

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. 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 of Schools 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.

After each evaluation is made, a full written report will be submitted to the Superintendent. A conference will also be held with the staff member at which he or she will receive a copy of the written evaluation.

As part of its oversight responsibilities for the school district, the Board shall ensure that evaluations are conducted regularly, that the results of the evaluations are thoroughly documented, and that administrators are properly trained to conduct evaluations. The Superintendent is responsible for administering the evaluation process.

The evaluation process is a means for recognizing excellent performance and identifying areas needing improvement. To this end, it is essential that this evaluation process be based upon trust, confidence and understanding between evaluator and evaluatee. It is the responsibility of all evaluators and evaluatees to be knowledgeable about evaluative criteria as well as appropriate processes and procedures, and they must be supportive and sensitive in encouraging performance improvement on the part of all staff.

The procedures and guidelines for formal 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 respective collective bargaining agreements.

Ref: 8 NYCRR §100.2(o)

Matter of Bd. of Educ. of Enlarged City SD of City of Newburgh v. Newburgh Teachers' Assoc., 146 AD2d 769 (2d Dep't 1989)
Suffolk II BOCES, 17 PERB ¶3043 (1984)
New Paltz CSD, 13 PERB ¶4503 (1980)
Chateaugay CSD, 12 PERB ¶3015 (1979)
Onondaga Community College, 11 PERB ¶3045 (1978)
North Shore UFSD, 11 PERB ¶3011 (1978)
Orange County Community College, 9 PERB ¶3068 (1976)
Somers CSD, 9 PERB ¶3014 (1976)
Monroe-Woodbury CSD, 3 PERB ¶3104 (1970)
Matter of Fusco, 31 EDR 119 (1991)
Matter of Theus, 16 EDR 145 (1976)

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