

THREE VILLAGE CSD



ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) PLAN

2011-2012

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This Annual Professional Performance Review (APPR) Plan has been developed in a cooperative effort between District Administration and representatives of the Three Village Teachers Association. The system is based on professionals working together in the process of continual improvement of teaching and learning. To this end, this performance review plan supports professional growth, and fosters collegiality, with the goal of leading to the development of a true "community of learners".

APPR Committee:

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<i>Claudia Reinhart</i>	<i>President, Three Village Teachers Association</i>
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<i>Anne Rullan</i>	<i>Executive Director of Curriculum and Instruction</i>

The committee acknowledges the guidance and generosity of ***Charlotte Danielson*** in sharing her expertise and artifacts which were used throughout this document.

We also would like to express appreciation to the following school districts for sharing their appraisal system. We found their appraisal system quite useful and informative to moving our work forward.

Massapequa Public Schools
Smithtown CSD
Riverhead CSD
Half Hollow Hills CSD
Delaware Public Schools
Macomb Community Unit School District #185

THREE VILLAGE CSD is committed to providing an educational environment which will enable each student to achieve a high level of academic proficiency and to become a well-rounded individual who is an involved, compassionate, responsible citizen. To this end, the APPR Plan focuses on providing high quality, research-based, nurturing, challenging, and engaging experiences that enhance student achievement.

The District has an obligation to...

- Select and develop staff who share the District's core beliefs
- Establish clear expectations for staff performance
- Provide the resources and support for staff to be successful
- Establish a learning environment that makes staff feel self-fulfilled, productive, and valuable
- Provide feedback and challenge staff to continually learn and improve

We believe that...

- The improvement of instruction is a responsibility that is shared by all professional staff, and serves as the focus of the appraisal process
- All faculty members are committed to continuous improvement of professional performance
- The performance review process is designed to recognize and promote excellence in teaching and learning
- All faculty members recognize the benefits of professional development to achieve the goals of the Three Village District
- Review of performance will assist faculty members in clarifying and establishing performance expectations, specific duties, responsibilities and establishing a system of support and collaboration
- Review of performance is positive in nature and intent. It recognizes strengths and provides a means for support and improvement
- Review of performance is based on a cooperative spirit and open communication.
- Review of performance must be applied consistently throughout the District.
- Review of performance reassures all stakeholders (teachers, administrators, parents, legislators) that good work is occurring in the Three Village CSD

Highlights of APPR Plan: What is new and different about this new plan?

- The plan clearly defines excellence and expectations in teaching and provides a **common language** for all teachers and administrators.
- This plan is based on the *Danielson Framework for Teaching* and includes elements in four domains:
 - ***Planning and Preparation***
 - ***The Classroom Environment***
 - ***Instruction***
 - ***Professional Responsibilities***
- Professional Competency Domains and related elements are outlined in a rubric format and have performance levels for each element.
- This process is differentiated to match the varying needs of the professional at different phases in their career. The phases are :

Foundational: A: Novice untenured teacher in the early stage of his/her career
 B: Tenured teacher through year 5 of his/her career

Professional Growth: Experienced teacher effectively demonstrating the standards of teaching

Professional Support: Teacher in need of guidance in identified areas

- The plan acknowledges the varying roles, responsibilities and expectations of all professionals serving in the district.
- The plan clearly defines a process for providing professional support and guidance, when needed.
- In a formal observation, teachers and administrators meet before the lesson (pre-observation) and after the lesson (post-observation) using clearly defined protocols for discussions.
- As opposed to one traditional summative approach to observation and evaluation, this plan allows experienced teachers to explore a range of options to enhance their professional experience and strengthen the profession.
- The teacher and administrator work together to create professional goals, within a mutually agreeable timeline.
- A collegial culture is encouraged and supported through the various options for professional growth.
- All teachers will have the opportunity to engage in a continuous process of self-reflection.

Adapted from:

Enhancing Professional Practice: A Framework for Teaching, C. Danielson, 1996.

Teacher Evaluation: To Enhance Professional Practice, C. Danielson and T. McGreal, 2000.



OVERVIEW OF TEACHER EVALUATION PROGRAM

STANDARDS FOR EFFECTIVE TEACHING

I. Planning and Preparation
II. Classroom Environment

III. Instruction
IV. Professional Responsibilities

Foundational Phase A & B	Professional Growth Phase Experienced Teachers	Professional Support Phase
<p>Who:</p> <ul style="list-style-type: none"> All untenured teachers Teachers with five or less years teaching experience <p>Purpose:</p> <ul style="list-style-type: none"> To ensure that Standards for Effective Teaching are understood, accepted, and demonstrated To provide support in implementing the Standards To provide accountability for decisions to continue employment for Foundational Phase A teachers To identify areas for improvement To offer specific feedback on classroom management <p>What:</p> <ul style="list-style-type: none"> Formal observations and evaluation of performance Informal observations to assess Standards of teaching Walk-Throughs Reflection Mentor <p>Method:</p> <ul style="list-style-type: none"> Classroom observation with feedback Discussion of professional practices Mentor support for Foundational Phase A teachers 	<p>Who:</p> <ul style="list-style-type: none"> Tenured teachers who are demonstrating the Standards for Effective Teaching More than five years of teaching experience <p>Purpose:</p> <ul style="list-style-type: none"> To enhance professional growth To improve student achievement To provide feedback on professional issues To focus on school improvement initiatives To provide opportunities for self-reflection <p>What:</p> <ul style="list-style-type: none"> Informal observations to assess Standards of teaching: Walk Throughs Formal observations at least once in a 3 year cycle Reflection <p>Method:</p> <ul style="list-style-type: none"> Ongoing informal discussion of teacher performance Teacher teams/individual teacher develop a Professional Growth Plan, approved by an administrator Collaboration between teacher teams/teacher and administrator Establish indicators of progress Administrative support of teacher teams/teacher Feedback to teacher teams/teacher 	<p>Who:</p> <ul style="list-style-type: none"> Teachers in need of specific professional guidance in identified areas(s) of the Standards for Effective Teaching <p>Purpose:</p> <ul style="list-style-type: none"> To give a tenured teacher the opportunity to seek assistance in any Standard Identify areas for improvement To provide a more structured process for a tenured teacher who may benefit from more support <p>What:</p> <ul style="list-style-type: none"> Three Stages <ol style="list-style-type: none"> Notification Support Plan Return to Professional Growth or Disciplinary Action <p>Method:</p> <ul style="list-style-type: none"> Observation and feedback focused specifically on identified area(s) of needed improvement

Concerns & Recommendations Worksheet

In a good faith effort to address any concerns and/or provide direction, assistance or intervention, administrator(s) may meet with a teacher and maintain this worksheet as a record of the results and outcomes. Additionally, this optional worksheet may be used as a prerequisite to moving any teacher into the Professional Support Phase.





THREE VILLAGE CSD ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

Foundation Phase A: Years 1- 3: Non Tenured Faculty Members

- 1. Formal Observations (a minimum of 3 per year)**
 - Observation duration: 1 block or class period
 - Pre-conferences and post-conferences
 - Pre-observation discussion guide
 - Post-observation discussion guide
- 2. Informal Observations**
 - Walk-through and/or drop-in observations which may be announced or unannounced
 - A minimum of 1 peer observation with a Professional Growth Phase teacher
- 3. Participation in Mentor Program Required in Year One**
- 4. Self Reflection**
 - Written self reflection form at the end of the year, submitted to administrator for input into Evaluation
- 5. Summative Review**
 - Written Mid-Year and End-of-Year appraisals by administrator.

Foundation Phase B: Years 4 and 5: Tenured Faculty Members

- 1. Formal Observations (a minimum of 1 per year)**
 - Pre-conferences and post-conferences
- 2. Informal Observations**
 - Walk-through and/or drop-in observations which may be announced or unannounced
 - A minimum of 1 peer observation with a Professional Growth Phase teacher or a second formal observation
- 3. Professional Growth**
 - Documentation and support of professional growth
- 4. Self Reflection**
 - Written self reflection form at the end of the year, submitted to administrator for input into evaluation
- 5. Summative Review**
 - Written appraisal by administrator at the end of the year



THREE VILLAGE CSD ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

Professional Growth Phase

Part 1: Ongoing Appraisal

Formal or Informal
Varied school-related settings and activities
Based on professional competencies

Part 2: Professional Development

Directed toward improvement of student learning
Determined by individual, team, or building
Collaboratively developed
Collaboratively implemented
Collaboratively assessed

Professional Support Plan

Based on specific need
Directed toward improvement of Professional Competencies
Initiated by teacher or administrator
Collaboratively developed, implemented

Notification of Concerns

Short term, quick progress, concerns resolved



Assistance Plan

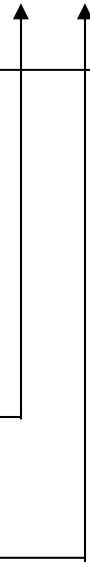
Specific action plan, timeline for progress



Disciplinary Stage



Remediation Plan



REQUIRED ACTIVITIES FOR FOUNDATIONAL PHASE TEACHERS

▪ *An Initial Staff Development Meeting:*

Before October 1st, a building administrator will meet with all non-tenured teachers as a group to review the Initial Staff Development expectations, and evaluation time lines. At this time, the administrator will provide teachers with copies of all observation and evaluation forms to be completed.

▪ *An Annual Goal, formerly known as, Individual Professional Development Plan:*

An administrator will meet with each foundational phase teacher to develop Annual Goals based on the district and building plans and end-of-year self reflection. These goals will be completed by **October 15th** and filed with a building administrator.

▪ *Formal Observations:*

Assignment of observations, including the names of the supervisors involved, will be provided to the teacher by **October 1st**. A minimum of three formal observations **for** Foundational **Phase A** teachers, and one observation for Foundational **Phase B** teachers, will be conducted between **October 1 and June 1st**. Each of these observations will have a pre-observation conference. The teacher must be ready to address the areas covered in the Pre-Observation with the administrator at these conferences. At least one of the formal observations will be conducted before **December 15th**. Additional formal observations may be scheduled at the discretion of the administrator.

Formal observations will be a minimum of forty-five minutes at the elementary level or one class period at the secondary level. Observations will be conducted by building administrators, district directors or department chairs. Efforts must be coordinated among all supervisors, particularly in cases where teachers are assigned to multiple buildings. Observations of teachers assigned to more than one building will be coordinated by the district director or department chair in the area assigned.

▪ *Post Observation Conference:*

A post-observation conference must be conducted within three working days of each of the observations. The purposes for the post-observation conferences are to:

- Review the lesson(s) with a focus on student learning
- Reinforce the strengths of the teaching performance
- Identify areas for improvement
- Offer specific feedback on classroom management
- Provide opportunities for self-reflection
- Guide the new teacher toward relevant professional development opportunities

▪ *Observation Summary Report*

A formal written summary of the observation must be provided the teacher within two weeks of the post-observation conference.

▪ *Mid-Year and End-of-Year Evaluations*

Building administrators will complete evaluation for secondary core content and elementary classroom teachers. Directors will complete the evaluations for special area teachers and share the document with the building principal for input prior to sharing with the teacher. The administrator will make informal observations during the year which will be used as sources of information for the summative evaluation. A mid-year evaluation will be completed by **January 15th** for the Foundational Phase A teacher. A self reflection form must be completed by the teacher and submitted to the supervisor by **June 1st**. Evaluation forms will be completed by the administrator by **June 15th** following a conference with the teacher. Portfolio will be completed and reviewed at the conference.

- **Departments with a Director:** *Mid-Year* evaluations to be completed by the building administrators with input from Directors. *End of Year* evaluations to be completed by the director with input from building administration.

- ***Tenure Summative Evaluations***

The building administrator will complete evaluations for secondary core content and elementary classroom teachers. Directors will complete the evaluations for special area teachers and share the document with the building principal for input prior to sharing with the teacher.

REQUIRED ACTIVITIES FOR PROFESSIONAL GROWTH PHASE TEACHERS

Teachers in the Professional Growth Phase are tenured professionals with at least five years of experience in teaching. They have the option of developing a plan for professional growth, in concert with their supervisor, or participating in the formal observation process of the Foundational phase.

▪ ***An Initial Staff Development Meeting:***

Before October 1st, a building administrator will meet with all teachers as a group to review the Initial Staff Development expectations and this document. These plans will be completed by **October 20th** and filed with the building administrator. At this time, the administrator will provide teachers with copies of all observation and evaluation forms to be completed.

▪ ***An Individual Professional Growth Plan:***

Any teacher who is permitted and interested in the *Professional Growth Plan* option as opposed to a formal observation lesson will develop and have approved an Individual Professional Growth Plan as his/her Annual Goal, based on the district and building plans and end-of-year self reflection. These plans will be completed by **October 15th** and filed with a building administrator.

▪ ***Formal Observations:***

Assignment of observations, including the names of the supervisors involved, will be provided to teachers by October 20th. One formal observation will be conducted **within a three year cycle**. This observation will have a pre-observation conference. The teacher must be ready to address content in the Pre-observation Discussion Guide with the administrator at these conferences.

The formal observation will be a minimum of forty-five minutes at the elementary level or one class period at the secondary level.

▪ ***Post Observation Conference:***

A post-observation conference must be conducted within three working days of each of the observations. The purposes for the post-observation conferences are to:

- Review the lesson(s) with a focus on student learning
- Reinforce the strengths of the teaching performance
- Identify areas for improvement
- Offer specific feedback on classroom management
- Provide opportunities for self-reflection
- Guide the new teacher toward relevant professional development opportunities

▪ ***Observation Summary Report***

A formal written summary of the observation must be provided the teacher within two weeks of the post-observation conference.

▪ ***End of Year Evaluation***

Building administrators will complete evaluation for secondary core content and elementary classroom teachers. Directors will complete the evaluations for special area teachers and share the document with the building principal for input prior to sharing with the teacher. The administrator will make informal observations during the year which will be used as sources of information for the summative evaluation. A self reflection form will be completed by the teacher and submitted to the supervisor by **May 15th**. Staff members are encouraged to submit the form to the supervisor in an electronic format. The *Self-Reflection* form shall **not** be attached to the *End-of-Year* evaluation, however will be utilized to facilitate the end-of-year conference. Evaluation forms will be completed by the administrator by **June 20th** or one full week before school ends. An end of year evaluation conference will take place after the teacher has had an opportunity to review the document.

Optional Document

Concerns & Recommendation Worksheet

In a good faith effort to address any concerns and/or provide direction, assistance or intervention, an administrator(s) may meet with a teacher and may choose to maintain this worksheet as a record of the results and outcomes. Additionally, this worksheet may be used as a prerequisite to moving any teacher into the Professional Support Phase. Input by chairs, directors, etc. is encouraged and can be requested by the teacher or administrator. If the worksheet is used as a prerequisite to moving a teacher into the Professional Support Phase, it will become part of the documents related to the Professional Support Plan. When this is not the case, the document remains at the building level only.



Three Village Central School District

PROFESSIONAL SUPPORT FOR TENURED PROFESSIONALS

PURPOSE

The purpose of Professional Support is threefold:

- to enable an administrator to assist a tenured professional needing assistance in a Professional Competency Domain
- to enable a tenured professional the opportunity to seek assistance in any of the Professional Competency Domains
- to assure demonstration of core competencies

INDICATORS OF NEED: In consultation with appropriate administrators, the administrator directly in charge of supervision for the staff member will indicate a need for movement to Professional Support because of little or no improvement in areas indicated by evaluations and previous interventions.

The purpose of the Support Plan is to provide more specific guidance and assistance for the resolution of concerns. **The identified support plan will be discussed at an initial meeting to be held within ten working days after notification of the need for formal assistance.** Intensive supervisory procedures will be implemented. Whenever possible, procedures and time lines will be established collaboratively. These procedures will be referred to as the Professional Support Plan.

THE PROFESSIONAL SUPPORT PLAN will include:

- a statement identifying components of strength and improvement;
- Membership of the support team will consist of the following:
 - Building Administrator
 - Union Representative
 - Exemplary teachers in the field of the person in need of Professional Support, collaboratively selected by the administration, the teacher involved, and the TVTA.
 - Others as determined by need, such as guidance counselors, representatives from EAP, etc. who are collaboratively selected by the administration, the teacher involved and the TVTA
- a listing of action/strategies to be initiated and utilized; a listing of resources to be allocated for plan implementation and completion including but not limited to materials, staff development, collegial visitations, workshops, courses, videotaping, assignment of a coach (in or out of the district), or, if necessary, encouragement of approved counseling programs such as EAP, private therapy, self-help groups. Budgetary considerations must be taken into account. District funding will be noted.
- a time line indicating implementation dates, meeting dates to review progress of the plan, and final review dates

The group will report to the Deputy Superintendent and will be responsible for recommending strategies for instructional change. The Assistant to the Superintendent for Human Resources will be informed of these recommendations and assist in facilitating access to the resources needed.

Professional Support team meeting Minutes will be filed at the building level only. The Professional Support Plan form will be filed at both the building and district levels.

A written review of progress at the conclusion of the designated time period will result in one of three recommendations:

1. Concern resolved; removal from Assistance Stage to Professional Growth Stage
2. Progress noted; continuation on Professional Support Stage
3. Concerns unresolved; "unsatisfactory" rating; movement to the Disciplinary Stage



Three Village Central School District

PROFESSIONAL SUPPORT PROCEDURES

- In consultation with appropriate administrators, the administrator directly in charge of supervision for the staff member will indicate a need for Professional Support because of little or no improvement in areas indicated by evaluations and/or the optional *Concerns and Recommendations Worksheet*.
- The Building Administrator/Supervisor discusses this decision with the Union President.
- The Building Administrator and the Union President will:
 - Designate a person to inform the teacher in need of Professional Support;
 - Set a date for the Initial Professional Support meeting.
- The teacher is informed by the designee that his/her Building Administrator/Supervisor is placing him/her on Professional Support and is asked to attend the Initial Professional Support meeting.
- **The Initial Professional Support meeting is held.**
 - Participants: The Professional Support Team
 - The teacher in need of Professional Support
 - Building Administrator and/or Supervisor
 - Union Representation
 - Union President and/or designee
 - TVTA Building Representative or designee
 - Agenda:
 - A Union Representative distributes copies of the Professional Support section and a blank Professional Support Plan from the Performance Appraisal System to all participants;
 - Union Representation explains that administration prepares their suggestions for completion of the Professional Support Plan in advance, prior to the next Professional Support meeting
 - The meeting participants mutually agree upon an 'Exemplary Teacher'. This 'Exemplary Teacher' will become a member of the Professional Support Team, attend all other subsequent Professional Support meetings and work closely with the teacher in need of Professional Support to address the Building Administrator's concerns.
 - A date is chosen for the next meeting with the purpose of initiating the Professional Support Plan.
 - A procedure for inviting the 'Exemplary Teacher' to participate in the Professional Support process and informing him/her of the next meeting date is agreed upon.

- **The meeting to initiate the Professional Support Plan is held.**
 - Participants: The Professional Support Team
 - The teacher in need of Professional Support
 - Building Administrator and/or Supervisor
 - Exemplary Teacher
 - Union Representation
 - Union President and/or designee
 - TVTA Building Representative or designee
 - Agenda:
 - The Exemplary Teacher's role is explained and clarified to all participants by Union Representation.
 - The components of the Professional Support Plan are addressed by the Building Administrator and discussed by the entire Professional Support Team.
 - Subsequent meeting dates are identified and the Professional Support Plan is modified, as needed. All formal meetings between the teacher in need of Professional Support and the Building Administrator and/or Supervisor will be scheduled with the entire Professional Support Team.

Official Record:

- The Building Administrator/Supervisor or designee records the Minutes of each Professional Support meeting and the decisions that are made regarding the Professional Support Plan. The Minutes and the Professional Support Plan are approved by the entire team at the beginning of each subsequent meeting.
- The Minutes and the Professional Support Plan will be filed at the building level only.
- The Professional Support Plan will be filed at the building and district levels.

PROFESSIONAL GROWTH PHASE - OPTIONS AND CHOICES

The following are options for formulating a plan during the years when a formal observation is not required.

▪ **Individual or Team Professional Growth Participants:**

Faculty members may participate as part of a team with grade level colleagues, members of department teams, across schools or in any combination. Faculty members may also elect to work individually. In cases of inter-school teams, all administrators of the involved schools are involved in the planning process.

▪ **Duration of Professional Growth Plan:**

Professional Growth Plans may continue for up to two years.

▪ **Professional Growth Plan Goals:**

Goals should reflect building or district goals which result in the continuous improvement of student learning. The goals must be directly linked to the *Components of Professional Practice*, as outlined in the Professional Appraisal System Document.

▪ **Professional Growth Plan Activities/Methods:**

Activities and methods may include any of the following:

- | | |
|--|---|
| A. action research | F. curriculum mapping |
| B. self-assessment of teaching through video taping | G. peer review |
| C. classroom peer-observations | H. Professional Growth team meetings |
| D. workshops (presenter or participant) | I. other (in consult with an administrator) |
| E. development of teaching materials/instructional units | |

▪ **Professional Growth Plan Artifacts/Materials:**

Artifacts are indicators of progress which demonstrate professional growth and may include tangible or intangible outcomes. Indicators of progress may be selected and agreed to as part of the Professional Growth Plan.

The artifacts are the property of the staff member.

▪ **Professional Growth Plan Revisions:**

In the event a Professional Growth Plan needs to be revised, all revisions must be planned with the administrator and mutually agreed upon.

▪ **Professional Growth Plan Schedule:**

Individual or group projects will last one or two years. A time line will be included as part of the plan. An annual progress report will be completed by the supervising administrator. The annual progress report will be included in the faculty member's personnel file. Each administrator is responsible for planning and coordinating the schedule in the building.

REQUIRED SCHEDULE DATES-Common across the district

October 15	One and two year plans revised, finalized, and submitted to administrator.
March 1 – May 15	Individual or team meets with administrator to discuss progress of plan.
By May 15	Individual teachers submit self-reflection form
June 1 - 20	End-of-year conferences and evaluations completed

(or at least one full week before school ends)



APPENDIX

<i>Appendix 1.0</i>	Professional Appraisal Timeline
<i>Appendix 2.0</i>	Danielson Framework: Components of Professional Practice (Domain 1 – 4 Rubrics) <ul style="list-style-type: none">2.1 Domain 1 rubric - Planning and Preparation2.2 Domain 2 rubric - The Classroom Environment2.3 Domain 3 rubric - Instruction2.4 Domain 4 rubric – Professional Responsibilities2.5 Three Village CSD Planning and Preparation (continued)2.6 Three Village CSD Classroom Environment (continued)2.7 Three Village CSD Instruction (continued)2.8 Three Village CSD Professional Responsibilities (continued)
<i>Appendix 3.0</i>	Annual Goal(s) <ul style="list-style-type: none">3.1 Individual Professional Growth Plan3.2 Individual Professional Growth Plan Summary Progress Report
<i>Appendix 4.0</i>	Lesson Design Template
<i>Appendix 5.0</i>	Teacher Observation Report <ul style="list-style-type: none">5.1 Pre-Observation Discussion Guide5.2 Post-Observation Discussion Guide5.3 Observation Routing Sheet
<i>Appendix 6.0</i>	Teacher Summative Evaluation Report – Mid-Year & End-of-the-Year <ul style="list-style-type: none">6.1 End-of-Year Teacher Self Reflection
<i>Appendix 7.0</i>	Psychologists/Social Worker Summative Evaluation Report Mid-Year/End-of-Year <ul style="list-style-type: none">7.1 Psychologists/Social Workers End-of-Year Self Reflection
<i>Appendix 8.0</i>	Guidance Counselor – Summative Evaluation Report Mid-Year/End-of-Year <ul style="list-style-type: none">8.1 Guidance Counselor End-of-Year Self Reflection
<i>Appendix 9.0</i>	Information Specialist Summative Evaluation Report <ul style="list-style-type: none">9.1 Information Specialist End-of-Year Self Reflection
<i>Appendix 10.0</i>	Special Education Services – Teacher Summative Evaluation Report <ul style="list-style-type: none">10.1 Special Education Services – Teacher End-of-Year Self Reflection
<i>Appendix 11.0</i>	Paraprofessionals/Teaching Assistants - End-of-Year Summative Evaluation Report
<i>Appendix 12.0</i>	Observation Form - Paraprofessionals
<i>Appendix 13.0</i>	Observation Form – Teaching Assistants
<i>Appendix 14.0</i>	Concerns & Recommendations Worksheet
<i>Appendix 15.0</i>	Professional Support Plan

15.1 Progress Meeting Minutes

Appendix 16.0

Teacher Tenure Report

16.1 Instructional Staff Summative Evaluation – Teacher Tenure Form

16.2 Instructional Staff Summative Evaluation – Psychologist/Social Worker
Tenure Form

16.3 Instructional Staff Summative Evaluation – Guidance Counselor Tenure
Form

16.4 Instructional Staff Summative Evaluation – Information Specialist Tenure
Form

16.5 Paraprofessionals/Teaching Assistants Summative Evaluation-
Paraprofessionals/Teaching Assistants Tenure Form



APPENDIX 1.0

PROFESSIONAL PERFORMANCE REVIEW TIMELINE

OCTOBER

1

- Initial Staff Development Meeting
- Assignment of Observations for Teachers in Foundation Phase A and B

15

- Submission of Individual Professional Growth Plan

20

- Submission of Annual Goal(s) for those being observed
- Final Assignment of Observations for All Staff

OCTOBER 1 (20) – JUNE 1

FORMAL OBSERVATIONS

- Pre-Observation Discussion Guide
- Observation : 45 minute – elementary/1 class period secondary
- Post-Observation Conference Guide (*Within 3 working days of observation*)
- Summary Report (*Within 2 weeks of post-observation conference*)

JANUARY 15

- Mid-Year Evaluations

MARCH 1 – MAY 15

- Growth Plan Conferences

MAY 15

- Deadline Submission of Self-Reflection

JUNE 1 – 20 (OR AT LEAST ONE FULL WEEK BEFORE SCHOOL ENDS)

- End-of-Year Conferences and End-of-Year Evaluations Completed

APPENDIX 2.0



DANIELSON FRAMEWORK: COMPONENTS OF PROFESSIONAL PRACTICE

<p>Domain 1: Planning and Preparation</p> <p>Domain 1 (Planning and Preparation) includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessment. Its components are:</p> <ul style="list-style-type: none">1a. Demonstrating knowledge of content and pedagogy.1b. Demonstrating knowledge of students1c. Setting instructional outcomes1d. Demonstrating knowledge of resources1e. Designing coherent instruction1f. Designing student assessments	<p>Domain 3: Instruction</p> <p>Domain 3 (Instruction) is concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn. Its components are:</p> <ul style="list-style-type: none">3a. Communicating with students3b. Using questioning and discussion techniques3c. Engaging students in learning3d. Using Assessment in Instruction3e. Demonstrating flexibility and responsiveness3f. Utilizing technology
<p>Domain 2: The Classroom Environment</p> <p>Domain 2 (The Classroom Environment) addresses the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment. Its components are:</p> <ul style="list-style-type: none">2a. Creating an environment of respect and rapport2b. Establishing a culture for learning2c. Managing classroom procedures2d. Managing student behavior2e. Organizing physical space	<p>Domain 4: Professional Responsibilities</p> <p>Domain 4 (Professional Responsibilities) addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment. Its components are:</p> <ul style="list-style-type: none">4a. Reflecting on teaching4b. Maintaining accurate records4c. Communicating with families4d. Participating in a professional community4e. Growing and developing professionally4f. Showing professionalism

Source: Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development

APPENDIX 2.1 Evidence of Teaching

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<i>1f: Designing student assessment</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

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APPENDIX 2.2 Evidence of Teaching

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

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APPENDIX 2.3

Evidence of Teaching

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>3d: Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<i>3e: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.



APPENDIX 2.4

Evidence of Teaching

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>4a: Reflecting on Teaching</i>	Teacher's reflection on the lesson does not provide an accurate or objective description of the event of the lesson.	Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive and negative characteristics. Teacher makes global suggestions as to how the lesson might be improved.	Teacher's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies.
<i>4b: Maintaining Accurate Records</i>	Teacher has no system for maintaining accurate records, resulting in errors and confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
<i>4c: Communicating with Families</i>	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program, but communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. They convey information to families about individual students in a culturally appropriate manner.	Teacher communicates frequently and sensitively with families and responds to the individual and cultural needs of families. Teacher successfully engages families in the instructional program; students participate in communicating with families.
<i>4d: Contributing to the School and District</i>	Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district events and projects.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
<i>4e: Growing and Developing Professionally</i>	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in professional development activities is limited to those that are convenient or are required.	Teacher seeks out opportunities for professional development based on an individual assessment of need.	Teacher actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as action research and mentoring new teachers.
<i>4f: Demonstrating Professionalism</i>	Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students.	Teacher's attempts to serve students are genuine but limited.	Teacher makes genuine and successful efforts to ensure that all students are well served by the school.	Teacher assumes a leadership role in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

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APPENDIX 2.5

Domain 1: PLANNING AND PREPARATION

***1a. Demonstrating Knowledge of Content and Pedagogy (art & science of teaching)**

<u>Element</u>	<u>Expectations</u>
Knowledge of Subject Matter	displays solid knowledge of subject matter and its relevant applications
Knowledge of Prerequisite Relationships	lessons reflect a solid understanding of prerequisite relationships among topics and concepts
Knowledge of Subject Matter-Related Pedagogy	searches for “best practice” and anticipates student needs and misconceptions

***1b. Demonstrating Knowledge of Students**

<u>Element</u>	<u>Expectations</u>
Knowledge of Characteristics of Age Group	understands the typical developmental characteristics of age group and exceptional students
Knowledge of Students' Varied Approaches to Learning	understands the different approaches to learning that students exhibit
Knowledge of Students' Skills and Knowledge	displays an understanding of students' skills, knowledge, and diverse needs
Knowledge of Students' Interests and Cultural Heritage	displays knowledge of the interests and cultural heritage of students

***1c. Setting Instructional Outcomes**

<u>Element</u>	<u>Expectations</u>
Value	establishes high expectations, related to subject matter and its relevant applications; formal assessments and state mandates
Clarity	specifies how and what students will learn and uses sound methods of assessment
Suitable for Diverse Students	takes into account the varying needs of students
Goals Have Balance	represents opportunities for different types of learning within and across the disciplines

*Core competencies are minimum levels of performance necessary to meet district standards

APPENDIX 2.5 (continued)



1d. Demonstrating Knowledge of Resources

<u>Element</u>	<u>Expectations</u>
Resources for Teaching	uses the district's Essentials of Learning and the New York State Learning Standards, as the basis for planning and writing instructional units
Resources for Students	uses resources available through the school, district, and the larger community and knows how to access those resources to empower students
Personnel Resources	effectively collaborates with instructional and support staff

*1e. Designing Coherent Instruction

<u>Element</u>	<u>Expectations</u>
Learning Activities	relevant to students and instructional goals, and reflect knowledge of current professional research
Instructional Materials and Resources	support the instructional goals and engage students in meaningful learning
Instructional Groups	varied appropriately according to the different instructional goals
Lesson and Unit Structure	have clearly defined structure that includes appropriate scope and sequence and reflects state and local curricula

1f. Designing Student Assessments

<u>Element</u>	<u>Expectations</u>
Congruence with Instructional Goals	shows alignment exists between what is planned, taught, and assessed
Criteria and Standards	are clear and have been effectively communicated to students
Use for Planning	assessment results are used to plan and modify instruction for individuals and groups of students
Variety	uses a variety of assessment strategies

*Core competencies are minimum levels of performance necessary to meet district standards



APPENDIX 2.6

Domain 2: THE CLASSROOM ENVIRONMENT

*2a. Creating an Environment of Respect and Rapport

<i>Element</i>	<i>Expectations</i>
Classroom Interactions	teacher-student interactions are polite and respectful student-student interactions are polite and respectful

2b. Establishing a Culture for Learning

<i>Element</i>	<i>Expectations</i>
Importance of the Content	shows enthusiasm for the content and conveys its importance
Student Pride in Work	encourages students to demonstrate pride and quality in their work
Expectations for Learning and Achievement	instructional goals, activities, and environment convey high expectations for achievement
Means for Success	provides means for all students to meet with success
Respects Opinions	acknowledges and respects rights of students to hold differing views or values

*2c. Managing Classroom Procedures

<i>Element</i>	<i>Expectations</i>
Management of Instructional Groups	is organized so students are productively engaged at all times
Management of Transitions	transitions occur smoothly, with little loss of instructional time
Management of Materials and Supplies	routines for handling materials and supplies occur smoothly, with little loss of instructional time
Performance of Professional Duties	efficient systems for performing professional duties are in place, limiting the loss of instructional time
Integrating Aides & Paraprofessionals	paraprofessionals and aides are appropriately integrated into the classroom environment

*Core competencies are minimum levels of performance necessary to meet district standards.

APPENDIX 2.6 (continued)

*2d. Managing Student Behavior

<i>Element</i>	<i>Expectations</i>
Expectations for Student Behavior	rules and expectations are clear, fair and conducive to learning
Monitoring of Student Behavior	aware of student behavior at all times
Response to Student Misbehavior	response to misbehavior is appropriate, timely, and respects student's dignity; communicates discipline procedures and misbehaviors to parents and administrators when appropriate

2e. Organizing Physical Space

<i>Element</i>	<i>Expectations</i>
Safety	takes necessary and reasonable precautions to protect students, staff, equipment, and materials
Accessibility to Learning and Use of Physical Resources	uses physical resources optimally, and learning is equally accessible for all students

*Core competencies are minimum levels of performance necessary to meet district standards.

APPENDIX 2.7



Domain 3: INSTRUCTION

3a. Communicating with Students

<u>Element</u>	<u>Expectations</u>
Directions and Procedures	directions and procedures are clear to students and contain an appropriate level of detail
Oral and Written Language	spoken/written language and vocabulary are clear, developmentally appropriate and demonstrates standard English

3b. Using Questioning and Discussion Techniques

<u>Element</u>	<u>Expectations</u>
Questioning Techniques	a variety of questions are designed, allowing appropriate response time, to stimulate both simple and complex levels of thinking
Discussion Techniques	classroom interaction fosters active inquiry, collaboration, and supportive interaction
Student Participation	encourages students to participate in discussions and formulate questions

*3c. Engaging Students in Learning

<u>Element</u>	<u>Expectations</u>
Lesson Content	is appropriate and links well with students' prior knowledge and experience and addresses NY State Standards
Activities and Assignments	are appropriate and are designed to engage students in learning
Grouping of Students	instructional grouping patterns are used to enhance engagement and promotes student learning
Instructional Materials	chosen to increase student engagement and promote student learning
Structure and Pacing	lessons have a clearly defined structure, with appropriate pacing and organized activities
Variety of Strategies	a variety of instructional strategies are used to meet the needs of of all learners

*Core competencies are minimum levels of performance necessary to meet district standards

APPENDIX 2.7 (continued)

3d. Using Assessment In Instruction

<u>Element</u>	<u>Expectations</u>
Assessment Criteria	establishes clear standards of performance to be used by students for the evaluation of their work
Monitoring of student	attends to student progress, performance and response for evidence of learning
Feedback to students	consistently provides timely and specific feedback to students
Monitoring of Progress	Provides opportunities for students to self-assess and self-correct using clearly established criteria for performance

*3e. Demonstrating Flexibility and Responsiveness

<u>Element</u>	<u>Expectations</u>
Lesson Adjustment	demonstrates flexibility and responsiveness by adjusting the lesson when necessary
Response to Students	welcomes student ideas, questions, comments, and interests, relevant to the lesson
Flexibility & Persistence	applies a variety of strategies to help students maximize the learning experience

*3f. Utilizing Technology

<u>Element</u>	<u>Expectations</u>
Curriculum Resource	uses various technologies to support the curriculum
Instruction	provides opportunities for students to use technology to satisfy learning outcomes
Student Use	encourages and facilitates students in the use of available technology

*Core competencies are minimum levels of performance necessary to meet district standards.

APPENDIX 2.8



Domain 4: PROFESSIONAL RESPONSIBILITIES

4a. Reflecting on Teaching

<u>Element</u>	<u>Expectations</u>
Accuracy	engages in reflective practice to assess the effectiveness of lessons
Use in Future Teaching	uses self reflection to shape future lessons

***4b. Maintaining Accurate Records**

<u>Element</u>	<u>Expectations</u>
Student Completion of Assignments	maintains information on the students' completion of assignments
Student Progress in Learning	maintains appropriate records of student progress
Instructional and Non-Instructional records	keeps all records accurate and up to date

***4c. Communicating with Families**

<u>Element</u>	<u>Expectations</u>
Information About the Instructional Program	provides information to parents, as appropriate, regarding the instructional program
Information About Individual Students	maintains communication with parents about student progress and is appropriately responsive to their concern

***4d. Participating in a Professional Community**

<u>Element</u>	<u>Expectations</u>
Relationships with Colleagues	develops and maintains collegial relationships which demonstrate support, cooperation, and respect
Service to School and/or District	is appropriately involved on school and district committees or co-curricular activities

*Core competencies are minimum levels of performance necessary to meet District standards.

APPENDIX 2.8 (continued)

4e. Growing and Developing Professionally

<u>Element</u>	<u>Expectations</u>
Enhancement of Content Knowledge and Pedagogical Skill	seeks out opportunities for professional development to enhance knowledge and skill
Professional Involvement	makes contributions through active involvement in professional opportunities

4f. Showing Professionalism

<u>Element</u>	<u>Expectations</u>
Student support	is proactive in identifying and providing for student's well-being and seeks out appropriate resources
Advocacy	works with other professionals as an advocate for the success of all students
Articulation	Maintains effective communication with all appropriate instructional staff involved with the delivery of services to students
Decision Making	exercises good judgment and works collaboratively with colleagues in decision making
Role Model	presents self as a positive role model for all
Professional Responsibility	promptly complies with professional requirements and responsibilities and adheres to district's policies and procedures

*Core competencies are minimum levels of performance necessary to meet district standards

APPENDIX 3.0



THREE VILLAGE CENTRAL SCHOOL DISTRICT

ANNUAL GOAL(S)

(MUST BE COMPLETED BY ALL STAFF BEING OBSERVED)

NAME: _____ SCHOOL: _____ YEAR: _____

AREA OF FOCUS: _____

PLEASE CHECK ONE:

FOUNDATIONAL PHASE A _____

FOUNDATIONAL PHASE B _____

PROFESSIONAL GROWTH PHASE (OBSERVATION) _____

PROFESSIONAL SUPPORT PHASE _____

All teachers who are to be observed must complete the questions below as part of their Annual Goal(s). Any teacher who is permitted and interested in the Professional Growth Plan option as opposed to a formal observation lesson must complete the Professional Growth Plan (APPENDIX 3.1) document in lieu of the Annual Goal(s). An explanation of the Professional Growth Plan components is included on the back of that document. Your principal can provide further clarification.

1. How will your area of focus help you develop as a professional and improve student learning?
2. Why did you choose this area of focus?
3. What type of training or resources will you need to integrate this learning in your classroom?
4. How will you evaluate the success of your plan?

Approved by Chair/Director: _____

Date: _____

Approved by Building Principal: _____

Date: _____

Please submit to Principal by October 20

APPENDIX 3.1



THREE VILLAGE CENTRAL SCHOOL DISTRICT

INDIVIDUAL PROFESSIONAL GROWTH PLAN

Individual or Team Professional Growth Participants:

NAME (S)	SCHOOL	GRADE LEVEL/SUBJECT
_____	_____	_____
_____	_____	_____
_____	_____	_____

Duration of Professional Growth Plan: (circle one) One Year Two Years

Professional Growth Plan Goals: *(The goals must be directly linked to the Components of Professional Practice)*

Professional Growth Plan Activities/Methods:

Professional Growth Plan Artifacts/Materials:

Professional Growth Plan Schedule:

Approved by Chair/Director: _____ **Date:** _____

Approved by Building Principal: _____ **Date:** _____

Please submit to Principal by October 15



APPENDIX 3.2

THREE VILLAGE CENTRAL SCHOOL DISTRICT INDIVIDUAL PROFESSIONAL GROWTH PLAN YEAR END SUMMARY/PROGRESS REPORT

Name: _____ School: _____

Participating Team Members/School:	

Discussion Points to be filled out by the supervising administrator:

- Duration of the *Professional Growth Plan*: (circle one) One Year Two Years
- Year of this *Plan* (circle one) Year One Year Two
- Goals of the *Plan* as submitted in October, 2008:

- Were the goals met? (circle one) YES NO
- If yes, what artifact or evidence of success was demonstrated?

- What obstacles (if any) were encountered throughout the year?

- If this *Plan* is continuing in the next year, what changes/modifications are needed, (if any)?

Signature: _____

Date: _____

Chair/Director/Principal: _____

Date: _____

To be completed by the supervising administrator at the conference to be held March 1 – May 15.

APPENDIX 4.0



LESSON DESIGN TEMPLATE

I. Content and Substance:

- A. Identify the purpose of instruction.
- B. Content Area:
Grade Level/Course Subject
- C. Essential of Learning:
- D. State Standard:

II. Process: Organization of Knowledge

- A. Outline the lesson. Include the strategies that students will use to acquire/review/practice the desired skills.
- B. What resources are needed?
- C. Have you incorporated design strategies for the differentiation of instruction due to diversity, learning disabilities or other characteristics?
- D. Identify and explain the design qualities that are included in this lesson.

III. Assessments:

Pre-assessment:

- A. What skills are needed for the student to be successful?
- B. What relationships need to be developed between prior skills and those newly taught so that transfer can take place?

Post-assessment:

- A. Identify the specific learning to be assessed.
- B. What observable student actions will demonstrate that learning?
- C. What assessment will measure/evaluate the learning identified in the content and substance? Be specific! What exactly will students have to do to demonstrate they know, and can do, the required learning stated in the content and substance?
- D. Develop a rubric that clearly describes the levels of performance related to the learning.

IV. Follow-up

- A. Opportunities for enrichment
- B. Opportunities for transfer to:
 - Other content areas
 - Classroom to work application skills
 - Classroom to real world

APPENDIX 5.0



THREE VILLAGE CENTRAL SCHOOL DISTRICT

TEACHER OBSERVATION REPORT

Teacher:		Date of Post Observation Conference:	
School:		Grade Level:	
		Subject:	
Date & Time of Observation:		Observer:	

STATE & DISTRICT CRITERIA FOR TEACHER EVALUATION

<p><u>PREPARATION & PLANNING</u></p> <ul style="list-style-type: none"> Subject and curricular knowledge Pedagogical preparation & lesson planning Attention to diverse learning needs & student development Standards based student assessment <p><i>(Includes TVCSD Design Qualities)</i></p>	<p><u>INSTRUCTION</u></p> <ul style="list-style-type: none"> Engaging and effective instruction <p><u>THE CLASSROOM ENVIRONMENT</u></p> <ul style="list-style-type: none"> Skillful management <p><u>PROFESSIONAL RESPONSIBILITIES</u></p> <ul style="list-style-type: none"> Collaboration <p>Reflective and responsive practice</p>
--	--

INTENDED LEARNING OBJECTIVE *(may include other comments from the Pre-Observation Conference):*

SITUATION OBSERVED:

ANALYSIS WITH COMMENDATIONS AND RECOMMENDATIONS *(may include reflections from the Post-Observation Conference)*

APPENDIX 5.0 (continued)

FOLLOW-UP IN AREAS NOTED OR NEEDING IMPROVEMENT IN PAST REPORTS *(as applicable):*

TEACHER COMMENTS *(as applicable)*

Signature of Observer

Date

Signature of Teacher

Date

Signature of Principal/Supervisor
(Read and Received)

Date

APPENDIX 5.1



Three Village CSD

PRE-OBSERVATION DISCUSSION GUIDE

Teacher's Name: _____

School: _____

Administrator: _____

Grade/Subject: _____

Date/Time of Pre-Conference: _____

Date/Time of Observation: _____

1) Briefly describe the students in this class, including those with special needs. (Component 1b)	6) How do you plan to engage students in the content? What will you do? What will the students do?
2) What are the goals for the lesson? What do you want the students to learn? (Component 1c)	7) What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (Component 1a)
3) Why are these goals suitable for this group of students? (Component 1c)	8) What instructional materials or other resources, if any, will you use? (Attach sample materials you will be using in the lesson.) (Component 1d)
4) How do these goals support the district's curriculum, state frameworks, and the content standards?	9) How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with rubrics or scoring guides.) (Component 1f)
5) How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines? (Component 1c)	10) How do you plan to use the results of the assessment?

Teacher comments pertaining to observation setting. List any items you might want to call to the attention of the administrator.

Observational Focus:

APPENDIX 5.2



Three Village CSD POST-OBSERVATION DISCUSSION GUIDE

Teacher's Name: _____ School: _____

Administrator: _____ Grade/Subject: _____

Date/Time of Post-Conference: _____ Date/Time of Observation: _____

1) As I reflect on the lesson, to what extent were students productively engaged?

2) Did the students learn what I intended? Were my instructional goals met? How do I know?

3) Did I alter my goals or instructional plan as I taught the lesson? If so, why?

4) If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why?

5) Provide several samples of student work on this assignment. This work should reflect the full range of student ability in your class and include feedback you provide to students on their papers.

Teacher comments pertaining to observation setting. List any items you might want to call to the attention of the administrator.

Observational Focus:



APPENDIX 5.3

Three Village Central School District

OBSERVATION ROUTING SHEET

(You are encouraged to make a photocopy of this document for your records)

_____ **OBSERVER**

Signature/Title

_____ **BUILDING PRINCIPAL**

Signature

_____ **DIRECTOR/CHAIR (if applicable)**

Signature

_____ **EXECUTIVE DIRECTOR/ ASSISTANT SUPERINTENDENT**

Signature

_____ **PERSONNEL FILE**

APPENDIX 6.0



Three Village Central School District

TEACHER SUMMATIVE EVALUATION REPORT
MID-YEAR & END-OF-THE-YEAR

Teacher's Name _____ School _____ Grade Level/Dept. _____

Evaluator's Name _____ School Year _____ Evaluation Conference Date _____

Principal's Name _____

Days of Absence: Sick _____ Personal _____ Family Sick _____	Staff Initials _____
--	--------------------------------

Instructions: Please rate the teacher's performance on the domain criteria using the following rating scale:

C = Commendation **R** = Recommendations **Blank Box** = Meeting Expectations / No need for comment

All criteria noted with a C or R requires statements of support in the comment section of this document.
 Comments should be made regarding all four domains regardless of inclusion of C or R ratings.

Domain 1: Planning and Preparation		Rating	Domain 2: Classroom Environment		Rating
1a	Demonstrating knowledge of content and pedagogy		2a	Creating an environment of respect and rapport	
1b	Demonstrating knowledge of students		2b	Establishing a culture for learning	
1c	Setting instructional outcomes		2c	Managing classroom procedures	
1d	Demonstrating knowledge of resources		2d	Managing student behavior	
1e	Designing coherent instruction		2e	Organizing physical space	
1f	Designing student assessments				

COMMENTS:

COMMENTS:

APPENDIX 6.0 (continued)

Domain 3: Instruction		Rating	Domain 4: Professional Responsibilities		Rating
3a	Communicating with students		4a	Reflecting on teaching	
3b	Using questioning and discussion techniques		4b	Maintaining accurate records	
3c	Engaging students in learning		4c	Communicating with families	
				Communicating with appropriate instructional support staff	
3d	Using assessment in instruction		4d	Participating in a professional community	
3e	Demonstrating flexibility and responsiveness		4e	Growing and developing professionally	
3f	Utilizing technology		4f	Showing professionalism	
COMMENTS:			COMMENTS:		

Signature of Teacher _____

Date _____

Signature of Principal _____

Date _____

Signature of Director/Chair _____

Date _____

PLEASE CHECK ONE OPTION FOR THE NEXT SCHOOL YEAR:

FOUNDATIONAL PHASE A _____

FOUNDATIONAL PHASE B _____

PROFESSIONAL GROWTH PHASE _____ **(OBSERVATION)** _____ **(PROFESSIONAL GROWTH PLAN)**

APPENDIX 6.1



Three Village Central School District
TEACHER SUMMATIVE EVALUATION REPORT
END-OF-YEAR TEACHER SELF REFLECTION

Teacher's Name _____ School _____ Grade Level/Dept. _____

Evaluator's Name _____ School Year _____ Evaluation Conference Date _____

Principal's Name _____

Instructions: This is a copy of the form that will be used by your administrator to evaluate your performance this year. Use this copy of the form to offer highlights of your year to assist in the formulation of your end-of-the-year evaluation. You are encouraged to share achievements from this year and goals for the future. You may use the domain criteria as guidelines. Do not place any information in the "rating" boxes.

Domain 1: Planning and Preparation		Rating	Domain 2: Classroom Environment		Rating
1a	Demonstrating knowledge of content and pedagogy		2a	Creating an environment of respect and rapport	
1b	Demonstrating knowledge of students		2b	Establishing a culture for learning	
1c	Setting instructional outcomes		2c	Managing classroom procedures	
1d	Demonstrating knowledge of resources		2d	Managing student behavior	
1d	Designing coherent instruction		2e	Organizing physical space	
1e	Designing student assessments				

COMMENTS:

COMMENTS:

APPENDIX 6.1 (continued)

Domain 3: Instruction		Rating	Domain 4: Professional Responsibilities		Rating
3a	Communicating with students		4a	Reflecting on teaching	
3b	Using questioning and discussion techniques		4b	Maintaining accurate records	
3c	Engaging students in learning		4c	Communicating with families	
3d	Using assessment in instruction		4d	Participating in a professional community	
3e	Demonstrating flexibility and responsiveness		4e	Growing and developing professionally	
3f	Utilizing technology		4f	Showing professionalism	
COMMENTS:			COMMENTS:		

Signature of Teacher _____

Date _____

Signature of Principal _____

Date _____

Signature of Director/Chair _____

Date _____

PLEASE CHECK ONE OPTION FOR THE NEXT SCHOOL YEAR:

FOUNDATIONAL PHASE A _____

FOUNDATIONAL PHASE B _____

PROFESSIONAL GROWTH PHASE _____ **(OBSERVATION)** _____ **(PROFESSIONAL GROWTH PLAN)**

APPENDIX 7.0



Three Village Central School District
PSYCHOLOGIST/SOCIAL WORKER – SUMMATIVE EVALUATION REPORT
MID-YEAR & END-OF-YEAR

Psychologist/Social Work's Name _____ School _____ Grade Level/Dept. _____

Evaluator's Name _____ School Year _____ Evaluation Conference Date _____

Principal's/Director's Name _____

Days of Absence:	Staff Initials
Sick _____ Personal _____ Family Sick _____	_____

Instructions: Please rate the teacher's performance on the domain criteria using the following rating scale:

C = Commendation **R** = Recommendations **Blank Box** = Meeting Expectations / No need for comment

All criteria noted with a 'C' or 'R' requires statements of support in the comment section of this document.
 Comments should be made regarding all four domains regardless of inclusion of C or R ratings

Domain 1: Planning and Organization

Domain 2: Assistance to Students

		Rating			Rating
1a	Effectively addresses difficult situations		2a	Establishes effective collaborative relationships	
1b	Establishes appropriate work priorities and manages time efficiently		2b	Maintains visibility and accessibility	
1c	Works collaboratively with staff colleagues		2c	Effectively plans and implements intervention strategies	
1d	Accepts and utilizes constructive criticism		2d	Clearly and effectively communicates accurate information	
1e	Displays initiative and resourcefulness		2e	Gathers information to develop appropriate interventions	
1f	Demonstrates knowledge of appropriate resources, policies, procedures, regulations				

COMMENTS:

COMMENTS:

APPENDIX 7.0 (continued)

Domain 3: Assistance to Parent/Guardian

Domain 4: Assistance to School Staff

		Rating			Rating
3a	Accurately uses, analyzes and interprets appropriate assessment strategies		4a	Responds appropriately to referrals, calls, e-mails, reports and letters	
3b	Demonstrates skill in using assessment techniques other than testing		4b	Keeps supervisors and administrators informed	
3c	Integrates assessment results from different sources in a meaningful and thorough fashion		4c	Documents interactions in a clear and comprehensive fashion	
3d	Writes clear and comprehensive reports which are informative and useful for all constituents		4d	Effectively plans and implements strategies	
3e	Effectively plans and implements intervention strategies				

COMMENTS:

COMMENTS:

Signature of Psychologist/Social Worker: _____ Date: _____

Signature of Principal: _____ Date: _____

Signature of Director/Chair: _____ Date: _____

PLEASE CHECK ONE OPTION FOR THE NEXT SCHOOL YEAR:

FOUNDATIONAL PHASE A _____

FOUNDATIONAL PHASE B _____

PROFESSIONAL GROWTH PHASE _____ (OBSERVATION) _____ (PROFESSIONAL GROWTH PLAN)

APPENDIX 7.1



Three Village Central School District
PSYCHOLOGIST/SOCIAL WORKER – SUMMATIVE EVALUATION REPORT
END-OF-YEAR SELF REFLECTION

Psychologist/Social Work’s Name _____ School _____ Grade Level/Dept. _____

Evaluator’s Name _____ School Year _____ Evaluation Conference Date _____

Principal’s/Director’s Name _____

Instructions: This is a copy of the form that will be used by your administrator to evaluate your performance this year. Use this copy of the form to offer highlights of your year to assist in the formulation of your end-of-the-year evaluation. You are encouraged to share achievements from this year and goals for the future. You may use the domain criteria as guidelines. Do not place any information in the “rating” boxes.

Domain 1: Planning and Organization

Domain 2: Assistance to Students

Rating

Rating

1a	Effectively addresses difficult situations		2a	Establishes effective collaborative relationships	
1b	Establishes appropriate work priorities and manages time efficiently		2b	Maintains visibility and accessibility	
1c	Works collaboratively with staff colleagues		2c	Effectively plans and implements intervention strategies	
1d	Accepts and utilizes constructive criticism		2d	Clearly and effectively communicates accurate information	
1e	Displays initiative and resourcefulness		2e	Gathers information to develop appropriate interventions	
1f	Demonstrates knowledge of appropriate resources, policies, procedures and regulations				

COMMENTS:

COMMENTS:

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APPENDIX 7.1 (continued)

Domain 3: Assistance to Parent/Guardian

Domain 4: Assistance to School Staff

		Rating			Rating
3a	Accurately uses, analyzes and interprets appropriate assessment strategies		4a	Responds appropriately to referrals, calls, e-mails, reports and letters	
3b	Demonstrates skill in using assessment techniques other than testing		4b	Keeps supervisors and administrators informed	
3c	Integrates assessment results from different sources in a meaningful and thorough fashion		4c	Documents interactions in a clear and comprehensive fashion	
3d	Writes clear and comprehensive reports which are informative and useful for all constituents		4d	Effectively plans and implements strategies	
3e	Effectively plans and implements intervention strategies				

COMMENTS:

COMMENTS:

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Signature of Psychologist/Social Worker: _____

Date: _____

Signature of Principal: _____

Date: _____

Signature of Director/Chair: _____

Date: _____

PLEASE CHECK ONE OPTION FOR THE NEXT SCHOOL YEAR:

FOUNDATIONAL PHASE A _____

FOUNDATIONAL PHASE B _____

PROFESSIONAL GROWTH PHASE _____ (OBSERVATION)

_____ (PROFESSIONAL GROWTH PLAN)



APPENDIX 8.0

Three Village Central School District
GUIDANCE COUNSELOR – SUMMATIVE EVALUATION REPORT
MID-YEAR & END-OF-YEAR

Guidance Counselor's Name _____ School _____ Grade Level/Dept. _____

Evaluator's Name _____ School Year _____ Evaluation Conference Date _____

Principal's/Director's Name _____

Days of Absence:	Staff Initials
<i>Sick</i> _____ <i>Personal</i> _____ <i>Family Sick</i> _____	_____

Instructions: Please rate the teacher's performance on the domain criteria using the following rating scale:

C = Commendation **R** = Recommendations **Blank Box** = Meeting Expectations / No need for comment
 All criteria noted with a 'C' or 'R' requires statements of support in the comment section of this document.
 Comments should be made regarding all four domains regardless of inclusion of 'C' or 'R' ratings.

Domain 1: Planning and Professional Growth

Domain 2: Assistance to Students

		Rating			Rating
1a	Maintains professional and responsible work habits		2a	Establishes rapport and cultivates positive relationships with students	
1b	Articulates with colleges or professional organizations to remain current with new trends and practices		2b	Interprets assessments and information accurately and uses them effectively in counseling sessions.	
1c	Maintains accurate student records and provides information on a timely basis		2c	Demonstrates appropriate academic and post-secondary planning including transitional planning	
1d	Demonstrates the ability to use technology to enhance counseling practice		2d	Assists students with academic, social and familial issues	
1e	Demonstrates a willingness to grow as a professional, acquire new skills, and learn new counseling strategies		2e	Provides occupational and career information	
1f	Demonstrates knowledge of appropriate resources, policies, procedures, regulations		2f	Demonstrates group counseling skills, including small groups, classroom guidance activities	
			2g	Serves as a student advocate in post high school planning, and in personal and academic matters	

COMMENTS:

COMMENTS:

APPENDIX 8.0 (continued)

Domain 3: Assistance to Parent/Guardian

Domain 4: Assistance to School Staff

		Rating			Rating
3a	Demonstrates a positive working relationship with parents		4a	Provides feedback regarding student concerns and perspectives on curriculum issues	
3b	Disseminates information to parents on guidance programs and services		4b	Collaborates with instructional staff, administrators and support personnel	
3c	Provides understanding of child/adolescent growth and development in counseling activities		4c	Facilitates transition for students from grade to grade/building level	
3d	Assists parents in becoming aware of and in utilizing school and community resources		4d	Advises/consults with teachers to improve student achievement and behavior	
3e	Works with parents to develop strategies to encourage student learning and achievement				

COMMENTS:	COMMENTS:

Signature of Guidance Counselor: _____ Date: _____

Signature of Principal: _____ Date: _____

Signature of Assistant Superintendent: _____ Date: _____

PLEASE CHECK ONE OPTION FOR THE NEXT SCHOOL YEAR:

FOUNDATIONAL PHASE A _____

FOUNDATIONAL PHASE B _____

PROFESSIONAL GROWTH PHASE _____ **(OBSERVATION)** _____ **(PROFESSIONAL GROWTH PLAN)**

APPENDIX 8.1



Three Village Central School District
GUIDANCE COUNSELOR – SUMMATIVE EVALUATION REPORT
END-OF-YEAR SELF REFLECTION

Guidance Counselor's Name _____ School _____ Grade Level/Dept. _____

Evaluator's Name _____ School Year **2008-2009** Evaluation Conference Date _____

Principal's/Director's Name _____

Instructions: This is a copy of the form that will be used by your administrator to evaluate your performance this year. Use this copy of the form to offer highlights of your year to assist in the formulation of your end-of-year evaluation. You are encouraged to share achievements from this year and goals for the future. You may use the domain criteria as guidelines. Do not place any information in the "rating" boxes.

Domain 1: Planning and Professional Growth

Domain 2: Assistance to Students

Rating

Rating

1a	Maintains professional and responsible work habits		2a	Establishes rapport and cultivates positive relationships with students	
1b	Articulates with colleges or professional organizations to remain current with new trends and practices		2b	Interprets assessments and information accurately and uses them effectively in counseling sessions.	
1c	Maintains accurate student records and provides information on a timely basis		2c	Demonstrates appropriate academic and post-secondary planning including transitional planning	
1d	Demonstrates the ability to use technology to enhance counseling practice		2d	Assists students with academic, social and familial issues	
1e	Demonstrates a willingness to grow as a professional, acquire new skills, and learn new counseling strategies		2e	Provides occupational and career information	
1f	Demonstrates knowledge of appropriate resources, policies, procedures, regulations		2f	Demonstrates group counseling skills, including small groups, classroom guidance activities	
			2g	Serves as a student advocate in post high school planning, and in personal and academic matters	

COMMENTS:

COMMENTS:

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APPENDIX 8.1 (continued)

Domain 3: Assistance to Parent/Guardian

Domain 4: Assistance to School Staff

		Rating			Rating
3a	Demonstrates a positive working relationship with parents		4a	Provides feedback regarding student concerns and perspectives on curriculum issues	
3b	Disseminates information to parents on guidance programs and services		4b	Collaborates with instructional staff, administrators and support personnel	
3c	Provides understanding of child/adolescent growth and development in counseling activities		4c	Facilitates transition for students from grade to grade/building level	
3d	Assists parents in becoming aware of and in utilizing school and community resources		4d	Advises/consults with teachers to improve student achievement and behavior	
3e	Works with parents to develop strategies to encourage student learning and achievement				

COMMENTS:	COMMENTS:

Signature of Guidance Counselor: _____ Date: _____

Signature of Principal: _____ Date: _____

Signature of Assistant Superintendent: _____ Date: _____

PLEASE CHECK ONE OPTION FOR THE NEXT SCHOOL YEAR:

FOUNDATIONAL PHASE A _____

FOUNDATIONAL PHASE B _____

PROFESSIONAL GROWTH PHASE _____ **(OBSERVATION)** _____ **(PROFESSIONAL GROWTH PLAN)**

APPENDIX 9.0



Three Village Central School District INFORMATION SPECIALIST SUMMATIVE EVALUATION REPORT

Information Specialist's Name _____ School _____ Grade/AgeLevel _____

Evaluator's Name _____ School Year _____ Evaluation Conference Date _____

Principal's Name _____

Days of Absence:	Staff Initials
Sick _____ Personal _____ Family Sick _____	_____

Instructions: Please rate the teacher's performance on the domain criteria using the following rating scale:

C = Commendation **R** = Recommendations **Blank Box** = Meeting Expectations / No need for comment
 All criteria noted with a 'C' or 'R' requires statements of support in the comment section of this document.
 Comments should be made regarding all four domains regardless of inclusion of 'C' or 'R' ratings.

Domain 1: Planning and Organization

Domain 2: Information Center Environment

		Rating			Rating
1a	Establishing goals for the Information Center		2a	Maintaining print and non-print material in good condition and that is supportive of curriculum	
1b	Implementing and maintaining process for selecting, processing, weeding, inventorying materials		2b	Providing an organized and welcoming setting with a culture of learning.	
1c	Establishing appropriate and flexible schedules for teachers and students		2c	Establishing an environment of respect and rapport for students, teachers, assistants and volunteers.	
1d	Completing reports accurately and on schedule		2d	Maintaining written circulation policies and procedures	
1e	Maintains suitable budget and accounting procedures		2e	Incorporates technology in instruction	
1f	Demonstrating knowledge and content of pedagogy		2f	Managing student behavior and appropriate class procedures.	

COMMENTS:

COMMENTS:

APPENDIX 9.0 (continued)

Domain 3: Instruction

Domain 4: School and Community

		Rating			Rating
3a	Demonstrating knowledge of the curriculum, scope and sequence K-12		4a	Promoting positive relationships between the school and parents/community	
3b	Develop and maintain collection to support classroom instruction		4b	Conducting orientation program for all students	
3c	Developing/maintaining/improving instructional program of the information center		4c	Coordinates and maintains a volunteer program in the information center, as appropriate	
3e	Communicating clearly and accurately		4d	Maintaining good relationships with faculty, parents, students	
3f	Using questioning and discussion techniques		4e	Collaborating effectively with professional staff	
3g	Engaging students in learning		4f	Demonstrating flexibility and responsiveness	
COMMENTS:			COMMENTS:		

Signature of Teacher _____

Date _____

Signature of Principal _____

Date _____

Signature of Director/Chair _____

Date _____

PLEASE CHECK ONE OPTION FOR THE NEXT SCHOOL YEAR:

FOUNDATIONAL PHASE A _____

FOUNDATIONAL PHASE B _____

PROFESSIONAL GROWTH PHASE _____ **(OBSERVATION)** _____ **(PROFESSIONAL GROWTH PLAN)**

APPENDIX 9.1



Three Village Central School District
INFORMATION SPECIALIST SUMMATIVE EVALUATION REPORT
END-OF-YEAR SELF REFLECTION

Information Specialist's Name _____ School _____ Grade/AgeLevel _____

Evaluator's Name _____ School Year _____ Evaluation Conference Date _____

Principal's Name _____

Instructions: This is a copy of the form that will be used by your administrator to evaluate your performance this year. Use this copy of the form to offer highlights of your year to assist in the formulation of your end-of-year evaluation. You are encouraged to share achievements from this year and goals for the future. You may use the domain criteria as guidelines. Do not place any information in the “rating” boxes.

Domain 1: Planning and Organization

Domain 2: Information Center Environment

		Rating			Rating
1a	Establishing goals for the Information Center		2a	Maintaining print and non-print material in good condition and that is supportive of curriculum	
1b	Implementing and maintaining process for selecting, processing, weeding, inventorying materials		2b	Providing an organized and welcoming setting with a culture of learning.	
1c	Establishing appropriate and flexible schedules for teachers and students		2c	Establishing an environment of respect and rapport for students, teachers, assistants and volunteers.	
1d	Completing reports accurately and on schedule		2d	Maintaining written circulation policies and procedures	
1e	Maintains suitable budget and accounting procedures		2e	Incorporates technology in instruction	
1f	Demonstrating knowledge and content of pedagogy		2f	Managing student behavior and appropriate class procedures.	

COMMENTS:

COMMENTS:

APPENDIX 9.1 (continued)

Domain 3: Instruction

Domain 4: School and Community

		Rating			Rating
3a	Demonstrating knowledge of the curriculum, scope and sequence K-12		4a	Promoting positive relationships between the school and parents/community	
3b	Develop and maintain collection to support classroom instruction		4b	Conducting orientation program for all students	
3c	Developing/maintaining/improving instructional program of the information center		4c	Coordinates and maintains a volunteer program in the information center, as appropriate	
3e	Communicating clearly and accurately		4d	Maintaining good relationships with faculty, parents, students	
3f	Using questioning and discussion techniques		4e	Collaborating effectively with professional staff	
3g	Engaging students in learning		4f	Demonstrating flexibility and responsiveness	
COMMENTS:			COMMENTS:		

Signature of Teacher _____

Date _____

Signature of Principal _____

Date _____

Signature of Director/Chair _____

Date _____

PLEASE CHECK ONE OPTION FOR THE NEXT SCHOOL YEAR:

FOUNDATIONAL PHASE A _____

FOUNDATIONAL PHASE B _____

PROFESSIONAL GROWTH PHASE _____ (OBSERVATION) _____ (PROFESSIONAL GROWTH PLAN)

APPENDIX 10.0



Three Village Central School District **SPECIAL EDUCATION SERVICES – TEACHER SUMMATIVE EVALUATION REPORT**

Teacher's Name _____ School _____ Grade/Age Level _____

Evaluator's Name _____ School Year _____ Evaluation Conference Date _____

Principal's Name _____

Days of Absence:

Sick _____ *Personal* _____ *Family Sick* _____

Staff Initials

Instructions: Please rate the teacher's performance on the domain criteria using the following rating scale:

C = Commendation **R** = Recommendations **Blank Box** = Meeting Expectations / No need for comment

All criteria noted with a 'C' or 'R' requires statements of support in the comment section of this document.
Comments should be made regarding all four domains regardless of inclusion of C or R ratings

Domain 1: Planning and Preparation

Domain 2: Classroom Environment

		Rating			Rating
1a	Demonstrating knowledge of content and pedagogy		2a	Creating an environment of respect and rapport	
1b	Demonstrating knowledge of students		2b	Establishing a culture for learning	
1c	Setting instructional outcomes based upon diagnostic information and test data		2c	Managing classroom procedures	
1d	Designing coherent instruction		2d	Managing student behavior	
1e	Designing student assessments		2e	Organizing physical space	
1f	Timely and coherent preparation for IST meetings				
COMMENTS:			COMMENTS:		

APPENDIX 10.0 (continued)

Domain 3: Instruction

Domain 4: Professional Responsibilities

		Rating			Rating
3a	Communicating with students		4a	Reflecting on teaching	
3b	Using questioning and discussion techniques		4b	Maintaining accurate records	
3d	Engaging students in learning in accordance with IEP goals		4c	Communicating with families	
				Communicating with appropriate general education instructors	
3d	Providing feedback to students		4d	Contributing to the school and district	
3e	Demonstrating flexibility and responsiveness		4e	Growing and developing professionally	
3f	Using appropriate cues and prompts		4f	Showing professionalism	
COMMENTS:			COMMENTS:		

Signature of Teacher _____

Date _____

Signature of Principal _____

Date _____

Signature of Director/Chair _____

Date _____

PLEASE CHECK ONE OPTION FOR THE NEXT SCHOOL YEAR:

FOUNDATIONAL PHASE A _____

FOUNDATIONAL PHASE B _____

PROFESSIONAL GROWTH PHASE _____ **(OBSERVATION)** _____ **(PROFESSIONAL GROWTH PLAN)**

APPENDIX 10.1



Three Village Central School District
SPECIAL EDUCATION SERVICES – TEACHER SUMMATIVE EVALUATION REPORT
END-OF-YEAR SELF REFLECTION

Teacher’s Name _____ School _____ Grade/Age Level _____

Evaluator’s Name _____ School Year _____ Evaluation Conference Date _____

Principal’s Name _____

Instructions: This is a copy of the form that will be used by your administrator to evaluate your performance this year. Use this copy of the form to offer highlights of your year to assist in the formulation of your end-of-year evaluation. You are encouraged to share achievements from this year and goals for the future. You may use the domain criteria as guidelines. Do not place any information in the “rating” boxes.

Domain 1: Planning and Preparation

Domain 2: Classroom Environment

		Rating			Rating
1a	Demonstrating knowledge of content and pedagogy		2a	Creating an environment of respect and rapport	
1b	Demonstrating knowledge of students		2b	Establishing a culture for learning	
1c	Setting instructional outcomes based upon diagnostic information and test data		2c	Managing classroom procedures	
1d	Designing coherent instruction		2d	Managing student behavior	
1e	Designing student assessments		2e	Organizing physical space	
1f	Timely and coherent preparation for IST meetings				

COMMENTS:

COMMENTS:

APPENDIX 10.1 (continued)

Domain 3: Instruction

Domain 4: Professional Responsibilities

		Rating			Rating
3a	Communicating with students		4a	Reflecting on teaching	
3b	Using questioning and discussion techniques		4b	Maintaining accurate records	
3d	Engaging students in learning in accordance with IEP goals		4c	Communicating with families	
				Communicating with appropriate general education instructors	
3d	Providing feedback to students		4d	Contributing to the school and district	
3e	Demonstrating flexibility and responsiveness		4e	Growing and developing professionally	
3f	Using appropriate cues and prompts		4f	Showing professionalism	

COMMENTS:

COMMENTS:

Signature of Teacher _____

Date _____

Signature of Principal _____

Date _____

Signature of Director/Chair _____

Date _____

PLEASE CHECK ONE OPTION FOR THE NEXT SCHOOL YEAR:

FOUNDATIONAL PHASE A _____

FOUNDATIONAL PHASE B _____

PROFESSIONAL GROWTH PHASE _____ **(OBSERVATION)** _____ **(PROFESSIONAL GROWTH PLAN)**

APPENDIX 11.0



THREE VILLAGE CENTRAL SCHOOL DISTRICT

PARA-PROFESSIONALS/TEACHING ASSISTANTS

END-OF-YEAR SUMMATIVE EVALUATION REPORT

REPORT TYPE:

Name: _____

Department: _____

School: _____

Date of Evaluation: _____

Probationary

Tenured

Recommended to continue on Tenure Track

Not recommended to continue on Tenure Track

Days of Absence:	Staff Initial
<i>Sick</i> _____ <i>Personal</i> _____ <i>Family Sick</i> _____	_____

ADMINISTRATOR COMMENTS AND RECOMMENDATIONS: (PLEASE NOTE ANY ASSIGNMENT CHANGES AND REASON FOR REASSIGNMENT)	COMMEMDABLE	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	UNSA TISFACTORY
<i>General knowledge and skills:</i> Possesses necessary skills to fulfill duties and knows or can find solutions.				
<i>Instruction:</i> Delivers clear instruction. Motivates and engages students in lessons.				
<i>Quality of work:</i> Accuracy, thoroughness, neatness and the standard to which work is completed.				
<i>Safety:</i> Responsive and alert to unsafe, inappropriate, unhealthy, and/or emergency conditions.				
<i>Dependability:</i> Follows oral and written directions, uses time wisely.				
<i>Responsibility:</i> Conscientiously performs responsibilities, abides by regulations, policies, and procedures.				
<i>Attendance:</i> Pattern of attendance.				
<i>Punctuality:</i> Reports to work on time.				
<i>Exercises sound judgment:</i> Demonstrates control and makes responsible decisions.				
<i>Attitude & Cooperation:</i> Willingness to meet job requirements; acts and/or incorporates suggestions of supervisor.				
<i>Relationships with people:</i> Works cooperatively with co-workers, uses good judgment in dealing with students, staff and the public.				

Employee's Comment: I have reviewed this evaluation and discussed the contents with my supervisor. My signature means that I have been advised of my performance and does not necessarily imply that I agree or disagree with this evaluation or the contents. I am aware that I have ten days from this date to submit a written comment to the Building Administrator.

ADMINISTRATOR SIGNATURE: _____ **DATE:** _____

EMPLOYEE SIGNATURE: _____ **DATE:** _____



APPENDIX 12.0

Three Village Central School District

OBSERVATION FORM - PARA-PROFESSIONALS

Name: _____

Date: _____

Situation Observed: _____

Administrator: _____

Instructions: Please indicate by check mark (✓) your appraisal of this Para-professional. Should any item be marked "unsatisfactory" please indicate in the overall evaluation what remedial steps should be taken.

	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
<i>Instructional skills: Small Group Individual Modifications</i>				
<i>Ability to supervise and interact with students</i>				
<i>Support and relate to staff</i>				
<i>Resourcefulness</i>				
<i>Initiative</i>				
<i>Delivers Clear Instruction</i>				

Additional Comments: _____

Administrator Signature: _____ Date: _____

Employee Signature: _____ Date: _____

APPENDIX 13.0

Three Village Central School District

OBSERVATION FORM – TEACHING ASSISTANTS

Name: _____

Date of Observation: _____

Administrator: _____

Situation Observed: _____ (i.e. *Small group instruction; 1:1; ABA; Integrated Classroom*)

Instructions: Please indicate by check mark (✓) your appraisal of this Teaching Assistant. Should any item be marked “unsatisfactory” please indicate in the comment section what remedial steps should be taken.

	<i>Satisfactory</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
<i>Implements lesson effectively.</i>			
	<i>Comments:</i>		
<i>Is responsive to student needs.</i>			
	<i>Comments:</i>		
<i>Motivates and engages students in lessons.</i>			
	<i>Comments:</i>		
<i>Delivers clear instruction.</i>			
	<i>Comments:</i>		
<i>Supports and relates appropriately to fellow staff.</i>			
	<i>Comments:</i>		

Additional Comments: _____

Administrator Signature: _____ Date: _____

Employee Signature: _____ Date: _____

APPENDIX 14.0



Three Village Central School District

CONCERNS & RECOMMENDATIONS WORKSHEET (Optional)

Name: _____ School: _____ Year: _____

Area of Focus: _____

PLEASE CHECK ONE:

FOUNDATIONAL PHASE A _____

FOUNDATIONAL PHASE B _____

PROFESSIONAL GROWTH PHASE

OBSERVATION _____

PROFESSIONAL GROWTH PLAN _____

In a good faith effort to address any concerns and/or provide direction, assistance or intervention, an administrator(s) may meet with a teacher and will maintain this worksheet as a record of the results and outcomes. Additional input by chairs, directors, etc. is encouraged and can be requested by the teacher or administrator. When the area(s) in question are addressed successfully, the document remains at the building level only. Additionally, this optional worksheet may be used as a prerequisite to moving any teacher into the Professional Support Phase and will become part of the documents related to the Professional Support Plan.

DATE	PARTICIPANTS	CONCERNS	RECOMMENDATIONS (IF ANY)	RESULTS/OUTCOME



APPENDIX 15.0

Three Village Central School District

PROFESSIONAL SUPPORT PLAN

Faculty Member:

Administrator:

TVTA Representative:

Additional Participants:

Date:

The following refers to the Components of Professional Practice as listed within the Domains of the Appraisal Framework of the Three Village Central School District:

Components of Strength

Components for Improvement

- 1.
- 2.
- 3.
- 4.
- 5.

Action/Strategies	Component Number(s) from Above	Success Indicators	Progress/Outcome

APPENDIX 15.0 (continued)

Action/Strategies	Component Number(s) from Above	Success Indicators	Progress/Outcome

RESOURCES TO BE ALLOCATED FOR PLAN IMPLEMENTATION

(STAFF DEVELOPMENT, COLLEGIAL VISITS, WORKSHOPS, COURSES, VIDEOTAPES, ETC.)

Next Meeting Date: _____

FACULTY SIGNATURE: _____

ADMINISTRATOR SIGNATURE: _____

TVTA REPRESENTATIVE SIGNATURE: _____

Additional comments if applicable:



APPENDIX 15.1

ASSISTANCE PLAN FOR TENURED PROFESSIONALS

PROGRESS MEETING MINUTES

(PLEASE ATTACH A COPY OF THE PROFESSIONAL SUPPORT PLAN)

ADMINISTRATOR(S):

FACULTY MEMBER:

DATE:

Component(s) for Improvement, as identified in the Professional Support Plan:

Progress Noted:

Administrator Concern(s):

Faculty Concern(s)

Action Plan Modifications (if applicable):

ADMINISTRATOR SIGNATURE _____

DATE _____

ADMINISTRATOR SIGNATURE _____

DATE _____

FACULTY SIGNATURE _____

DATE _____

This form will be filed at building level only

(PROGRESS INDICATED NO FURTHER ACTION NEEDED)

APPENDIX 16.0



THREE VILLAGE CENTRAL SCHOOL DISTRICT

TEACHER TENURE REPORT

Teacher's Name: _____ Date of Report: _____ Tenure Due Date: _____
 Assignment (School, Subject, Grade): _____
 Tenure previously received: _____ District/Date: _____
 Date of probationary appointment: _____ Date teaching service began in district: _____
 Appointment Status: _____ Certification: _____
 Education (Degree and Institution): _____

OBSERVATIONS and EVALUATIONS

<u>Observation Date</u>	<u>Observation Completed by:</u>	<u>Observation Date</u>	<u>Observation Completed by:</u>
1.		7.	
2.		8.	
3.		9.	
4.		10.	
5.		11.	
6.		12.	
<u>Mid-Yr. Evaluation Date</u>	<u>Evaluation Completed by:</u>	<u>End-of-Yr. Evaluation Date</u>	<u>Evaluation Completed by:</u>
1.		1.	
2.		2.	
3.		3.	

ATTENDANCE SUMMARY

<u>Year</u>	<u>In-District Professional Days</u>	<u>Out-of-District Professional Days</u>	<u>Personal Business</u>	<u>Illness</u>	<u>Sickness in the Family</u>
2010-11					
2009-10					
2008-09					

RECOMMENDATIONS

Name Principal/Supervisor: _____ Date: _____ Recommended for Tenure: YES NO

Please attach a **summative** narrative indicating the specific reasons for your recommendation to the Superintendent of Schools. Your reasons should address the four Danielson Domains, as well as areas of growth, professional goals and recommendations.

Recommended for Tenure: YES NO

Superintendent's Signature

Date: _____



APPENDIX 16.1

INSTRUCTIONAL STAFF SUMMATIVE EVALUATION

TEACHER TENURE FORM

TEACHER'S NAME _____ SCHOOL _____ GRADE LEVEL _____

EVALUATOR'S NAME _____ SCHOOL YEAR _____ EVALUATION DATE _____

PRINCIPAL'S NAME _____

CLEARLY ADDRESS STRENGTHS AND HIGHLIGHT AREAS OF PROFESSIONAL GROWTH

DOMAIN 1: PLANNING AND PREPARATION

Includes comprehensive understanding of the content to be taught; knowledge of the students' backgrounds; designing instruction and assessment.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Addresses the teacher's skills in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment.

APPENDIX 16.1 (continued)

DOMAIN 3: INSTRUCTION

Addresses the teacher's skill in engaging students in learning the content and includes the wide range of instructional strategies that enable students to learn.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Addresses teacher's additional professional responsibilities including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment.

ADDITIONAL COMMENTS:

TEACHER'S SIGNATURE

DATE

EVALUATOR'S SIGNATURE

DATE

PRINCIPAL'S SIGNATURE

DATE



APPENDIX 16.2

INSTRUCTIONAL STAFF SUMMATIVE EVALUATION

PSYCHOLOGIST/SOCIAL WORKER TENURE FORM

FACULTY MEMBER'S NAME _____ SCHOOL _____ GRADE LEVEL _____

EVALUATOR'S NAME _____ SCHOOL YEAR _____ EVALUATION DATE _____

PRINCIPAL'S NAME _____

CLEARLY ADDRESS STRENGTHS AND HIGHLIGHT AREAS OF PROFESSIONAL GROWTH

DOMAIN 1: PLANNING AND ORGANIZATION

Addresses time management, resourcefulness, and ability to effectively handle difficult situations.

DOMAIN 2: ASSISTANCE TO STUDENTS

Involves the development and cultivation of positive student relationships; and planning and implementation of intervention strategies.

APPENDIX 16.2 (continued)

DOMAIN 3: ASSISTANCE TO PARENT/GUARDIAN

Involves accurate use, analysis and intervention strategies; skill assessment; and preparation of clear and comprehensive reports.

DOMAIN 4: ASSISTANCE TO SCHOOL STAFF

Addresses appropriate response to referrals, calls and correspondence; planning and implementation of strategies; and keeping supervisors informed.

ADDITIONAL COMMENTS:

FACULTY MEMBER'S SIGNATURE

DATE

EVALUATOR'S SIGNATURE

DATE

PRINCIPAL'S SIGNATURE

DATE



APPENDIX 16.3

INSTRUCTIONAL STAFF SUMMATIVE EVALUATION

GUIDANCE COUNSELOR TENURE FORM

FACULTY MEMBER'S NAME _____ SCHOOL _____ GRADE LEVEL _____

EVALUATOR'S NAME _____ SCHOOL YEAR _____ EVALUATION DATE _____

PRINCIPAL'S NAME _____

CLEARLY ADDRESS STRENGTHS AND HIGHLIGHT AREAS OF PROFESSIONAL GROWTH

DOMAIN 1: PLANNING AND PROFESSIONAL GROWTH

Addresses professional and responsible work habits; maintenance of accurate student records; knowledge of appropriate resources, policies, procedures, etc.; and willingness to grow as a professional and acquire new skills.

DOMAIN 2: ASSISTANCE TO STUDENTS

Involves the development and cultivation of positive student relationships; appropriate academic post-secondary and transition planning; dissemination of occupational and career information; and delivery of individual and group counseling.

APPENDIX 16.3 (continued)

DOMAIN 3: ASSISTANCE TO PARENT/GUARDIAN

Involves the development and facilitation of positive working relationships with parents/guardians; dissemination of guidance programs and services; and provision of information on school and community resources.

DOMAIN 4: ASSISTANCE TO SCHOOL STAFF

Addresses feedback regarding student concerns; and collaboration with instructional staff, administrators and support personnel.

ADDITIONAL COMMENTS:

FACULTY MEMBER'S SIGNATURE

DATE

EVALUATOR'S SIGNATURE

DATE

PRINCIPAL'S SIGNATURE

DATE



APPENDIX 16.4

INSTRUCTIONAL STAFF SUMMATIVE EVALUATION

INFORMATION SPECIALIST TENURE FORM

FACULTY MEMBER'S NAME _____ SCHOOL _____ GRADE LEVEL _____

EVALUATOR'S NAME _____ SCHOOL YEAR _____ EVALUATION DATE _____

PRINCIPAL'S NAME _____

CLEARLY ADDRESS STRENGTHS AND HIGHLIGHT AREAS OF PROFESSIONAL GROWTH

DOMAIN 1: PLANNING AND ORGANIZATION

Establishes goals for the *Information Center*; includes appropriate and flexible schedules; accurate and timely completion of reports; demonstration of knowledge and content of pedagogy.

DOMAIN 2: INFORMATION CENTER ENVIRONMENT

Includes maintenance of print and non-print materials; curriculum support; incorporation of technology instruction; provision of an organized welcoming setting; and management of student behavior.

APPENDIX 16.4 (continued)

DOMAIN 3: INSTRUCTION

Includes knowledge of the curriculum; scope and sequence; development and maintenance of collection to support classroom instruction; clear and accurate communication; and student engagement in learning.

DOMAIN 4: SCHOOL AND COMMUNITY

Addresses the facilitation of positive relationships between the school and parents; maintenance of good relationships with faculty, parents, and students; and effective collaboration with professional staff.

ADDITIONAL COMMENTS:

FACULTY MEMBER'S SIGNATURE

DATE

EVALUATOR'S SIGNATURE

DATE

PRINCIPAL'S SIGNATURE

DATE

APPENDIX 16.5

PARAPROFESSIONALS/TEACHING ASSISTANTS SUMMATIVE EVALUATION

PARAPROFESSIONALS/TEACHING ASSISTANTS TENURE FORM

NAME _____ SCHOOL _____ ASSIGNMENT/GRADE _____

EVALUATOR'S NAME _____ SCHOOL YEAR _____ EVALUATION DATE _____

PRINCIPAL'S NAME _____

INSTRUCTIONAL:

Includes general knowledge; delivery of clear instruction; and the accuracy and thoroughness with which work is completed.

PROFESSIONAL RESPONSIBILITIES:

Addresses attendance, punctuality, dependability, adherence to regulations, policies and school procedures, and responsiveness to safety.

APPENDIX 16.5 (continued)

SCHOOL/COMMUNITY RELATIONSHIPS

Addresses staff and student relationships; use of good judgment; willingness to meet job expectations; responsiveness to suggestions and constructive criticism.

ADDITIONAL COMMENTS: (INCLUDE ANY ASSIGNMENT CHANGES AND REASON FOR REASSIGNMENT)

PARAPROFESSIONAL/TEACHING ASSISTANT SIGNATURE

DATE

EVALUATOR'S SIGNATURE

DATE

PRINCIPAL'S SIGNATURE

DATE