



Supervision and Evaluation Practices
Hannibal Central Schools

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Module 11

New York State's Annual Professional Performance Review regulations have affected all districts across the state. The development of APPR plans in each district has become an important piece for administration, faculties and unit member contracts. During the 2003 – 2004 school year, Hannibal Central School's APPR plan was piloted for tenured teaching staff and was in place for non-tenured teaching staff. Currently, we are preparing and planning for the full institution of the APPR plan for all teaching staff in the district. So many components of an effective teacher are outlined in the APPR that distinguishing between supervision and evaluation can be difficult.

The district's APPR plan has eight rubrics that make distinctions between the levels of performance in all eight components listed below.

1. Content Knowledge
2. Preparation
3. Instructional Delivery
4. Classroom Management
5. Student Development
6. Student Assessment
7. Collaboration
8. Reflective and Responsive Practice

Each of the components has sub areas that are scored and tallied on the summative evaluation form. The forms mentioned are attached in the appendix of this document. Each of the components is scored as distinguished (4 points), proficient (3 points), basic (2 points) or Unsatisfactory (1 point). At the end of the document a total is calculated and provides an overall score that determines if a Professional Improvement Plan (PIP) is required for a teacher. This summative document is formulated from all evaluative pieces including the formal classroom observation(s). Any documentation that has been placed in the teacher's folder helps to provide evidence of each of the eight components and sub areas. Evidence is essential for a responsible and effective summative evaluation form. Justification for the scoring is important for administration to provide an objective evaluation and important to provide information to the teaching staff to show where improvement can be made or even to reinforce the things that the teacher is doing well.

Evidence for evaluation is collected throughout the school year in many forms. At least one formal evaluation is completed on each of the teaching staff except tenured teaching staff that has opted for an alternative assessment such as videotaping or a portfolio assessment. As outline in the APPR plan an administrator can still do an observation of the classroom even though the teacher requested an alternative form of assessment. A pre-observation form is placed in the teacher mailbox and asked that it be returned with a copy of the lesson plan for the day an observation will take place.