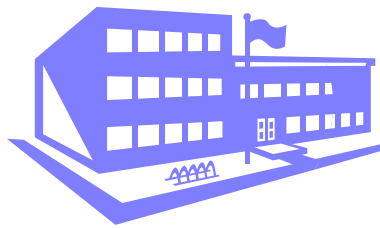


Annual Professional Performance Review

Hudson City School District



*Teacher Evaluation
And
Professional Growth*

*Board of Education Approved
September 2006*

Updated November 2007

*HUDSON CITY SCHOOL DISTRICT
ANNUAL PROFESSIONAL PERFORMANCE REVIEW*

Initial Adoption 2006-2007

Purpose/ Goals

The purpose of the HCSD Annual Professional Performance Review is the assurance of high quality teaching leading to the continuous improvement of student achievement. As such, it is directly linked to the mission of the school district.

The evaluation system assures the maintenance and retention of highly proficient staff while providing for improvement when needed. It sets high standards for the teaching profession; provides for the professional growth of all teachers in order to meet those standards; and continuously raises the quality of teaching and the resulting learning for all students. The evaluation system is designed in accordance with State Education Law and will be reviewed annually.

Evaluative Criteria

A valid teacher evaluation system must be based on a common definition of teaching and the use of procedures and instruments which assess teacher performance according to identified criteria. The HCSD Teacher Evaluation System is based on the **Components of Professional Practice** (Appendix A) which includes four domains that define what good teachers know and do in the performance of their responsibilities. Related to these domains are performance standards and the performance indicators on which all teachers are to be evaluated.

The **Components of Professional Practice Domains** are the following:

1. **Planning and Preparation**
2. **Classroom Environment**
3. **Instruction**
4. **Professional Responsibilities**

Procedures

The system is organized as follows:

- **Non tenured Teachers**
A three year probationary process supports the development of competent teachers into proficient teachers.
- **Tenured Teachers**
In collaboration with their supervisors, teachers actively participate in designing and implementing a plan for continuous professional growth.
- **Teachers In Need of Improvement**
Teachers who need to significantly improve their teaching practice are supported in the improvement process through the collaborative development, implementation, and evaluation of a Teacher Improvement Plan.

Procedures employed at different stages include the following:

- Formal observation with pre and post conferences (all teachers)
- Informal observation (all teachers)
- Portfolio review (first year teachers)
- Annual summative evaluation (all teachers)
- Personalized Professional Development Plans (tenured teachers)
- Teacher Improvement Plans (as needed)

Procedures and instruments for Student Services Personnel (Guidance Counselor, Nurse, Psychologist, Social Worker) are particularized to the job description for each.

Supervisors/Evaluators

Building Principals or Assistants will evaluate all regular K-12 teachers including Art, Music, Technology, Library, ESL, and Physical Education, as well as Nurses. Building Principals/Assistants and/or other pertinent Central Administration Staff will evaluate Guidance Counselors, Social Workers, Psychologists, Special Education Teachers, and AIS.

General Guidelines

Supervision is understood to include all types of practical assistance and all forms of professional counsel, both of a formal and informal nature which are intended to raise the level of instructional quality in the district as well as to help assure the success in teaching of each member of the professional staff.

At the time of employment teachers will be provided with information pertaining to the evaluation process, including all pertinent forms.

Written formal observation reports will be limited to classroom performance which takes place during the regular school day. These reports will be based upon direct and objective observation of the performance indicators of Domains 1-3. Post observation discussion of Domain 4 may be included in the report.

The evaluator making a formal observation will remain in the classroom for a sufficient period of time to determine if the teacher's objectives, as determined in the pre conference meeting, were met.

All monitoring or observation of the work performance of teachers will be conducted openly and with their full knowledge. The use of public address or audio systems or other surveillance devices shall be strictly prohibited.

All formal observations will include pre and post conferences. The evaluator and teacher will agree on a pre conference time to discuss objectives for the lesson. The teacher will have the opportunity to discuss the report at a post conference within 10 school days of the observation. The resulting report will be signed by the teacher with the understanding that such signature does not necessarily indicate agreement with its contents. The teacher may respond in writing within 10 school days of receiving the report. This will accompany the observation report in the teacher's personnel file.

If the evaluation of the teacher's observation is unsatisfactory, s/he will have the right to request another observation within fifteen school days of the post observation conference.

Administrators may make unannounced informal visitations, in addition to those announced, to all teachers.

Supervisors will prepare an Annual (summative) Evaluation for all teachers to denote the teacher's overall status. The teacher will sign the report within 10 school days indicating receipt and shall have the right to respond in writing. Copies of this report signed by the supervisor and the teacher will be prepared for the teacher, supervisor, and personnel folder.

After a teacher's first year, the Principal may recommend continued assistance for the new teacher from a veteran teacher. This assistance would be in the form of voluntary informal and unpaid peer mentoring approved by HTA.

Teachers assigned to more than one tenure area will have formal evaluations in all assigned areas, not to exceed the number specified.

Teachers serving in more than one building or program shall have formal evaluations shared by the administrators of each building served.

HUDSON CITY SCHOOL DISTRICT
NON TENURED TEACHER EVALUATION

YEAR 1

As per NEMO (New Employee Mentoring Opportunity) and SED requirement, a first year teacher “intern” is mentored for one school year. Interns meet one time a week with their mentor outside of contractual time. The mentoring relationship is confidential, and the mentor keeps a log which is in no way evaluative. This is a primarily formative time focused on retaining promising new teachers in the profession. New teachers need support and assistance in order to develop the complex set of skills required to be a proficient teacher. While emphasis is on growth and development, an evaluative component is essential.

1. The first year teacher will have 3 formal observations, each with pre and post conferences, and an Annual (Summative) Evaluation.
2. The Components of Professional Practice will be the basis for evaluation, but not all standards will be focused on at one time or in one observation.
3. The observation form for non-tenured teachers will be same as that for tenured teachers.
4. An Annual (summative) Evaluation will be prepared by the supervisor by June 15. Portfolio review, as per SED requirement, will be a component of this evaluation in year 1 only.

YEAR 2

During Year 2 the teacher and/or immediate supervisor have the option of requesting further informal peer mentoring, to be arranged by agreement of HTA and the building administrator. The informal mentor is not a paid position. A probationary teacher’s status with regard to attaining tenure will be addressed by the Building Principal/Supervisor at the end of the second year. The nature of any concerns will be documented on observation and evaluation forms. There will be three formal observations with pre and post conferences based on the Components of Professional Practice and an Annual (summative) Evaluation.

YEAR 3

Year 3 is to be considered a transition year toward tenure depending on continued satisfactory progress. The teacher will be made aware of any concerns regarding the likelihood of tenure as they occur, and the concerns will be documented on observation and evaluation forms.

There will be three formal observations with pre and post conferences based on the Components of Professional Practice and an Annual (summative) Evaluation.

HUDSON CITY SCHOOL DISTRICT

TENURED TEACHER EVALUATION

Professional Development is a process by which competent teachers achieve proficiency and continually improve skills. It is driven by the teacher's own motivation and the policies and practices of the district that promote reflective practice. For tenured teachers who are successfully achieving district goals, self directed professional growth will include the development, implementation and completion of an Individual (Professional) Development Plan (IDP) in consultation with one's supervisor. The process will consist of the following steps:

1. Plan Development

The teacher, after reflecting on his/her teaching practice, identifies a focus for professional growth, goals for a determined time period, and means/activities to achieve them. In years following the first year of this plan's implementation (2006-07), the teacher will meet with his/her supervisor by October 15 of the beginning year of the teacher's plan to discuss and record the plan content and to determine a time frame for its completion. The time frame may be 1, 2, or 3 years, depending on its nature. With the supervisor's approval, teachers may opt to collaborate with colleagues on a common plan to achieve school/district goals for student learning.

2. Plan Implementation

The plan is to be considered an extension of what teachers normally do in the course of performing their professional responsibilities and must not constitute or be considered an unreasonable burden. The plan is to be clearly structured with specific procedures for documentation as outlined in the accompanying "IDP Options" Chart (Appendix B).

3. Progress Review

Annually by May 31 the tenured teacher will submit to his/her supervisor a review of progress (Form G). Adjustments to the plan may be made by agreement of both parties. Either the teacher or supervisor may request a conference regarding the plan's progress at any time.

4. Plan Evaluation

At the completion of the plan, the teacher and supervisor will meet to assess the results. Teachers who continue to meet district standards will then develop a new plan to commence at the beginning of the following school year. Teachers experiencing persistent difficulty may be moved by the supervisor to the Improvement Plan procedure.

5. Formal Observation

A tenured teacher who is participating in an IDP will have a minimum of one and a maximum of three formal observations during a 3 year period.

6. Annual Evaluation

Supervisors will complete an Annual (Summative) Evaluation (Form D) for all teachers.

*HUDSON CITY SCHOOL DISTRICT
TENURED TEACHER IMPROVEMENT PLAN PROCEDURE*

Purpose

The purpose for the Improvement Plan procedure is to provide organizational support and assistance to teachers who are not meeting the district's teaching standards. It focuses on the spirit of quality assurance with support and should be perceived as a good faith effort on the part of the district to maintain a commitment to quality teaching by providing a supported, structured, and focused system of assistance to ensure that every staff member is meeting district standards. (Teacher Evaluation, Danielson Chapt.10)

Participation

Those teachers who in the professional judgment of the building administrator/supervisor are experiencing difficulty in meeting one or more of the district's standards for effective teaching will participate in the Improvement Plan process. Teachers will have the right to HTA representation at any stage of this process.

Procedure

The decision to initiate a Teacher Improvement Plan is the responsibility of the immediate supervisor who may form the judgment at any time. Written notice of the need for an Improvement Plan will state the specific standards that the teacher is not meeting satisfactorily. The Improvement Plan process is designed with the intention that deficiencies be corrected and teaching practice be improved enabling the teacher to return to regular evaluation procedures.

Levels of Assistance

1. Awareness Phase

Informal intervention regarding a problem may first take place in the form of conversation between supervisor and teacher. In the event that this step does not achieve resolution, or if the concern is deemed by the supervisor as meriting more formal intervention, the administrator will identify the concern in writing (Form I) and move to the Assistance Phase.

2. Assistance Phase

The administrator will notify the teacher of the need for an Improvement Plan (Form J). A specific plan (Form K) will be developed jointly by supervisor and teacher. A time frame will be established with specific times to review progress. At the end of the time one of the following will occur:

- Successful completion and demonstrated improvement results in teacher returning to regular evaluation procedures.
- Teacher remains in Assistance Phase with revised goals and time frame.
- The concern is not resolved and the school district moves to procedures not herein addressed.

HCSD

APPR

FORMS

Hudson City School District
Pre Observation Conference

Form A

The pre conference serves to clarify expectations for the formal observation in a collegial atmosphere. At this time the teacher describes his/her teaching plan and the evaluator identifies the teaching behaviors s/he expects to see during the observation. The discussion may include such points as intended learning outcomes, the characteristics of the class, and specific procedures such as the length of observation and the planned time for feedback. Non tenured teachers will, and tenured teachers may be required to submit a written lesson plan.

The teacher is provided with a blank evaluation form to preview and the Components of Professional Practice.

Teacher _____ Supervisor _____

Date of Pre conference _____ Planned Date/Time of Observation _____

Written Lesson Plan submitted (check) _____

(The following may be attached on separate paper)

Nature and content of lesson:

Intended learning outcomes:

Expectations/Recommendations of evaluator:

Notes:

Teacher's signature _____

Supervisor's signature _____

Hudson City School District
Post Observation Conference

Form B

The purpose of the post observation conference is to discuss the extent to which expectations for student learning and professional performance were met in the observed lesson. Strengths and possible areas for improvement are discussed in a collegial atmosphere. Discussion will take place with non tenured teacher regarding status of tenure recommendation in years 2-3.

Teacher _____ Date of Observation _____

Supervisor/ Title _____ Date of Post Conference _____

Teacher Reflection/ Self Assessment (completed prior to conference):

Points discussed during conference:

Supervisor's Signature _____ Date _____

Teacher's Signature _____ Date _____

Hudson City School District
Classroom Observation Form

Form C

Teacher _____ Position _____

School _____ Subject _____ Grade _____

Supervisor/Title _____

Date of Pre-observation conference _____ Observation date/time _____

Type of Lesson: _____

Key:

Distinguished	Performance exceeds expectation
Proficient	Performance achieves expectation
Developing	Performance meets minimum district expectations
Needs Improvement	Performance is not consistently effective (Accompanied by identification of specific Component(s) of Professional Practice which need improvement)

Evaluator is to circle appropriate level in each area and add comments:

Domain 1: Planning and Preparation

1A. Knowledge of content and pedagogy:

Distinguished
Proficient
Developing
Needs Improvement

1B. Knowledge of Students: (characteristics of age groups, different learning styles, student's skills and prior knowledge, interests, and cultural heritage)

Distinguished
Proficient
Developing
Needs Improvement

1C. Selection of Instructional Goals (aligned with state and district standards, clear and appropriate, suitable for diverse student population):

Distinguished
Proficient
Developing
Needs Improvement

1D. Knowledge of Resources for teaching content and pertaining to students' needs:

**Distinguished
Proficient
Developing
Needs Improvement**

1E. Designing Coherent Instruction: (Instruction includes appropriate lessons and unit structure, differentiated learning activities, variety of instructional materials and resources, utilization of instructional grouping)

**Distinguished
Proficient
Developing
Needs Improvement**

1F. Assessing Student Learning (demonstrates congruence with instructional goals and determines whether criteria/standards are met and used to inform instruction)

**Distinguished
Proficient
Developing
Needs Improvement**

Comments:

Domain 2: Classroom Environment

2A. Creating a community of learners (teacher interacts positively with students and students interact positively w/each other)

**Distinguished
Proficient
Developing
Needs Improvement**

2B. Establish a culture for learning (expectations for learning and achievement are clearly set, teacher communicates importance of content and students take pride in their work)

**Distinguished
Proficient
Developing
Needs Improvement**

2C. Managing classroom procedures (teacher demonstrated effective management of instructional groups, transitions, materials and supplies, non-instructional duties, and support staff where applicable)

**Distinguished
Proficient
Developing
Needs Improvement**

2D. Managing student behavior (teacher sets high, appropriate expectations, monitors students' behavior and responds appropriately to misbehavior)

**Distinguished
Proficient
Developing
Needs Improvement**

2E. Organizing Physical Space (maintains safe physical environment conducive to learning and use of resources)

**Distinguished
Proficient
Developing
Needs Improvement**

Comments:

Domain 3: Instruction

3A. Communication (communicates directions and procedures clearly and accurately)

**Distinguished
Proficient
Developing
Needs Improvement**

3B. Questioning and Discussion Techniques (uses effective questions which require higher level thinking skills discussion that encourage student participation)

**Distinguished
Proficient
Developing
Needs Improvement**

3C. Engagement of Students in Learning (designs engaging activities and assignments; appropriately structures and paces activities; groups students to maximize participation; and uses a rich variety of instructional materials and resources)

**Distinguished
Proficient
Developing
Needs Improvement**

3D. Feedback to students (provides accurate, substantive, constructive, and specific feedback in a timely way)

**Distinguished
Proficient
Developing
Needs Improvement**

3E. Flexibility and responsiveness (responsive to students and adjusts plans and lessons to meet students' needs)

**Distinguished
Proficient
Developing
Needs Improvement**

3F. Alignment with standards (addresses specific standards with instruction)

**Distinguished
Proficient
Developing
Needs Improvement**

Comments:

Domain 4: Professional Responsibilities (as discussed in post conference and in summative evaluation as appropriate)

4A. Reflection on Teaching (routinely reflects on teaching practice in order to continually improve it)

**Distinguished
Proficient
Developing
Needs Improvement**

4B. Accurate records (monitors and records student progress, keeps track of student progress, maintains non-instructional records)

**Distinguished
Proficient
Developing
Needs Improvement**

4C. Communication with families (engages family support by providing Information about the instructional program and student progress)

**Distinguished
Proficient
Developing
Needs Improvement**

4D. Contribution to school and district (maintains professional relationship w/colleagues, participates in school & district initiatives to promote achievement goals)

**Distinguished
Proficient
Developing
Needs Improvement**

4E. Professional development (continually enhances content knowledge and pedagogical skill and engages in service to the profession)

- Distinguished**
- Proficient**
- Developing**
- Needs Improvement**

4F. Professionalism (demonstrates service to and advocacy for students, uses sound professional judgment, and demonstrates proper professional conduct)

- Distinguished**
- Proficient**
- Developing**
- Needs Improvement**

Comments:

Summary:

Strengths

Recommendations

Supervisor's Signature _____ Date _____

Teacher's Signature _____ Date _____

Hudson City School District
Walk Through

Form D

Walk-throughs are brief informal visits to the classroom, the purpose of which is to help a supervisor to become familiar with teaching practices and the quality of instruction in the HCSD. The use of this form is optional and may be seen as a vehicle to commend good teaching practice or to call attention to a need. It can, but is not required to be, placed in the personnel file. If it is, the teacher has the option of responding.

Teacher _____ Date _____

Subject/Grade _____ Time _____

Length of Visit _____ Place in personnel file _____

Commendations:

Needing Attention:

Supervisor Signature _____

Teacher Signature (if placed in file) _____

Hudson City School District
Annual (Summative) Teacher Evaluation

Form E

Teacher _____ Date _____

Supervisor/ Title _____ School _____

Status: _____ Tenured _____ Non tenured

Evaluation of performance with respect to the **Components of Professional Practice** is based on the following (documentation attached):

_____ IDP Plan Review (Tenured)

_____ Formal Observation(s)

_____ Informal Observation(s)

_____ Discussion of Domain 4 Professional Practice

_____ Portfolio Review (Non tenured Year 1)

Commendations:

Recommendations:

Supervisor's Signature _____ Date _____

Teacher's Signature _____ Date _____

Hudson City School District
Individual Development Plan (IDP)
Tenured Teacher

Form F

Teacher _____ Tenure Area _____

School _____ Date _____

Supervisor/Title _____

(Attach additional sheets as needed)

A. Target Performance Area(s):

B. Rationale (Reasons for target area selection)

C. Plan Specifics:

D. Anticipated Results:

E. Evidence Collection Method:

F. Time Frame for Completion:

G. Progress check in dates:

Teacher's Signature _____ Date _____

Supervisor's Signature _____ Date _____

Hudson City School District
**Individual Development Plan
Progress Report**

Form G

Teacher _____

Supervisor/Title _____

Beginning Date of Plan _____ Date of Progress Report _____

Summary of progress (accompanied by evidence to date):

Supervisor Comment/Recommendation:

Teacher Signature _____ Date _____

Supervisor Signature _____ Date _____

Hudson City School District
Individual Development Plan (IDP)
Completion Evaluation

Form H

Teacher _____ Tenure Area _____

School _____ Date _____

Supervisor/Title _____

(Attach)

Summary of Results: include discussion of effectiveness of activities in achieving goal(s)

Reflection on Results:

Supervisor Evaluation:

Plan Completion:

_____ Fully Accomplished _____ Partially Accomplished _____ Not Accomplished

Documentation:

_____ Complete To Date _____ Incomplete

Recommendation:

_____ Extend time frame for accomplishment to _____

_____ Move to new plan next school year

Comment:

Teacher's Signature _____ Date _____

Supervisor's Signature _____ Date _____

Hudson City School District
Identification of Concern Form

Form I

Teacher _____ Grade/Position _____

School _____ Supervisor/Title _____

Date _____

Statement of nature of concern related to Components of Professional Practice:

Recommendation for resolution of concern:

Time frame for demonstration of improvement:

Hudson City School District
Notification of Need For Improvement Plan

Form J

Teacher _____ Position _____

School _____ Date _____

Supervisor/Title _____

_____ First time issue _____ Repeat issue

Statement of Specific Standards in Need of Improvement:
(Components of Professional Practice)

Performance Indicators/Behaviors Needing to Be Evident:

Time frame for Evidence of Improvement:

Teacher's Signature _____ Date _____

Supervisor's Signature _____ Date _____

Hudson City School District
Teacher Improvement Plan

Form K

Teacher _____ Position/Grade _____

School _____ Supervisor/ Title _____

Commencement Date _____ Target Completion Date _____

This plan is made in accordance with section 100.2 of the Commissioner's Regulations. It is constructed with collaboration of teacher and supervisor. It must focus on the area(s) identified as unsatisfactory and can include a number of methodologies for improvement. The plan may include, but is not limited to the following:

- Self review/Reflection Journal
- Peer review/assistance
- Administrative assistance
- Participation in professional development activities

(Attach)

Standard(s) to be addressed (as identified on notification form):

Performance Indicators needing to be evident:

Planned Improvement Measures:

Assistance provided:

Time Frame:

Progress Review Dates:

Teacher Signature _____ Date _____

Supervisor Signature _____ Date _____

Hudson City School District
**Teacher Improvement Plan
Evaluation**

Form L

Teacher _____ Date _____

School _____ Position _____

Supervisor/Title _____

Teacher Statement Regarding Goal Achievement:

The area(s) needing improvement as identified on the Notification form have been addressed in the following ways (attach evidence):

Supervisor Evaluation:

_____ Plan successfully completed/ Improvement demonstrated/
Return to regular procedure for evaluation

_____ Extension of time frame to _____

_____ Insufficient Improvement Demonstrated

Teacher Signature _____ Date _____

Supervisor Signature _____ Date _____

Hudson City School District
STUDENT SERVICES PERSONNEL FORMS

Form M

Key:

Distinguished	Performance exceeds expectation
Proficient	Performance achieves expectation
Developing	Performance meets minimum district expectations
Needs Improvement	Performance is not consistently effective (Accompanied by identification of specific Component(s) of Professional Practice which need improvement)

Evaluator is to circle appropriate level in each area and add comments:

Domain 1: Planning and Preparation

Knowledge of appropriate procedures (ie: CSE/504, IST), processes and protocol

- Distinguished**
- Proficient**
- Developing**
- Needs Improvement**

Knowledge of students, available resources (including interagency, where appropriate)

- Distinguished**
- Proficient**
- Developing**
- Needs Improvement**

Domain 4: Professional Responsibilities

Reflection on efficiency of work responsibilities, including reflection on ways to improve

- Distinguished**
- Proficient**
- Developing**
- Needs Improvement**

Accurate records (maintains appropriate records as per job function)

- Distinguished**
- Proficient**
- Developing**
- Needs Improvement**

Communication with colleagues, administrators and families (engages family support by providing information about the student needs & student progress)

**Distinguished
Proficient
Developing
Needs Improvement**

Contribution to school and district (maintains professional relationship w/colleagues, participates in school & district initiatives to promote achievement goals)

**Distinguished
Proficient
Developing
Needs Improvement**

Professional development (continually enhances content knowledge and pedagogical Skill and engages in service to the profession)

**Distinguished
Proficient
Developing
Needs Improvement**

Professionalism (demonstrates service to and advocacy for students, uses sound professional judgment, and demonstrates proper professional conduct)

**Distinguished
Proficient
Developing
Needs Improvement**

Summary Comments:

Strengths:

Recommendations:

HCS D

APP R

APPENDIX

COMPONENTS OF PROFESSIONAL PRACTICE

(Modification of ETS/ Pathwise Document)

Appendix A

Evaluative criteria for all teachers; what teachers know and do in their professional practice

DOMAIN 1: PLANNING AND PREPARATION

Standard 1A Knowledge of Content and Pedagogy

Performance Indicator: Teacher demonstrates knowledge of content and of content-related pedagogy

Standard 1B Knowledge of Students

Performance Indicators: Teacher demonstrates knowledge of: characteristics of age group
different learning styles
students' skills and prior knowledge
students' interests and cultural heritage

Standard 1C Selection of Instructional Goals

Performance Indicators: Goals address and are aligned with state and district standards
are clear and appropriate
are suitable for diverse student population

Standard 1D Knowledge of Resources

Performance Indicators: Teacher knows resources for teaching content
resources pertaining to students' needs

Standard 1E Designing Coherent Instruction

Performance Indicators: Instruction includes: appropriate lesson and unit structure
differentiated learning activities
variety of instructional materials and resources
utilization of instructional grouping

Standard 1F Assessing Student Learning

Performance Indicators: Assessment practices demonstrate congruence with instructional goals
determine whether criteria/standards are met
are used to inform instruction

DOMAIN 2: CLASSROOM ENVIRONMENT

Standard 2A Creating a Community of Learners

Performance Indicators: Teacher interacts positively with students
Students interact positively with one another

Standard 2B Establishing a Culture for Learning

Performance Indicators: Expectations for learning and achievement are clearly set
Teacher communicates importance of content
Students take pride in work

Standard 2C Managing Classroom Procedures

Performance Indicators: Teacher demonstrates effective management of instructional groups,
transitions, materials and supplies, non-instructional duties, and support staff
where applicable

Standard 2D Managing Student Behavior

Performance Indicators: Teacher sets high, appropriate expectations
monitors students' behavior
responds appropriately to misbehavior

Standard 2E Organizing Physical Space

Performance Indicator: Teacher maintains safe physical environment conducive to learning and use of resources

DOMAIN 3: INSTRUCTION

Standard 3A COMMUNICATION

Performance Indicator: Teacher communicates directions and procedures clearly and accurately

Standard 3B QUESTIONING AND DISCUSSION TECHNIQUES

Performance Indicators: Teacher uses effective questions which require higher level thinking skills
discussion techniques which encourage student participation

Standard 3C ENGAGEMENT OF STUDENTS IN LEARNING

Performance Indicators: Teacher effectively represents content
designs engaging activities and assignments
appropriately structures and paces activities
groups students to maximize participation
uses rich variety of instructional materials and resources

Standard 3D FEEDBACK TO STUDENTS

Performance Indicator: Teacher provides accurate, substantive, constructive, and specific feedback in a timely way

Standard 3E FLEXIBILITY AND RESPONSIVENESS

Performance Indicator: Teacher is responsive to students and adjusts plans and lessons to meet students' needs

Standard 3F ALIGNMENT WITH STANDARDS

Performance Indicator: Teacher addresses specific standards with instruction

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Standard 4A REFLECTION ON TEACHING

Performance Indicator: Teacher routinely reflects on teaching practice in order to continually improve it

Standard 4B ACCURATE RECORDS

Performance Indicators: Teacher monitors and records student progress
keeps track of student progress
maintains non-instructional records as required

Standard 4C COMMUNICATION WITH FAMILIES

Performance Indicator: Teacher engages family support by providing information about the instructional program and student progress

Standard 4D CONTRIBUTION TO SCHOOL AND DISTRICT

Performance Indicators: Teacher maintains professional relationship with colleagues
participates in school and district initiatives to promote achievement of
goals

Standard 4E PROFESSIONAL DEVELOPMENT

Performance Indicators: Teacher continually enhances content knowledge and pedagogical skill
and engages in service to the profession

Standard 4F PROFESSIONALISM

Performance Indicators: Teacher demonstrates service to and advocacy for students
professional judgment
proper professional conduct

Hudson City School District
Individual Development Plan (IDP) Options
Appendix B

In order to promote continuous professional development, teachers in the HCSD take an active role in determining personal focus areas for growth. Artifacts will remain the property of the teacher. Options for documentation include, but are not limited to the following:

1. **Peer Support:** Interact professionally with other teacher(s) to enhance instructional practice.
2. **Journal Writing:** A reflective narrative which allows the teacher to reflect on the Components of Professional Practice, student achievement and other pertinent issues
3. **Teaching Artifacts:** Select successful model unit (1) or lesson plans (3)
4. **Evidence of Student Learning:** Select 5 samples of student work related to focus area
5. **Informal Observation:** by a peer, outside professional, grade level or department chair for purpose of sharing impressions and ideas
6. **Mentoring:** Participate as NEMO mentor for new teacher or supervision of a student teacher
7. **Professional Visitations:** Visit on or off site classes to gain information to enhance one's own skills and program
8. **Conferences/Seminars:** Participate in target area related presentations
9. **Professional Reading:** Document how reading relates to achievement of target goals.
10. **Video taping:** Record classroom activities with specific purpose to use as basis for professional development
11. **College Course Work:** Enroll in coursework to enhance professional growth in target area
12. **Collaborative Teaching:** Two or more teachers work together to deliver instruction within or across curriculum areas or grade levels.
13. **Program Improvement:** Participate in district or school committee work to achieve district goals for program, curriculum, etc.
14. **Professional Research:** Independently or with other teacher(s) conduct research to address a need, issue, or problem related to target area.
15. **Professional Publication:** Contribute writing to district or other publication related to your field
16. **Technology Integration:** Work on curriculum or program development by the integration of technology into instruction.
17. **Other Options:** Creative ideas which are mutually agreed up by teacher and supervisor are respected and encouraged.

HUDSON CITY SCHOOL DISTRICT
Annual Professional Performance Review
Appendix C

	Data Collection Procedures	Form	Evaluator	Time Frame
Non Tenured Yr 1	NEMO(mentor program) 3 formal observations Portfolio Review Annual Evaluation	C A,B E	Principal/ Supervisor	Nov. 30 Feb. 15 Apr. 15 June 15
Non Tenured Years 2,3	3 formal observations Annual (Summative) Evaluation	C A, B E	Principal/ Supervisor	Nov. 30 Feb. 15 Apr. 15 June 15
Tenured	Individual Development Plan (IDP) IDP Evaluation 1 formal observation Annual (Summative) Evaluation	F,G H C A,B E	Principal/ Supervisor	Oct. 15 of starting year End of plan Once in 3 yrs (minimum) June 15
Teacher Improvement Plan	Identification of Concern Notification of TIP Improvement Plan Plan Evaluation	I J K L	Principal/ Supervisor	When needed If/when needed Agreed on time frame At completion

Description of forms:

- A Pre Conference Form
- B Post Conference Form
- C Teacher Classroom Observation Form
- D Walk Through Form (optional)
- E Annual (Summative) Teacher Evaluation Form
- F IDP Planning form (tenured teachers)
- G IDP Progress form
- H IDP Evaluation Form
- I Identification of Concern Form
- J Notification of Need for Improvement Plan
- K Improvement Plan
- L Improvement Plan Evaluation Form