objectives/performance indicators					
Select objective/performance indicators at the correct level of difficulty					
Content, material & activities selected are appropriate to the objective/performance indicators.					
Teaches to the objective/performance indicators					

**B. REFLECTIVE AND RESPONSIVE PRACTICE**

	Superior	Strong	Meets Agency's Standards	Needs Improvement	Unsatisfactory
Monitor and adjust					
Elicit overt behavior from student					
Check the overt behavior					
Act on interpretation					
Collects data on student progress					

**C. MANAGEMENT/COLLABORATION**

	Superior	Strong	Meets Agency's Standards	Needs Improvement	Unsatisfactory
Rules & consequences are clearly understood by student.					
Positive Behavior Supports – Teacher behavior is conducive to learning					
Collaborative relationship with student, parents, caregivers & appropriate support personnel.					
Adheres to safety & health practices					

**D. USES PRINCIPLES OF LEARNING**

	Superior	Strong	Meets Agency's Standards	Needs Improvement	Unsatisfactory
Anticipatory Set					
Meaning					
Active Participation					
Modeling					
Practice					
Motivation:					
a) Reinforcement					
b) Level of Concern					
c) Feeling tone					
d) Knowledge of Results					
e) Interest					
f) Success					
Closure					

**E. PHYSICAL SETTING**

	Superior	Strong	Meets Agency's Standards	Needs Improvement	Unsatisfactory
Work environment is safe for students					
Room organized in an orderly fashion					
Classroom is conducive to learning.					

**F. EVIDENCE OF STUDENT ASSESSMENT**

	Superior	Strong	Meets Agency's Standards	Needs Improvement	Unsatisfactory
Assessment based upon appropriate learning standards					
Assessment measures students' progress.					

Performance during this observation is deemed unsatisfactory.

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

It is incumbent upon a probationary employee to inquire as to the status of his/her progress toward tenure, particularly if that employee has received any unsatisfactory or needs improvement notations.

\*\*\*\*\*

I have read the Observation Report

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have attached written comments       I have not attached written comments

- Two (2) unsatisfactory observations and/or evaluations within the probationary period will trigger a Performance Improvement Plan.
- For tenured personnel, two (2) successive unsatisfactory observations and/or evaluations trigger a Performance Improvement Plan.

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**EVALUATION FORM**

Name: \_\_\_\_\_

Tenured OR  Probationary

Position: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

**1. CONTENT KNOWLEDGE**

A) **What is this person's knowledge and understanding of local, state agency and federal rules and regulations pertaining to his/her program?**

1	2	3	4	5
Not Aware				Knowledgeable

B) **What is this person's range of information?**

1	2	3	4	5
Narrow				Broad

C) **Knowledge of subject matter area and curriculum:**

1	2	3	4	5
Narrow				Broad

**2. PREPARATION**

A) **Planning ability:**

1	2	3	4	5
Poor				Excellent

**3. INSTRUCTIONAL DELIVERY**

A) **Ability to initiate and implement tasks:**

1	2	3	4	5
Poor				Excellent

B) **Pace of work:**

1	2	3	4	5
Inefficient				Efficient

C) **Quality of work:**

1	2	3	4	5
Poor				Excellent

D) **Uses effective strategies based upon professional specialty:**

1	2	3	4	5
Seldom				Often

**4. ORGANIZATION AND MANAGEMENT**

A) **Rate this person's effectiveness as a professional**

1	2	3	4	5
Ineffective				Highly Effective

B) **Does this person attend to clerical duties in a timely manner?**

1	2	3	4	5
Inattentive				Highly Attentive

C) **How flexible is this person?**

1	2	3	4	5
Rigid				Very Flexible

- D) **How readily does this person offer to help out by doing that which is not part of his/her job?**  
1 2 3 4 5  
Seldom Often
- E) **How confident is this person?**  
1 2 3 4 5  
Self Doubting Very Confident
- F) **How much supervision does this person need?**  
1 2 3 4 5  
Constant Minimal
- G) **Adheres to safety and health practices:**  
1 2 3 4 5  
Never Always
- H) **Does this person present appropriate appearance and hygiene?**  
1 2 3 4 5  
Never Seldom Often Always

**5. STUDENT DEVELOPMENT**

- A) **Applies developmentally appropriate instructional strategies:**  
1 2 3 4 5  
Never Always
- B) **Applies developmentally appropriate positive behavioral strategies/supports within classroom**  
1 2 3 4 5  
Never Always
- C) **Does this person adhere to the student discipline policy of the agency?**  
1 2 3 4 5  
Never Always

**6. EVIDENCE OF STUDENT ASSESSMENT**

- A) **Are the student assessments based on appropriate learning standards?**  
1 2 3 4 5  
No Sometimes Yes
- B) **Assessment techniques measure students progress:**  
1 2 3 4 5  
No Sometimes Yes
- C) **Do opportunities exist for students to express their understanding?**  
1 2 3 4 5  
None Few Adequate Many Always

**7. COLLABORATION**

- A) **How well does this person take direction?**  
1 2 3 4 5  
Resists Readily
- B) **How well does this person work towards implementing a decision with which he/she may not agree?**  
1 2 3 4 5  
Reluctant Well



9. SUMMARY

A) List this person's major skills/talents, strengths and accomplishments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B) Can this person assume more responsibility?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C) If there are any specific concerns with the performance of this person, list and explain:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

D) How could this person's performance be improved?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional Comments/Goals for professional growth:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

It is incumbent upon a probationary employee to inquire as to the status of his/her progress toward tenure, particularly if that individual has received any scores of 1 or 2.

Current performance is deemed unsatisfactory.

\*\*\*\*\*

I have read the Evaluation Report

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have attached written comments

I have not attached written comments

• Two (2) unsatisfactory observations and/or evaluations within the probationary period will trigger a Performance Improvement Plan.

• For tenured personnel, two (2) successive unsatisfactory observations and/or evaluations will trigger a Performance Improvement Plan.

*N.B. An employee may rate from 1-5 during any point in his/her employment. Expectations may increase as an employee gains experience.*

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5. Student Development

- A) Applies developmentally appropriate instructional strategies  
 1 2 3 4 5  
 Never Always
- B) Applies developmentally appropriate positive behavioral strategies/supports  
 1 2 3 4 5  
 Never Always
- C) Does this person adhere to the student discipline policy of the agency?  
 1 2 3 4 5  
 Never Always
- 
- 

6. Evidence of Student Assessment

- A) Does the Teaching Assistant implement assessment strategies?  
 1 2 3 4 5  
 No Yes
- B) Does the Teaching Assistant encourage students to express their understanding of the learning process and content?  
 1 2 3 4 5  
 None Few Adequate Many
- C) Do opportunities exist for students to express their understanding of the learning process and content?  
 1 2 3 4 5  
 None Few Adequate Many
- 
- 

7. Collaboration

- A) How well does this person take direction?  
 1 2 3 4 5  
 Resists Readily
- B) How capable is this person at working toward implementing a decision with which he/she may not agree?  
 1 2 3 4 5  
 Reluctant Eager
- C) How open is this person to new ideas?  
 1 2 3 4 5  
 Closed Open
- D) How well does this person get along with: Others (explain and specify)?  
 Supervisors 1 2 3 4 5  
 Peers 1 2 3 4 5  
 Others: \_\_\_\_\_ 1 2 3 4 5  
 Not Well Very Well
- 
- 
- E) To what extent does the individual's needs affect the Organization's needs?  
 1 2 3 4 5  
 Negatively Positively
- F) How would you characterize this person's impact on other people?  
 1 2 3 4 5  
 Negative Positive
- G) How does this person represent the BOCES?
- 
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