



**Annual Professional Performance
Review Plan
2008-2010**

TABLE OF CONTENTS

Introduction	2
Mission Statement and District Goals	3
Planning Team.....	5
Core Expectations For Teachers	6
Core Expectations For Providers Of Pupil Personnel Services	13
Assessment Approaches.....	18

INTRODUCTION

The following plan was developed collaboratively by a committee composed of District Administrators, representatives of the Long Beach Classroom Teachers' Association, the Long Beach Administrative, Supervisory and Pupil Personnel Group and representatives of the Long Beach School Employees' Association. The District reconvened the joint committee to review and update both the District's Annual Professional Performance Review Plan and the Professional Development Plan for 2008-2010. The purpose of the plan is to improve the quality of instruction and learning in the classroom and other settings that will result in improved student achievement and reinforce the professional growth and development of teachers, administrators, and other professionals, and encourage an atmosphere of mutual respect, trust, and collegiality.

The Plan incorporates the mandated elements of the APPR as outlined in part 100.2 of the Regulations of the Commissioner of Education and follows the guidelines outlined in the District's recent mission statement and goals. The document guides professionals new to the district through their initial classroom experiences, assists experienced professionals in becoming more effective, and provides a means for focusing improvement efforts.

MISSION STATEMENT AND DISTRICT GOALS

Mission Statement

The mission of the Long Beach Public Schools is to develop inquiring, knowledgeable and enthusiastic students who value and demonstrate critical thinking and problem solving. Through collaborations and partnerships, Long Beach Public School graduates will be compassionate, life-long learners capable of achieving their personal goals as self-sufficient, responsible and contributing citizens of a diverse global community.

District Goals

Student Achievement: The Board of Education will monitor student performance on state and national assessments so that annual benchmarks of at least 3% growth are met each year.

Curriculum: The Board of Education will approve a plan that will establish Pre-K through 12 curricula coordination, articulation and alignment by December 2009, to be reviewed annually.

Instruction:

- The Board of Education will continue to provide support and resources for targeted staff development which will maximize teacher effectiveness as recorded by the district's Annual Professional Performance Review, to be reported annually beginning July 2009.
- The Board of Education will monitor the expansion of district programs to accommodate diverse learning styles and student abilities. The administration will present a report to the Board of Education for their review at a public meeting annually, beginning October 2009.

Community Engagement: The Board of Education will increase community participation, expand existing programs and create new opportunities for school/community collaborations and partnerships, to be reported annually beginning in September 2009.

Finances: The Board of Education will develop a five year fiscal plan by June 2010. This fiscal plan will consider current and future sources of revenue and will project district expenditures so as to provide and maintain optimal educational opportunities.

Facilities:

- The Board of Education will complete the implementation of the district's master facilities plan by June 2015 and will monitor implementation on a monthly basis.
- The Board of Education will develop a comprehensive sustainability (green) policy by July 1, 2009.
- The Board of Education will develop a plan for a comprehensive preventive program that will provide for appropriate maintenance of all district properties by January 2010.

The Board of Education will review and revise their goals annually.

PLANNING TEAM

NAME	TITLE	BUILDING
Nora Bellsey	Art Teacher	High School
Dr. Randie Berger	Deputy Superintendent	Central Office
Dr. Anthony Bridgeman	Vice Principal	High School
Helen Cheliotas	Assistant Superintendent Curriculum and Instruction	Central Office
Carole Cohen	Teaching Assistant	Lido School
Fran Daddona	Fourth Grade Teacher	Lindell School
Ama Darkeh	Guidance Counselor	Middle School
James Fiola	Mathematics teacher	High School
Steve Freeman	Library Media Specialist	Middle School
Glenn Gartung	School Social Worker	Middle School
Dale Greenstein	Sixth Grade Teacher	Middle School
Anne Gubenko	Kindergarten Teacher	West School
Sharon Kimmel	Director	Teacher Center
Ronni Reimel	Principal	East School
Tony Stricklin	Fifth Grade Teacher	Lido School
Joane Tom	Principal	Middle School
June Vinokur	Teaching Assistant	Middle School
Frank Volpe	Mathematics Teacher	High School
Dr. Wafa Westervelt	Director of Literacy/Title I	Central Office

ANNUAL PROFESSIONAL PERFORMANCE REVIEW CORE EXPECTATIONS FOR TEACHERS

1. CONTENT KNOWLEDGE

The teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum.

The teacher:

1. Actively strives to update knowledge and demonstrates proficiency in the content area.
2. Aligns curriculum with National, New York State and local standards.
3. Uses multiple resources to better convey the content area.
4. Understands and is able to purposefully link knowledge about the content area to other disciplines.
5. Will align content area with real world experiences to meet the needs of the changing world.

2. PREPARATION

The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

The teacher:

1. Demonstrates evidence of planning.
2. Develops short and long term curriculum goals, which address curriculum requirements as well as the needs of students.
3. Provides for appropriate curriculum pacing, continuity and sequence.

4. Plans and uses a variety of teaching strategies which differentiates instruction to accommodate diverse learning styles and multiple intelligences.
5. Plans learning experiences that integrate subject matter.
6. Prepares materials and resources.

3. INSTRUCTIONAL DELIVERY

The teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning.

The teacher:

1. Develops instructional strategies to promote student competence and participation.
2. Develops instructional strategies for inquiry in an interactive learning environment.
3. Promotes mutual respect between and among students and teachers.
4. Engages students in problem solving, decision making, critical thinking and creativity.
5. Utilizes a variety of instructional groupings, methodologies and strategies to maximize student interaction and learning.
6. Provides and differentiates instruction at the appropriate level of difficulty for each learner.
7. Assesses student learning, checks for understanding, uses effective questioning techniques and adjusts instruction accordingly.
8. Seamlessly integrates instructional technology to enhance student learning.
9. Utilizes a variety of educational resources, materials and equipment appropriate to learning activity.

10. Effectively manages transitions between activities.
11. Uses questions that reflect full range of Bloom's taxonomy.
Provides instruction for transferability to real world experiences.
12. Enhances students' motivation to learn.

4. CLASSROOM MANAGEMENT

The teacher shall demonstrate classroom management skills supportive of diverse student needs, which create an environment conducive to active learning and mastery of the curriculum.

The teacher:

1. Organizes materials and resources and makes them readily available for instruction.
2. Conveys clear behavioral expectations to students which are applied and enforced consistently.
3. Establishes a non-judgmental classroom environment of mutual respect and dignity that fosters positive relationships.
4. Creates a safe and supportive learning community.
5. Maintains student on task behavior.
6. Utilizes behavior management strategies that promote student self-discipline.
7. Uses problem solving techniques to resolve behavior problems.
8. Utilizes resources and support staff to enhance student learning.
9. Establishes effective procedures and classroom routines.
10. Communicates high expectations for student achievement.

5. STUDENT DEVELOPMENT

The teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.

The teacher:

1. Demonstrates an understanding of the intellectual, social, emotional, and physical developmental stages of the student by using a variety of appropriate differentiated instructional strategies.
2. Encourages students to challenge themselves in the pursuit of excellence ensuring high levels of learning by clarifying what each student is expected to learn (skills, knowledge, dispositions) by course/content area.
3. Recognizes, accommodates, and fosters respect for diversity and individual differences.
4. Provides a system of interventions that assures each student will receive necessary support for learning.
5. Enriches and extends the learning of students who have demonstrated mastery.
6. Works cooperatively in an ongoing process of collective inquiry and action research in order to achieve better results for the students they serve.
7. Infuses Character Education across the curriculum.

6. STUDENT ASSESSMENT

The teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.

The teacher:

1. Consistently uses a variety of effective strategies for monitoring, assessing, and/or providing regular and timely feedback on student progress.
2. Consistently aligns curriculum standards, instruction and assessments.
3. Maintains and utilizes assessment records of his/her students' performance.
4. Designs activities that require students to monitor and assess their own learning/progress.

7. COLLABORATION

The teacher shall demonstrate that effective collaborative relationships are developed with students, parents, or caregivers, as needed, and with appropriate support personnel to meet the learning needs of students.

The teacher:

1. Establishes and maintains open communication with students, parents, colleagues, administrators, school district personnel, and community agencies, concerning both academic and behavioral progress while respecting the confidentiality of those involved.
2. Partners with family members and caregivers in the educational process.
3. Participates in school/family/community activities where appropriate.

4. Avails self to respond to parent concerns.
5. Provides information on both positive and negative aspects of students' progress.
6. Participates in school and district committees and workshops as appropriate.
7. Participates in grade level/department meetings.
8. Shares data relevant to student achievement and performance as appropriate.
9. Demonstrates the ability to contribute, modify and follow through on decisions relative to students' learning, social/emotional needs and program development.
10. Cooperates with other staff members to promote positive school climate and improve school effectiveness.
11. Supports peers in skill development.
12. Utilizes the expertise of other professionals to benefit students.
13. Uses community resources and makes appropriate referrals.

8. REFLECTIVE AND RESPONSIVE PRACTICE

The teacher shall demonstrate that practice is reviewed, effectively assessed, and appropriate adjustments are made on a continuing basis.

The teacher:

1. Demonstrates commitment to professional growth.
2. Pursues opportunities to grow professionally.
3. Shares information regarding curriculum, instruction, and assessment with colleagues.
4. Is receptive to incorporating new ideas and best practices into classroom.
5. Demonstrates the willingness and ability to self-evaluate.

6. Is self-directed, initiating strategic change in practice as needed.
7. Collects meaningful classroom data to inform practice.
8. Reviews, assesses and adjusts lessons based on student need and performance.
9. Creates and maintains a professional teaching portfolio throughout the pre-tenure period and beyond if so desired.

CORE EXPECTATIONS FOR PROVIDERS OF PUPIL PERSONNEL SERVICES

1. CONTENT KNOWLEDGE

The provider shall demonstrate a thorough knowledge of their area of expertise.

The Provider:

1. Keeps current and demonstrates proficiency in their respective fields.
2. Aligns curriculum with national, New York State, and local standards.
3. Uses multiple resources appropriate to their respective fields.
4. Understands and is able to purposefully link knowledge about their area of expertise to other disciplines.

2. PREPARATION

The provider shall demonstrate preparations employing the necessary clinical practices to support student's development, progress and achievement.

The Provider:

1. Demonstrates evidence of planning and understanding of procedures.
2. Develops short and long term goals which address the needs of the students.
3. Provides for appropriate interventions to attain goals.
4. Plans and uses a variety of clinical strategies.
5. Helps provide materials and resources for necessary interventions.

3. SERVICE DELIVERY

The provider shall demonstrate that the delivery of services results in active student involvement, appropriate staff/student interaction and meaningful plans that result in student learning/development.

The Provider:

1. Develops intervention strategies to promote student growth and development.
2. Develops intervention strategies whereby the student takes an active part in developing, modifying and evaluating treatment goals.
3. Establishes a non-judgmental working relationship of mutual respect and dignity between and among students and staff.
4. Engages students in problem solving, decision-making and critical thinking.
5. Incorporates a variety of clinical methods relevant to the students' needs and the nature of the problem.
6. Provides and modifies interventions as needed.
7. Uses effective counseling techniques, monitors student learning, assesses for understanding, provides feedback and adjusts interventions accordingly.
8. Seamlessly integrates technology to monitor student progress.
9. Utilizes a variety of professional resources, material, and equipment.
10. Designs interventions that assist students to self assess and evaluate their own progress.
11. Uses open-ended discourse to assist students in their development.
12. Devotes the appropriate amount of time to indirect and direct contact services.

13. Demonstrates the ability to contribute and follow through on decisions relative to student's learning, social/emotional needs and program development.

4. CRISIS INTERVENTION AND CLASSROOM MANAGEMENT

The provider shall demonstrate knowledge of crisis management skills and classroom management strategies.

The Provider:

1. Is available for crisis or other situations in which their services may be needed on an impromptu basis.
2. Is knowledgeable of and adheres to the format of the school's crisis plan.
3. Efficiently and accurately completes risk and needs assessments.
4. Effectively gathers and utilizes resources and other school personnel.
5. Implements crisis procedures in a timely and effective manner.
6. Contributes to the maintenance of a safe, healthy and orderly environment within the school.
7. Contributes to development of school crisis intervention plan.
8. Actively participates in updates of school crisis plan.

5. STUDENT DEVELOPMENT

The provider shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate intervention for the benefit of all students.

The Provider:

1. Demonstrates an understanding of the developmental stages of the student.

2. Encourages students to challenge themselves in the pursuit of excellence.
3. Recognizes, accommodates and fosters respect for diversity and individual differences.

6. STUDENT ASSESSMENT

The provider shall demonstrate that he or she implements assessment techniques based on accepted psychometric standards and current professional practices.

The Provider:

1. Consistently uses a variety of effective strategies for monitoring, assessing, and/or providing regular and timely feedback on student progress.
2. Consistently aligns standards and assessments.
3. If applicable maintains permanent records of his/her students' development and performance.
4. Encourages students to monitor and assess their own learning/progress.

7. COLLABORATION

The provider shall develop effective collaborative relationships with students, parents or caregivers and other professionals to meet the learning needs of students.

The Provider:

1. Establishes and maintains open communication with students, teachers, parents, colleagues, administrators, school district personnel, and community agencies, concerning both academic and behavioral progress while respecting the confidentiality of those involved.
2. Recognizes that family members and caregivers are partners in the educational process.

3. Participates in school/family activities where appropriate.
4. Avails self to respond to parent concerns.
5. Provides information on both positive and negative aspects of student progress.
6. Participates in school and district committees as appropriate.
7. Participates in grade level/department meetings.
8. Cooperates with other staff members to promote positive school climate and improve school effectiveness.
9. Supports peers in skill development.
10. Utilizes the expertise of other professionals to benefit students.
11. Uses community resources and makes appropriate referrals.

8. REFLECTIVE AND RESPONSIVE PRACTICE

The provider shall demonstrate that practice is reviewed, effectively assessed, and appropriate adjustments are made on a continuing basis.

The Provider:

1. Establishes professional goals and pursues opportunities to grow professionally.
2. Shares information on curriculum, instruction and assessment with colleagues.
3. Is receptive to new ideas and information.
4. Demonstrates a willingness and ability to self evaluate.
5. Is self directed.

ASSESSMENT APPROACHES

May include:

1. Classroom observation and/or;
2. Videotape assessment and/or;
3. Self review and/or;
4. Portfolio review.

For teachers possessing a transitional or initial certificate the teacher will be evaluated based upon classroom observation and portfolio review.

Portfolio:

Portfolios display evidence of a teacher's knowledge and skills. A teaching portfolio is a collection of work that illustrates an individual's abilities as an educator (Doolittle, 1994). A portfolio creates a context for teaching experiences. It allows a teacher to analyze his/her teaching, gather evidence that supports identified beliefs/standards and develop reflective rationales that connect teaching and learning. A teaching portfolio is evidence of a teacher's best work that is selective and reflective. It demonstrates a teacher's accomplishments over time and across a variety of contexts (Edgerton, 1991). Portfolios allow individual teachers to identify standards, develop rationales, and provide evidence over time that the standards are met (or exceeded). The portfolio developer is also the primary evaluator, reflecting upon their own personal and professional growth through their artifacts and rationales. The reflective component of the portfolio provides a structured approach to critiquing and evaluating one's own effectiveness as a teacher (Doolittle, 1994). It is the reflective process of portfolio development that provides the greatest opportunities for professional understanding and self-assessment. Becoming a reflective practitioner is a goal of the Long Beach Public Schools Annual Professional Performance Review Program.

The purpose of the Professional Portfolio would be to collect evidence that will demonstrate effective work in the classroom, the school and the District. The portfolio should be used to analyze progress with students over the year, record and track how focused professional development experiences effect classroom practice and student achievement, document effective parent communications as well as

contributions to make the school and District a productive learning environment.

Professional Portfolios are intended to be working documents that reflect accomplishments that are achieved over a period of time. It is a *work in progress* and should be updated and enhanced over time. Portfolios are intended to be a meaningful collection of artifacts of a teacher's work which have been assembled based on a set of professional growth goals, a time line for sampling of teacher work, and reflection statements regarding the quality and meaning of the teaching examples that are included in the portfolio.

Authentic Evidence or Documentation examples of things which should be included in the Portfolio: **Comprehensive sample lesson plans** which the teacher developed and implemented. A **Sample Assessment** which includes the rubric or project matrix, **examples of student work**, individual or group work, projects, models, and/or assessments. The evidence can be the paper documents, photographs of 3-D projects, photos or videos illustrating cooperative learning, using manipulatives, or of student presentations.

Explanations or Reflections include teacher-developed narratives (oral or written) that provide context and clarification of the artifact-whether it is an event, an activity or a product. Explanations or Reflections can be journal entries related to an incident, notes jotted at the bottom of a lesson plan about modifications for next time, or formal rationales developed for each artifact. Additional ways in which a teacher may illustrate reflective practice may include: Journal entries, weekly reflections, case study analysis, action research projects, videotape reflections or documentation of the mentee experience.