
EVALUATION OF PROFESSIONAL STAFF

The Board of Education recognizes that a well-developed and rigorously administered evaluation process is key to securing and maintaining an effective district workforce. The Board views the evaluation of professional staff as an essential growth tool for improving individual performance and the district's overall ability to meet its educational objectives. To these ends, the performance of all professional staff will be reviewed and evaluated at least annually in accordance with the regulations of the Commissioner of Education. The purposes of teacher and administrator evaluations are:

1. to clarify the duties and responsibilities of staff;
2. to enrich, develop and improve effective professional skills and performance by:
 - a. informing each staff member of how his or her performance is perceived in relation to the expectations of the district; and
 - b. identifying an individual's strengths and weaknesses;
3. to enhance the instructional program by providing individual staff members with methods by which performance may be improved; and
4. to provide the Board and the Superintendent with accurate and timely assessments of employee performance to enable them to fulfill their legal responsibilities in making personnel decisions, including the granting of tenure or voting disciplinary charges.

The performance appraisals of teachers should emphasize the ability to:

1. use a continuous diagnostic process for identifying learner aptitudes, levels of instruction, content and skill mastery, interests and learning styles;
2. use assessment data to plan, prepare and select appropriate classroom activities, instructional materials and teaching strategies to meet the needs, abilities, and learning styles of individual learners;
3. use a variety of materials, activities and instructional strategies to enhance student growth in the acquisition of basic skills, the formulation of concepts and critical thinking abilities, self-understanding and socialization skills, creativity and moral development; and
4. use a variety of devices and procedures to evaluate student growth in the acquisition of basic skills, the formulation of concepts and critical thinking abilities, self-understanding and socialization skills, creativity and moral development.

The procedures and guidelines for formal and informal observations and evaluations of teachers and administrators shall be those agreed to with the employee organization(s) representing such professional staff and set forth in their collective bargaining agreements.

The Superintendent will track evaluation status for all non-tenured staff and report to the Board in the fall and spring of each year.

POLICY

2003

Goals & Objectives

Ref: Education Law §3031
Public Officers Law §§87 et seq.
8 NYCRR §100.2(o)(1)

Adoption date: July 2003