

# **SOUTH COLONIE CENTRAL SCHOOL DISTRICT HUMAN RESOURCE DEPARTMENT**

## **DEFINITIONS**

### **FORMAL REVIEW**

A formal review with your department supervisor must be based on coherent, objective information about a teacher's subject matter competency in a subject. This usually occurs as part of the teacher evaluation/summative process. Reviews must cover at least one of the following:

- Instructional goals, objectives and plans
- Instructional delivery
- Student achievement
- Self-assessment

Formal reviews should be conducted in accordance with local collective bargaining agreements, where applicable, but such agreements need not include such reviews.

A peer review conducted by the New York State Academy of Teaching and Learning, described at <http://www.nysatl.nysed.gov>, is acceptable.

### **GENERAL EDUCATION COMPONENT**

The general education component of undergraduate programs is the coursework in the liberal arts and sciences that must be part of every State-approved bachelor's degree program in New York State under section 3.47 of the Commissioner's Regulations. For example, the liberal arts and sciences must be three-quarters of the work in Bachelor of Arts programs; and one-quarter of the work in specialized bachelor's degree programs such as architecture.

## **PRE-EMPLOYMENT REVIEW**

Candidates for teaching positions who are beyond their first year of certification may, with the agreement of their prospective employers, use the HOUSSE to demonstrate subject matter competency for all subjects they would be assigned to teach if they were hired. Previous employment experiences and activities can be used to complete this form.

## **PROFESSIONAL SERVICE**

Examples of instances of professional services that would demonstrate a teacher's subject matter competency, and be counted as 10 points for each example, include:

- Providing district-approved professional development about the core subjects.
- Providing mentoring to another teacher of the core subjects
- Giving presentations at professional meetings about the core subjects
- Developing curriculum in the core subjects
- Publishing in professional publications (journals, chapters, books) about the core subjects.
- In the case of special education teachers:
  - Providing consultation services to general education teachers about teaching the general curriculum to students with disabilities
  - Providing special education services to students with disabilities in core academic subject areas
  - Providing services to non-disabled students in general education classes under the “incidental benefits” provisions of the IDEA
  - Providing supplemental instruction to students with disabilities related to a core subject area

Other comparable services may also be used.

Services can address either (1) the core academic subject itself or (2) strategies for teaching the core academic subject.