



Professional Growth and Self-Appraisal Plan  
2002-2003

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## **Statement of Purpose**

The program for Professional Growth and Self-Appraisal at Staten Island Academy is a three tiered system that has been developed by the faculty to provide teachers at the Academy with the guidance necessary for successful careers. All were invited to work as integral members of the process from the initial focus-group sessions to the feedback generated by the final draft. Our plan was created and embraced by our faculty as a non-threatening means to professional growth.

## **Summary**

The program for Professional Growth and Self-Appraisal is a multi-tiered system in which teachers are assigned to a tier based on their years at the Academy.

Teachers new to the Academy will be in Tier 1. This is the most formal of the three tiers because new teachers will benefit from a clearly defined support system.

Those who have been at the Academy for 4-5 years will be in Tier 2. Because they have more experience, teachers in the second tier are encouraged to develop their professional skills under the direction of their supervisor.

In Tier 3, which begins in year 6, and in four-year cycles thereafter, experienced teachers at the Academy will be provided opportunities to reflect on their past, understand the present, plan for the future and engage in ongoing professional development.

**This page is reserved for the flowchart which cannot be sent in this format because *Inspiration* is required to view it.**

## Faculty Growth and Self-Appraisal Plan

Years of Service:

1\*-3 Six classroom visits  
Formal Evaluations, yearly, by Supervisor (2 before winter break and 2 in the spring)

\*Mentor Program support during first year

4-5 Teacher chooses one or more of the following options in consultation with Supervisor:

Peer Coaching  
Six classroom visits  
Formal Evaluation by Supervisor

6 Self-Reflection Year:  
See page 5 for Self-Reflection Plan

7-9 Professional development options:  
Professional Growth Plan  
Portfolio  
Self Evaluation and Student Feedback  
Peer Coaching  
Formal Evaluation by Supervisor

10 Self-Reflection Year  
See page 5

11-13 Teacher chooses from professional development options

14 Self-Reflection Year  
See page 5

Etc...

Beginning in year 6, this cycle repeats every four years.

In the spirit of continued professional growth, Division Heads, Department Chairs and Head Teachers are encouraged to visit classrooms. However, for a Teacher of Concern, an individual growth plan will be developed under the direction of the Head of School.

## **Formal Evaluation Form for Classroom Visit**

*(To be used by Department Chairs and Division Heads)*

What are this teacher's areas of strength?  
In what ways can this teacher improve?

When answering the questions above in narrative form, consider the following:

### **Observation Rubric Guidelines**

Has knowledge of subject matter and researches additional information, if necessary

Gets students engaged in the learning process

Exercises control and management of the class

Projects enthusiasm for teaching

Is open to new ideas, approaches and curriculum

Communicates clear expectations to students

Plans and implements lessons in a sequential manner

Uses a variety of methods to reflect students' learning styles

Integrates multicultural curriculum as related to subject and grade level

Has knowledge of and incorporates technology into the curriculum

Respects development and individuality of each child

Develops and modifies programs to meet the individual needs of each student

Creates an environment supportive of developmental learning

Promotes positive student interaction

Uses effective forms of assessment to determine students' grasp of material

When the evaluation is completed, please share it with the teacher, and have the evaluator and the teacher sign and submit it to Division Head and Head of School.

## **Peer Coaching**

Peer Coaching is a simplified version of the plan for the Self-Reflection Year. Its aim is to provide the teacher with an experience of working with a peer to set goals, create strategies for strengthening teaching methods, and share concerns about professional growth. The guidelines suggested in the rubrics may be used to help shape the coaching plan.

Teachers will set up a calendar of class visits, conversations, and post observation discussion. Meeting at least twice in the fall and twice in the spring, the teacher and coach can monitor progress and exchange ideas.

See pages 9, 10, and 11 for rubric guidelines.

## **A Self-Reflection Plan**

### **Definition:**

- A meaningful, non-threatening professional growth tool for valued experienced teachers
- A process of growth designed for the individual teacher and for the school as a community

### **Goals:**

- To strengthen teaching methods and curricula
- To build a strong networking system
- To promote integration amongst departments
- To enhance professional development

The Self-Reflection Plan is a process of mutual sharing amongst three teachers. The Reflection Team will be committed to helping the teacher grow from the evaluation experience. The team will consist of three people, two nominated by the Head of School, and one by the evaluated teacher. A self-reflection year is a process that may possibly continue into the next year. After the teacher's "Self Reflection Year," the teacher will continue to work toward his goals by creating a professional growth plan.

### **Process:**

The Self-Reflection team creates a rubric in October to serve as a guideline. Following this discussion, the teacher will define his short and long term goals. One visit by each team member will take place between November and January. Team members may visit as a group or individually, at the teacher's discretion. All teachers will write a narrative of the visitation using the rubric as a guide. A team meeting will follow this.

In the spring, a second visit and meeting will take place to evaluate the development and achievement of short and long-term goals. This will be followed by a review written by one member of the group. All teachers will sign the review. At this time, a professional growth plan can be created to reflect the needs and desires of the evaluated teacher.

## **Peer Observation Rubric Guidelines**

Has knowledge of subject matter and researches additional information if necessary

Gets students engaged in the learning process

Exercises control and management of the class

Projects enthusiasm for teaching

Is open to new ideas, approaches and curriculum

Communicates clear expectations to students

Plans and implements lessons in a sequential manner

Uses a variety of methods to reflect students' learning styles

Integrates multicultural curriculum as related to subject and grade level

Has knowledge of and incorporates technology into the curriculum

Respects development and individuality of each child

Develops and modifies programs to meet the individual needs of each student

Creates an environment supportive of developmental learning

Promotes positive student interaction

Uses effective forms of assessment to determine students' grasp of material

## **ADDITIONAL GUIDELINES \***

### **CURRICULAR KNOWLEDGE**

Has knowledge of subject matter and researches additional information if necessary  
Gets students engaged in the learning process  
Projects interest for teaching  
Is a risk taker: open to new ideas, approaches and curriculum  
Communicates clear expectations to students  
Plans and implements lessons in a sequential manner  
Develops interdisciplinary lessons  
Has knowledge of multi-cultural curriculum as related to subject and grade level  
Has knowledge of and incorporates technology into curriculum  
Keeps current on ideas and materials through readings, discussions, conferences, workshops, and professional organizations

### **COLLEGIALITY**

Works on curriculum with fellow department members  
Listens to and respects ideas of peers  
Shares ideas and materials  
Works collaboratively for the good of each child  
Follows through with commitments  
Works to achieve positive class and grade team  
Recognizes strengths and weaknesses  
Commits to personal excellence  
Is supportive of new teachers  
Demonstrates ethical behavior of thought in decision-making and in interactions with colleagues, students and parents.

### **COMMUNICATION / STUDENTS**

Respects development and individuality of each child  
Develops and modifies programs to meet the individual needs of each student  
Creates an environment supportive of developmental learning  
Allows children appropriate level of planning and ownership of work  
Promotes positive student interaction to develop self-esteem

### **COMMUNICATION / PARENTS**

Communicates student progress accurately and sensitively  
Returns communication in a prompt fashion  
Initiates communication for positive student accomplishments  
Respects the uniqueness of each family and child  
Actively listens and is responsive to parents

**PROFESSIONAL RESPONSIBILITY**

Fosters enthusiasm for lifelong learning

Takes advantage of professional development and uses knowledge in curriculum

Is involved with committee work

Completes paperwork in a timely manner

Respects attendance by arriving to duties and responsibilities in a timely fashion

Writes reports in a thoughtful, timely manner

Maintains classroom and personal space in an organized manner

Adheres to dress code that is generally agreed upon

Discusses students in a thoughtful manner

**EFFECTIVENESS**

Performance

Attitude

\* Guidelines suggested by NAIS.

## **Professional Growth Plan**

Definition: Professional Development is defined by any activity that enhances professional performance.

Forms of Professional Development:

- Commit to year-long projects to develop curricula
- Become an AP grader
- Become active in professional teachers' organizations
- Attend professional conferences, seminars
- Be a presenter at professional conferences
- Publish
- Pursue an advanced degree
- Create an individual plan with supervisor's approval

## **SELF-EVALUATION**

Name:

Grade:

Division:

Subject area:

Years of Experience:

When completing the following, consider these areas: instructional technique, classroom management and innovations in the classroom.

Aspects of my work that have met my expectations:

Aspects of my work that I would like to develop and/or improve:

Specific strategies that would enable me to implement these goals:

### **Self-Evaluation Guidelines**

#### **Instruction Technique**

With what types of students do I work best?

What content areas do I teach most effectively?

In what content areas do I need more proficiency?

How do I define my methodology?

#### **Classroom Management**

How do I define classroom management?

What are my areas of strength? Why?

What are my weaknesses?

Which methods of discipline work best for me?

**Organization**

How do I organize myself?

Do I meet deadlines?

How can I improve?

**Evaluation of students**

Is my evaluation of student work as fair as I can make it?

Do I encourage peer and self-evaluation of students?

Do I make my standards and expectations clear to students before grading?

**Professional Growth**

In what growth activities am I involved?

What are my specific goals for the year?

How might I enhance my performance as a teacher?

How might I enhance my performance as a member of the school community?

**Student Feedback Survey**  
(Suggested for use in Grades 3 and up)

Use this scale to rate your responses:    1: Always    2: Sometimes    3: Never

Please add comments to explain your responses. Thank you.

I understand the material when it is presented in class. \_\_\_\_\_

If I need extra help, I know how to go about getting it. \_\_\_\_\_

I enjoy participating in class. \_\_\_\_\_

I am encouraged to ask questions in class. \_\_\_\_\_

Assignments and tests cover materials and/or skills learned in this course. \_\_\_\_\_

I have adequate time to complete tests and quizzes. \_\_\_\_\_

I find this class to be interesting and informative. \_\_\_\_\_

I am able to manage my work for this class. \_\_\_\_\_

The strengths of this class are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If I could change the class, I would

\_\_\_\_\_

\_\_\_\_\_

## Student Feedback Form

(Recommended for use in the upper school)

This form provides instructors with a course assessment tool. Your instructors are interested in finding out how you perceive their classes and will use this feedback as a measure of a course's strengths. It gives students an opportunity to evaluate their environment and make positive suggestions for improvement. Please take this opportunity to voice your opinions. Your instructor values your comments. Please feel free to provide additional information to explain your responses.

SA=Strongly Agree      A=Agree      D=Disagree      SD=Strongly Disagree      CJ=Cannot Judge

\_\_\_\_\_ The reading level of the textbook used for this class is manageable for me.

\_\_\_\_\_ Compared to other courses I have taken, this course is very challenging.

\_\_\_\_\_ Examinations and assignments cover the material and/or skills emphasized in the course.

\_\_\_\_\_ The workload/deadlines imposed in this course are manageable for me.

\_\_\_\_\_ The course material is presented in a variety of ways.

\_\_\_\_\_ This learning environment encourages student participation and questions.

\_\_\_\_\_ I have been able to arrange for extra help when I needed it.

\_\_\_\_\_ I would recommend this course to other students

The instructor's greatest strengths are:

The instructor could improve the course by:

Additional comments: