

HORSEHEADS CENTRAL SCHOOL DISTRICT

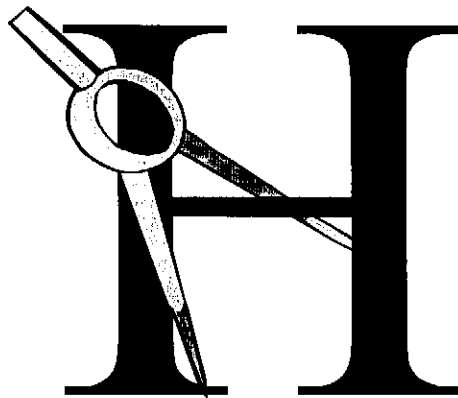
Professional Development & Performance Review Plan

A Professional Growth Program

FOR
TEACHERS

2011-12

(Amended per Section 100.2(o))



PROFESSIONAL PERFORMANCE REVIEW

MISSION STATEMENT

The assessment of people's professional effectiveness and development in the total school environment is a major goal of the Horseheads Central School District.

The purpose of this Professional Growth Program for Teachers is to provide a process that facilitates the improvement and enhancement of classroom instructional practices with positive impact on students, staff, and administrators.

This program assumes that the highest goal in assessment is to enable teachers to reflectively appraise their own work and set new directions for teaching and learning.

The purpose of formative assessment is to:

- Improve instruction
- Encourage work toward personal, professional, and District goals
- Recognize and encourage professional growth and development
- Reinforce excellent teaching

Formative assessment must be integrated with District plans for staff development for optimal professional growth.

The summative purpose of assessment focuses on providing a basis for making justifiable decisions about tenure status, and the retention or dismissal of staff members, while meeting the goals of formative assessment wherever possible.

THE SKILLS AND ATTRIBUTES OF EFFECTIVE TEACHERS

The basic purposes of this section are:

- To provide a link between the New York State Criteria for The Evaluation of Teachers and the indicators of the skills and attributes of effective teachers;
- To provide probationary teachers with a description of the skills and qualities necessary for tenure recommendation.
- To provide tenured teachers with a source of goals for continued professional growth.
- To facilitate within all teachers the ability to empower each child to develop life skills through application of knowledge, planning, creative problem-solving, critical thinking and decision-making in accordance with democratic values.

CRITERIA FOR EVALUATION OF TEACHERS

New York State Criteria to assess the professional performance of teachers:

1. Content knowledge of subject matter and curriculum.
2. Preparation employing necessary pedagogical practices to support instruction.
3. Instructional delivery that results in active student involvement and meaningful lesson plans that result in student learning.
4. Classroom management supportive of diverse student learning needs which creates a supportive learning environment conducive to student learning.
5. Knowledge of student development and appreciation of diversity and regular application of developmentally appropriate instructional strategies.
6. Student assessment techniques based on appropriate learning standards.
7. Collaborative relationships that are effective with students, parents or caregivers, and support personnel and...
8. Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment

PERFORMANCE INDICATORS FOR MEETING THE STATE CRITERIA

STATE CRITERIA	INDICATORS
1. Content knowledge of subject matter and curriculum.	<ul style="list-style-type: none"> ❖Demonstrates a knowledge, understanding, and application of subject matter. ❖Keeps apprised of developments in techniques, philosophy, and content through professional reading and in-service. ❖Places emphasis on skill development, acquisition of knowledge and problem-solving that is age appropriate. ❖Cooperatives in the development, coordination, and assessment of instructional programs based upon the District exit outcomes.
Preparation employing necessary pedagogical practices to support instruction.	<ul style="list-style-type: none"> ❖Uses adopted District curricula and provides activities suitable to the learning styles and abilities of individual students. ❖Develops short- and long-term objectives that reflect purpose, continuity, and correlation to curriculum. ❖Selects appropriate materials and resources to implement instructional plans. ❖Teaches to an objective ❖Creates opportunities for students to be successful

<p>3. Instructional delivery that results in active student involvement and meaningful lesson plans that result in student learning.</p>	<ul style="list-style-type: none"> ❖ Designs daily lessons appropriate to students' abilities and learning styles. ❖ Considers diverse methods of lesson presentation (discussion, group learning, demonstration, hands-on participation, computer networking, etc.) ❖ Integrates elements of creative and critical thinking skills into content area learning and application. ❖ Provides diverse opportunities for successful student participation and response. ❖ Uses a variety of instructional techniques appropriate to the lesson or activity. ❖ Monitors student understanding and adjusts instructional methods accordingly. ❖ Uses instructional time effectively. ❖ Relates content to student interests/experiences.
<p>4. Classroom management supportive of diverse student learning needs which creates a supportive learning environment conducive to student learning.</p>	<ul style="list-style-type: none"> ❖ Organizes and arranges classroom to facilitate learning. ❖ Facilitates transitions from one activity to another. ❖ Maintains orderly system for duties (attendance, announcements, distributing and collecting materials and assignments). ❖ Clearly defines and communicates behavior expectations to students. ❖ Monitors behavior and provides appropriate feedback to students ❖ Deals effectively with inappropriate behavior. ❖ Reinforces/praises learning efforts of students. ❖ Promotes self-discipline and intrinsic motivation in each student ❖ Focuses reinforcement and/or correction on behavior, not on personality

<p>Knowledge of student development and appreciation of diversity and regular application of developmentally appropriate instructional strategies.</p>	<ul style="list-style-type: none"> ❖Plans instruction of content/subject area to promote student mastery of pre-requisite skills and knowledge. ❖Demonstrates understanding of the developmental stages and needs of students. ❖Promotes student practices and activities that enhance physical, intellectual, emotional, and social development. ❖Teaches at levels appropriate to individual student abilities. ❖Challenges students while providing for individual differences. ❖Strives to develop an understanding of and a respect for cultural and individual differences ❖Accepts diverse opinions ❖Encourages students through recognition ❖Challenges each student at his/her present level of achievement
<p>6. Student assessment techniques based on appropriate learning standards.</p>	<ul style="list-style-type: none"> ❖Has knowledge of student assessment. ❖Assesses, evaluates, and takes appropriate action when dealing with the needs of individuals. ❖Assesses and documents student progress through a variety of formal and informal assessment tools. ❖Gives consistent and timely assessment of student performance.

<p>7. Collaborative relationships that are effective with students, parents or caregivers, and support personnel</p>	<ul style="list-style-type: none"> ❖Consults with school and community resources such as parents, social worker, guidance counselor, librarian, psychologist, when appropriate. ❖Conveys warmth, friendliness, and enthusiasm. ❖Treats sensitive situations with discretion. ❖Treats all students with respect and politeness ❖Uses personal conferences to help students solve their problems ❖Communicates and interacts effectively with parents regarding student attendance, student performance, and behavior ❖Is ethical in the use of confidential information. ❖Provides appropriate role model behavior. ❖Establishes cooperative school atmosphere through relationships with colleagues. ❖Assists in helping new faculty members and/or student teachers adjust to school operations and procedures. ❖Gives encouragement and lends assistance to groups or individuals promoting school-related projects.
<p>8. Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment</p>	<ul style="list-style-type: none"> ❖Maintains appropriate record and inventory systems. ❖Pursues opportunities for professional growth. ❖Is aware of relevant and current issues in education. ❖Assumes responsibility and/or actively participates in professional organizations. ❖Displays evidence in growth through study, reading, writing, travel, and other professional endeavors. ❖Re-assesses periodically the curriculum content. ❖Plans and monitors adjustments within the curriculum. ❖Presents ideas for revision and additions to programs of study. ❖Shares in District and building committee work where appropriate. ❖Participates in District goal setting for student progress.

PUPIL PERSONNEL STAFF

The pupil personnel staff that includes School Counselors, Psychologists and Attendance Teacher would use the following framework as criterion for quality performance.

Horseheads Central School District Annual Professional Performance Review Framework of Quality Pupil Personnel Performance

Quality performance for pupil personnel staff includes all of these criteria at certain times but not necessarily in each intervention. As a framework for evaluation, the following items are listed:

- I Knowledge of content/specialty area
- II Preparation
 - A. Planning
 - B. Knowledge
- III Facilitation Skills
 - A. Motivation/response
 - B. Rapport
 - C. Participation
 - D. Communication
 - E. Interaction
 - F. Differing abilities
 - G. Questioning techniques
 - H. Objectives met
- IV Case Management
 - A. Organization of routine
 - B. Establishment of an environment for success
 - C. Management of student behavior, as appropriate
 - D. Objectives met
- V Child Advocacy
- VI Collaboration
 - A. Working relationships with students, parents/guardians, co-workers, administration, community, etc.
- VII Reflective and Responsive Practice
 - A. Practices are reviewed, effectively assessed, and appropriately adjusted.

PERFORMANCE INDICATORS FOR PUPIL PERSONNEL STAFF

STATE CRITERIA	INDICATORS
1. Knowledge of Content/Specialty Area.	<ul style="list-style-type: none"> ❖ Demonstrates a knowledge, understanding, and application of specialty area. ❖ Keeps apprised of developments in techniques, philosophy, and content through professional reading and in-service/workshops/conferences. ❖ Places emphasis on skill development, acquisition of knowledge and problem-solving that is age appropriate. ❖ Cooperates in the development, coordination, and assessment of programs based upon the District exit outcomes. ❖ Collaborates with local, regional and state organizations in order to enhance relevance and delivery of services on the district level. ❖ Strives to develop an understanding of and a respect for cultural and individual differences
2. Preparation.	<ul style="list-style-type: none"> ❖ Uses adopted District policies and regulations and provides activities relevant to students with differing abilities and goals. ❖ Develops short- and long-term objectives that reflect purpose, continuity, and correlation to program. ❖ Selects appropriate materials and resources to implement plans.

<p>Facilitation Skills.</p> <p>Motivation/response Rapport Participation Communication Interaction Differing abilities Questioning techniques Objectives met</p>	<ul style="list-style-type: none"> ❖Provides diverse opportunities for successful student participation and response. ❖Relates to student interests/experiences. ❖Uses a variety of interpersonal techniques appropriate to the activity. ❖Monitors student understanding and adjusts methods accordingly. ❖Considers diverse methods of presentation of information (discussion, group learning, demonstration, hands-on participation, computer utilization, etc.) ❖Designs activities appropriate to students' abilities and learning styles. ❖Uses time effectively.
<p>4. Case management.</p> <p>A. Organization of routine B. Establishment of an environment for success C. Management of student behavior, as appropriate D. Objectives met</p>	<ul style="list-style-type: none"> ❖Organizes a climate to facilitate learning and success. ❖Facilitates transitions from one activity to another. ❖Maintains orderly system for duties. ❖Clearly defines and communicates behavior expectations to students. ❖Monitors student behavior and provides appropriate feedback to students ❖Facilitates appropriate student behavior choices. ❖Reinforces learning efforts of students. ❖Encourages goal-setting, personal responsibility and self-assessment in each student.

<p>5. Child Advocacy</p>	<ul style="list-style-type: none"> ❖Plans student activities to promote mastery of pre-requisite skills and knowledge. ❖Demonstrates understanding of the developmental stages and needs of students. ❖Promotes student practices and activities that enhance physical, intellectual, emotional, and social development. ❖Interacts at levels appropriate to individual student abilities and cultural heritage differences. ❖Challenges students while providing for individual differences. ❖ Respects and values differing quality world pictures ❖Challenges each student at his/her present level of achievement ❖Advises appropriate curricular choices based on student assessment tools. ❖Monitors student progress using a variety of formal and informal assessment tools.
<p>Collaboration: Working relationships with students, teachers, parents or caregivers, administration, community and support personnel.</p>	<ul style="list-style-type: none"> ❖Consults with school and community resources when appropriate. ❖Attempts to convey warmth, friendliness, and enthusiasm. ❖Treats sensitive situations with discretion. ❖Communicates with respect and politeness ❖Uses personal conferences to help individuals within the school community to problem solve ❖Communicates and interacts effectively with parents regarding student attendance, student performance, and school-related behavior ❖Is ethical in the use of confidential information. ❖Promotes a cooperative school atmosphere through relationships with colleagues. ❖Assists faculty members and staff members in understanding school operations and procedures. ❖Works with groups and/or individuals in promoting school-related projects

<p>7. Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of student support.</p>	<ul style="list-style-type: none"> ❖Maintains appropriate record and inventory systems. ❖Pursues opportunities for professional growth. ❖Is aware of relevant and current issues in education. ❖Assumes responsibility and/or actively participates in professional organizations. ❖Displays evidence in growth through study, reading, writing, travel, and other professional endeavors. ❖Re-assesses periodically the departmental curriculum content. ❖Plans and monitors adjustments within the curriculum ❖Shares in District and building committee work where appropriate. ❖Participates in District goal setting for student progress. ❖Possesses an understanding of school-wide curriculum
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TEACHER EVALUATION AND PROFESSIONAL DEVELOPMENT

Performance-Based Teacher Evaluation consists of a *teacher evaluation phase* and a *professional development phase*.

Non-tenured teachers are formally evaluated on an annual basis. Tenured teachers are evaluated on a four-year cycle; however, the administrator may initiate a TIP when deemed necessary. (see page 9 for definition)

The professional development phase provides feedback or information that encourages teachers' professional growth. Restructuring initiatives and higher standards for student success will continue to press teachers to try new approaches in the classroom. If teachers and schools are to improve the quality of instructional programs, then an evaluation system designed to encourage teacher growth is essential.

The following definitions are provided:

Professional Development – a system of continuous professional growth.

Teacher Evaluation – a system of feedback for teachers that is designed to measure their teaching competence.

The evaluation and the professional development of a non-tenured teacher is different from the evaluation and professional development of a tenured teacher because the developmental levels are different. Accountability and judging readiness for tenure are important purposes of evaluation for non-tenured teachers.

The evaluation of tenured teachers who are experiencing difficulties will be different from that of tenured teachers who have proven themselves to be competent. Therefore, it is impossible to develop one method of evaluation that addresses all purposes.

Professional development will differ among teachers. Tenured teachers meeting district expectations will be given more choice and individual responsibility in developing their PDPs within the parameters of the building and district goals.

All Teachers, based upon an annual evaluation, will receive one of the following ratings:

Highly effective: Higher than expected level of performance and the rate of student growth is acceptable

Effective: Performance at a level typically expected and the rate of student growth is acceptable

Developing: Performance is at a level less than typically expected and the teacher is in need of improvement. The rate of student growth is less than acceptable.

Ineffective: The level of performance is not acceptable and the rate of student growth is either minimum or unacceptable.

For the purpose of the ratings above, student growth shall include:

- Positive change in the achievement level of a teacher's students between at least two points in time as determined by the District;
- A student's score on state assessments for tested grades and subjects;
- Other measures of learning (i.e. pre-test and end-of-course test scores);
- Other measures of achievement that the district deems rigorous and comparable across classrooms.

In the 2011-12 school year, teachers may provide evidence of student growth in a variety of ways. The items below are some examples:

ELA :

Grade 3 – 6 Mid-year (Mastery Manager)

Grade 2 End of Year (Mastery Manager)

Grade 1 Running Records (3x/year) – Mastery Manager

Grade 1 Writing Assessment

Kindergarten Jan/June report card; quarterly informal teacher assessments

Grade 5,6 Benchmarks (Castle Learning software)

Grade 7,8 Common Assessments (Narrative, Speaking, Reading, Writing, ELA Practice, Fiction Unit, Finals – reading, writing, speaking, listening)

Math

Grade 1 – second, third and fourth quarter assessments (Mastery manager)

Individual student assessments (teacher held assessments)

Grade 2-4 quarterly assessments (Mastery Manager)

Kindergarten – three benchmark (Nov, April, June)

Grade 5,6 Common Unit assessments (10,11)

Grade 7,8 – Common Unit exams and quizzes; common final

Grades 7-12

Teacher assessments

Unit exams

End of course grades

Projects

Essays/writing samples

Please note that this list is not all-inclusive. Teachers are encouraged to use multiple sources to demonstrate student growth.

PROFESSIONAL DEVELOPMENT/TEACHER EVALUATION CYCLES

Professional Plans

All teachers will have an annual Professional Development Plan approved by the administrator. There are two types of professional plans: the **Professional Development Plan (PDP)** and the **Teacher Improvement Plan (TIP)**.

TEACHER IMPROVEMENT PLAN

When there is documented evidence of two or more deficiencies in the NYS criteria for evaluation of teachers within a given school year, the Teacher Improvement Plan will be developed jointly and approved by the teacher and the Administrator of Record. The Administrator will notify a teacher of a TIP conference within ten school days of the most recent documented evidence so that the teacher may elect to have appropriate representation at the TIP meeting(s).

Documented evidence refers to that which is observed by the Administrator of Record during the course of the teacher's current assignment.

No TIP shall last longer than 90 school days without being reassessed but may be reviewed at any time during the 90 days. Upon completion of the TIP, the administrator will allow the teacher to return to their selected PDP.

Details of the TIP are confidential.

A. Non-Tenured Teacher Professional Development/Evaluation Cycle

PROFESSIONAL DEVELOPMENT PLAN (PDP)

First- and Second-Year Teachers

All first- and second-year teachers are required to have a Professional Development Portfolio as required by the NYS APPR Plan. The portfolio will document "teacher performance" on all eight state criteria. Some documentation will be provided by the administrator as a result of formal observations. A mentor may assist the teacher in selecting entries for the portfolio.

A mentor will be provided for first-year teachers when possible. A mentor may also be provided for teachers in their second year. The mentor will assist the teacher in developing her/his evaluation portfolio and may observe and be observed by the first/second year teacher. Time for planning and interacting will be provided for both the mentor and first/second year teacher when possible. Adequate training for mentors will be provided as well in order for this phase to be effective.

The mentor should provide reflective feedback prior to the first/second year teacher being observed by the administrator. Legally, the mentor cannot take part in any formal evaluative activities of the non-tenured teacher.

Third Year Teachers

Teachers in year three will develop a Professional Development Plan with administrator approval. Although a criterion portfolio is still required, the administrator may allow some

teachers to develop an enrichment plan while others continue with the developmental aspect of the portfolio. Flexibility and collaboration are encouraged.

Non-Tenured Teacher Evaluation Phase / Data Collection

The evaluation phase involves data collection that documents teaching competence. The teacher is responsible to develop a portfolio that documents performance on each of the criteria. Additional data may be observed by the administrator.

The administrator will review all data and determine significance in documenting specific criteria. All data included in the teacher's working file will be discussed with the teacher and initialed by both parties prior to being placed in the file.

Observations

During each of the first two years of the evaluation cycle, non-tenured teachers will have a minimum of two scheduled observations. During the remaining non-tenured year, a minimum of three scheduled observations will be conducted. Previous to the scheduled observation, a pre-observation conference will be scheduled. Each observation will be followed by a collaborative conference between the teacher and the administrator. Review of the teacher's professional portfolio will also be included in the post-observation conference. In addition to the normal classroom observations, frequent "drop-in" observations by the administrator are recommended.

If the non-tenured teacher is not meeting expectations on the performance criteria, a Teacher Improvement Plan (TIP) will be implemented as appropriate. The TIP will be in response to an observed deficiency that indicates concern regarding a specific criterion. The TIP will be discussed and presented to the teacher within a reasonable period of time as established by district policy. The mentor may also assist the non-tenured teacher in the remediation of deficiencies as listed in TIP but the mentor's involvement shall not become part of the formal evaluation process.

B. Tenured Teacher Professional Development/Evaluation Cycle

Professional Development Phase

The professional development phase involves teachers working with one another in confidential and collegial professional relationships. Professional interaction allows teachers the opportunity to reflect on practices that relate to student success. During the professional development phase, teachers are able to engage in supportive dialogue and growth outside of the evaluation phase.

Annual Plan

Tenured teachers develop an annual Professional Development Plan (PDP) based on self-evaluation and discussion with colleagues and/or administrators. Tenured teachers then determine an area of practice that is focused around one or more criteria and specific school improvement goals.

Multi-year Plan

Teachers may also find that they can profit from a multi-year professional growth plan. This may involve collaboration with colleagues or may be more individualized depending on the option chosen. Offerings from the district's Professional Development Committee as well as training opportunities from other sources may be incorporated into the Professional Development Plans of teachers. The plan is submitted to the administrator early in the school year prior to the date set by the district. Some teachers may choose to submit applications prior to the end of a school for the next year. This would allow summer professional development offerings, graduate work, summer seminars, or travel to be used in developing a plan. Year-end conferences regarding the tenured teachers' Professional Development Plan will occur on a date determined appropriate by the district.

Tenured teachers meeting expectations participate in the professional development phase. Documentation of participation in the Options Model may be accomplished through the use of various tools and/or procedures such as portfolios, videos, reflective journals, or professional dialogue with peers and/or administrator. The Supervisor of Staff Development is expected to serve as a resource and assist the progress of the staff participating in this phase.

Documentation, such as portfolios, videos, or reflective journals, is the sole property of the teacher and cannot be used in any proceedings against the teacher.

PROFESSIONAL DEVELOPMENT PLAN OPTIONS

Option A

Self-Directed Option (SDO)

The purpose of the self-directed option is to help the teacher become more insightful and self-directing in his/her professional growth, and to facilitate a productive dialogue between the teacher and the administrator.

The individual works independently on a program of professional growth. In the self-directed option, the individual follows a plan relating to one or more of the specific skills of competent teachers and/or attributes of outstanding teachers. Following self-assessment of professional needs, each teacher works cooperatively with his/her supervising administrator to establish goals, expectations, and conditions relating to fulfillment of the self-directed option.

As part of this option, a teacher may choose to create a reflection portfolio that documents the process of reviewing his/her own teacher practices with data received from video, observers, reflections, survey results, and a final reflective piece on her/his professional growth during the process.

STEPS

1. A written plan for self-directed development (SDO-1) which includes:
 - a. Goal(s)
 - b. Proposed Activities
 - c. Resources
 - d. Means of Assessing Progress
2. Administrative approval of plan
3. Implementation of proposed activities
4. Periodic assessment of progress – to be reviewed with the supervisory administrator (SDO-2)
5. Cooperative year-end assessment (SDO-3)

DATES

1. Goal-setting forms submitted by end of September
2. Decision of approval by October 15.
3. Year-end assessment submitted by June 1st

Forms for SDO are in the Appendix.

Option B

Peer Partnering

The purpose of the peer partnering option is to promote shared responsibility for professional growth by establishing a collegial atmosphere to improve instruction and student learning. This option allows a teacher to form a partnership with another teacher or administrator. The basic format of this option involves the peer providing specific and objective feedback to the partner following a pre-conference, observation, and post-conference. As the partnership between the peers develops, each may suggest ways of improving a lesson or may make suggestions for professional growth. **Before being eligible to choose this option, both peers must have completed the “PEER PARTNERING” in-service course.**

Note: Non-tenured teachers may voluntarily participate in peer visitations in addition to required administrative assessments.

Steps

1. Completion of the form initiating the Peer Partnering Option (PPO-1)
2. Administrative approval of the Peer Partnering Option
3. Implementation of the partnering activities with form PPO-2 being completed and shared by the peers only
4. Completion of form PPO-3 and submission to supervisory administrator

Dates

1. Peer Partnering Option form (PPO-1) submitted by end of September.
2. Administrative approval by October 15.
3. Peer visitations and recording on form PPO-2 according to the following schedule:

At least 1 peer visitation must be done by November 15th

At least 2 peer visitations must be done by January 15th

At least 3 peer visitations must be done by March 1st

At least 4 peer visitations must be done by April 15th

4. Form PPO-3 submitted to the supervisory administrator by June 1st

Forms for PPO are in the Appendix.

Option C

Building-Wide/District-Wide Action Research

This option allows two or more colleagues to work together toward a common goal on a project outlined in a school/building School Improvement Plan or a Comprehensive School Improvement Plan. Topics will relate to one or more specific NYS Criteria for the Evaluation and/or to a School Improvement Plan goal. The Action Research could tie in with existing district or school programs or could open new areas of research. The topic for research could be an issue, strategy or theme such as lowering dropout rate, cooperative learning, or building teams. Examples of such projects might be the developing of tasks to evaluate programs or curriculum articulation. Teams may be developed to represent a specific grade level, subject, common technology implementation, or cross discipline/cross district teams. The project must be approved by the administrator. A Research Proposal will be developed that includes the process and audience with whom the information will be shared.

See pages 33-38 in the Appendix for forms for the Action Research Proposal.

Option D

Coaching

This option allows the tenured teacher to share what he/she is doing with a second/third year teacher or a teacher who has changed grade levels and/or curricular areas and wishes to have expert coaching. The teacher uses and submits the log CO-3 p.41 to document the times, dates, and activities and/or work done with the second/third year teacher. The Coach assists the teacher by making suggestions and offering advice. Before being eligible to choose this option, the tenured teacher must have completed the “PEER PARTNERING” in-service course.

Steps

1. Completion of the form initiating the Coaching Option (CO-1)
2. Administrative approval of the Coaching Option
3. Implementation of the coaching activities with forms CO-2 being completed and shared by coach and teacher only.
4. Completion of form CO-3 and submission to supervisory administrator.

Dates

1. Coaching Option form (CO-1) submitted by end of September.
2. Administrative approval by October 15.
3. Peer visitations and recording on form CO-2 according to the following schedule:

At least 1 consultation must be done by November 15th

At least 2 consultations must be done by January 15th

At least 3 consultations must be done by March 1st

At least 4 consultations must be done by April 15th

4. Form CO-3 submitted to the supervisory administrator by June 1st.

Option E

Administrative Review

Teachers may request to have an administrator review their progress on any of the eight criteria. This may be done by classroom observation and conference or by just conferencing. The teacher must first submit a written request for the Administrative Review in October outlining current work on the criteria and supporting reasons for requesting an Administrative Review. If an observation is requested, the teacher will complete pages 43-44. At the conference, the teacher and administrator will review the evidence observed (pp. 48-50) and discuss plans for meeting other elements of the eight criteria. By June 1 the teacher will submit pages 21 and/or 47 as evidence of professional development experiences.

Tenured Teacher Evaluation Phase

Tenured teachers will be formally evaluated on a four-year cycle. The administrator is responsible for being aware of all aspects of teacher performance throughout the four-year cycle. See pages 54-56 in the Appendix for Evaluation Process forms.

Evaluator of Record

Evaluations will be conducted by the evaluator of record. The evaluator of record shall be defined as the principal or assistant principal of the said bargaining unit member's building. By September 15th of each contractual school year, each teacher shall be notified who his/her evaluator of record will be.

The evaluator of record is the person responsible for evaluation, recommendation and bringing charges against the identified bargaining unit member. In circumstances when the Evaluator of Record is on Board-approved or medical leave for a minimum of two weeks and unable to complete assigned evaluations, certified administrators who are not members of the bargaining unit may be assigned those duties. The specified evaluator must be part of one formal evaluative protocol.

Teachers not demonstrating all eight state criteria for evaluation will develop a PDP for the following year with a focus on those criteria not yet addressed.

Yearly Professional Development Log

Please indicate below all the professional development opportunities in which you have participated during the _____ - _____ school year.

[illegible]

After February 2, 2004 teachers holding transitional certificates shall complete 175 hours of professional development over five years.

All other teachers shall participate in substantial professional development opportunities to include, but not limited to, conferences, in-service workshops and college courses. However, professional development opportunities outside the school workday or work year can not be required.

Teacher Signature _____ Date _____

APPENDIX

HORSEHEADS CENTRAL SCHOOL DISTRICT
SELF-DIRECTED OPTION
GOAL SETTING

SCHOOL YEAR: _____

NAME: _____	
BUILDING: _____	
DEPARTMENT: _____	GRADE LEVEL: _____

DEFINITION

The individual works independently on a program of professional growth. In the Self-Directed Option, the individual follows a plan relating to one or more of the specific skills of competent teachers and/or attributes of outstanding teachers. Following self-assessment of professional needs, each teacher works cooperatively with the supervising administrator to establish goals, expectations, and conditions relating to fulfillment of the self-directed option.

PURPOSE

To help the teacher become more insightful and self-directing in his/her professional growth and to facilitate a productive dialogue between the teacher and administrator.

GOAL(S)

PROPOSED ACTIVITIES

Proposed activities which will facilitate achievement of my goal(s) (i.e. videotapes of actual teaching, feedback from students, professional books, use of computerized information sources, graduate courses, workshops, support from supervisors/administrators, inter-school visitations, short-term classroom projects, keeping a journal, visitations to other classrooms, etc). It is understood that a variety of activities will be used in achievement of the goal(s).

RESOURCES

Description of the resources (i.e. people, time, equipment, materials, etc). I expect to use in achieving my goal(s).

ASSESSING PROGRESS

Description of the plan and timeframe for periodically monitoring progress toward achievement of the goal(s) (i.e. student progress, conferences with other staff members and/or supervisory administrator, student feedback).

The self-directed option plan has been mutually agreed upon by:

Teacher: _____

Date: _____

Supervisory

Administrator: _____

Date: _____

HORSEHEADS CENTRAL SCHOOL DISTRICT
SELF-DIRECTED OPTION
PERIODIC ASSESSMENT OF PROGRESS

SCHOOL YEAR _____

NAME: _____	
BUILDING: _____	
DEPARTMENT: _____	GRADE LEVEL: _____

GOAL ADDRESSED

ASSESSMENT

DATE:
ACTIVITY:

DATE:
ACTIVITY:

DATE:
ACTIVITY:

DATE:
ACTIVITY:

DATE:
ACTIVITY:

TO BE ATTACHED TO YEAR-END ASSESSMENT FORM

HORSEHEADS CENTRAL SCHOOL DISTRICT
SELF-DIRECTED OPTION
YEAR-END ASSESSMENT

SCHOOL YEAR _____

NAME: _____	
BUILDING: _____	
DEPARTMENT: _____	GRADE LEVEL: _____

ASSESSMENT

Assessment of year's progress toward goal(s): Address goal(s), activities, resources used, and total progress toward achievement of goal(s). Future goals may be included if desired. Use separate paper if necessary.

The self-directed option has been reviewed by:

TEACHER: _____ DATE: _____

SUPERVISORY
ADMINISTRATOR: _____ DATE: _____

COPIES: TEACHER, SUPERVISORY ADMINISTRATOR(S), PERSONNEL FILE

PEER PARTNERING OPTION

Typical Pre-Conference Format

What topic unit will be taught?

...new, practice, diagnostic

What are the objectives for the lesson?

What procedure will the teacher use?

What activities will the students be doing?

What monitoring will be done?

PEER PARTNERING OPTION

Types of Conferences

Five types of conferences may be used after a classroom visitation by a peer partner. A type “A” or “reinforcement” conference would be used initially. Peer partners should continue to use the type “A” conference until they feel comfortable with the process and with each other. At that time, other types of conferences may be used.

Conference types and typical activities for those conferences are listed below:

A (Reinforcement)

1. *Welcome*
2. Partner provides a string list of good things observed during the classroom visitation.
3. Feedback (how the inviting teacher thinks the lesson went).
4. Input (2 things the inviting teacher did well and examples of these).
5. Closure statement (thank you for letting me come in).
6. Invite me again if you want me to come back.

B (Repertoire)

1. Inviting teacher wants alternate ways to do something.
2. Inviting teacher wants to expand his/her horizons – reflective thinking.

C

1. Inviting teacher, in advance, asks peer partner to work on something.
2. Inviting teacher wants an analysis of how it is being done.

D (Stretch)

1. Peer partner chooses what inviting teacher should work on.
2. What is next for the inviting teacher.
3. Growth statement.

X

1. Reward inviting teacher (i.e. dinner, honorable mention in District newsletter)

HORSEHEADS CENTRAL SCHOOL DISTRICT

PEER PARTNERING OPTION

TENURED PEER PARTNERING FORM

SCHOOL YEAR: _____

NAME: _____ BUILDING: _____ DEPARTMENT: _____	GRADE LEVEL: _____
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The following two or more persons have agreed to be peer partners for the above school year.

Peer Signatures:

Signature: _____	Date: _____
Signature: _____	Date: _____
Signature: _____	Date: _____

Supervisory Administrator's Signature

Signature: _____	Date: _____
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COPIES: TEACHER, SUPERVISORY ADMINISTRATOR(S)

HORSEHEADS CENTRAL SCHOOL DISTRICT

PEER PARTNERING OPTION

PEER VISITATION WORKSHEET

SCHOOL YEAR: _____

<p>PEER NAME: _____</p> <p>PARTNER NAME: _____</p> <p>DATE OF VISIT: _____</p>

Objective of the lesson is expressed by the inviting teacher:

Specifics observed by the peer partner:

Summary of the lesson by the inviting teacher:

Summary of conference between inviting teacher and peer partner:

Original: Inviting Teacher

Copy: Peer Partner

HORSEHEADS CENTRAL SCHOOL DISTRICT
PEER PARTNERING OPTION
PEER VISITATION RECORD

SCHOOL YEAR: _____

DATE	PEER PARTNER	INVITING TEACHER

On a separate sheet of paper, please describe your response to the following as completely as you can.

What growth took place *for you* this year? (Each partner submit a separate self-evaluative statement.)

Supervisory Administrator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

Copies: Teacher, supervisory administrator(s), personnel file

Five Steps for Action Research Projects:

PREPARE TO BEGIN

Before teachers write their research questions, they must become familiar with the action research process. Several resources can be recommended. If others in the district have done action research, ask them to describe what they did and learned. Understand that this is a flexible, fluid process that you will impact and that will impact you.

WRITE THE QUESTION

The district – or your school – may identify broad priority areas for action research, but feel free to explore topics that most interest you as a starting point. For example, you might decide to support action research on experiential education, brain-compatible teaching and learning, special education, and issues of diversity and learning.

Teachers begin the process by identifying areas of greatest concern for them. Use the Starting Points Worksheet as a guide.

As participants write their initial questions, other members should provide feedback to help refine the questions.

In addition, teachers should ask others outside the group questions such as these:

- ❖ What do you think about this question?
- ❖ Is this a worthwhile question to pursue?
- ❖ What suggestions can you offer to improve it?

As teachers reflect on the responses, they should refine their questions accordingly.

COLLECT DATA

Data to answer the question can come from many sources. The sources will vary according to the question. In some situations, for example, the teacher will need “hard” data such as test results, parent-teacher conference participation, attendance, demographics, and financial records. Other teachers will need “soft” data from interviews with students, parents, and teachers; classroom observations; examining student work and lesson plans.

Three general tips about data collection:

- ❖ Collect data from at least three sources. That will bolster the credibility of your final conclusion.
- ❖ Keep a data log, recording when all information was collected, time and place, and the data itself.
- ❖ Raw data is not very useful to anyone except the original researcher. In order to share your work, data must be organized and made presentable and understandable for persons unfamiliar with the project.

ANALYZE DATA

Be systematic and objective as you examine your data. Here's a rough outline to follow:

- Jot down the themes, patterns, and big ideas in the data you've collected.
- Reduce your large list to a smaller one with three to five themes.
- Label information according to relevant themes. Create subgroups where appropriate.
- Make notes as you go along.
- Review your information. Identify points that occur more frequently and are the most powerful.
- Write up your major points. Match collected data with each major point.

PLAN YOUR NEXT STEP

What sets action research apart from traditional research is the expectation that researchers will do something with what they have learned. Here are some questions to help determine the next step:

- How do your conclusions differ from what you thought you would learn?
- What actions might you take based on your conclusions?
- What new questions emerge for you from the data?

GUIDELINES FOR DEVELOPING A QUESTION

A good action research question:

1. Hasn't already been answered.
2. Gets at explanations, reasons, and relationships. "How does...?" "What happens when...?"
3. Is not a yes-no question.
4. Uses everyday language. Avoids jargon.
5. Is concise. Doesn't include everything you're thinking.
6. Is manageable and can be completed.
7. Is do-able (in the context of your work).
8. Is a question about which you feel commitment and passion.
9. Is close to your own practice.
10. Has tension. Provides you with an opportunity to stretch.
11. Provides a deeper understanding of the topic and is meaningful to you.
12. Leads to other questions.

Starting Points

Preparing to Write the Research Question

1. Review the Guidelines for Developing A Question
2. Use the following starter questions to stimulate your thinking about a research question:

I would like to improve...

I am perplexed by...

Some people are unhappy about...

I'm really curious about...

I want to learn more about...

An idea I would like to try in my class is...

Something I think would really make a difference is...

Something I would like to do to change is...

Right now, some areas I'm particularly interested in are...

EXAMPLES OF ACTION RESEARCH QUESTIONS

How can I help students feel comfortable working with diverse groupings of classmates and overcome, at least part of the time, their desire to always be with their friends?

How can I more effectively facilitate independent writing in my kindergarten classroom?

How can I, a school nurse, better help classroom teachers address the complex issues of educating students with ADHD?

How can 5th grade students be encouraged to write thoughtful inquiry questions for a science fair?

How can the science department and the special education department heterogeneously group a wide variety of students in the same classroom and make it a successful experience for students and staff?

How does the Writing Workshop approach affect my students' writing and their feelings toward writing?

What kinds of assessments best help me understand and teach a particular learner with autism?

How does chronic staff absenteeism impact the education of students with cognitive disabilities at my school and how does it impact teachers and other staff?

What changes in our teaching styles, curriculum design, materials, and professional support are needed to implement a new math program in an inclusive classroom?

What classroom strategies are effective in developing student self-evaluation of their learning?

Data Collection

Five W's and H

Why are you collecting the data?

What are you hoping to learn from the data?

What are you hoping to learn from using this particular data collection strategy?

Is there a match between what you hope to learn and the method you chose?

What exactly are you collecting?

What different sources of data will allow you to learn best about this topic?

What previously existing data can you use?

How much data do you need to collect in order to learn about this topic?

Where are you going to collect it?

Are there limitations to collecting this data?

What support systems need to be in place to allow the data collection to occur?

Are there ways to build data collection into normal classroom activities?

When are you going to collect it?

Does the plan include opportunities to collect data at different times?

What strategies can you use to easily observe and record data during class?

Can you afford the time to gather and record data using the strategies you've selected?

Who is going to collect the data?

Are there data which can be generated by students?

Do you have a colleague who can observe you as you teach or a student teacher who can assist with data collection?

What can you do yourself without being overwhelmed?

How will the data be collected and displayed?

How will you collect and display the quantitative data? The qualitative data?

What plan do you have for analyzing the data?

To whom will you present what you have learned?

Data Summary*

What I have learned:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

* To be share with the identified, appropriate audience and submitted to the appropriate administrator.

HORSEHEADS CENTRAL SCHOOL DISTRICT

COACHING OPTION

SCHOOL YEAR: _____

NAME: _____

BUILDING: _____

DEPARTMENT: _____ **GRADE LEVEL:** _____

The following two persons have agreed to participate in this option.

Coach Signature

_____ Date: _____

Second/Third Year Teacher Signature

_____ Date: _____

Supervisory Administrator's Signature

_____ Date: _____

COPIES: TEACHERS, SUPERVISORY ADMINISTRATOR (S)

**HORSEHEADS CENTRAL SCHOOL DISTRICT
COACHING OPTION
COACH/TEACHER CONSULTATION RECORD**

SCHOOL YEAR: _____

DATE	COACH	TEACHER

On a separate sheet of paper, please describe your response to the following as completely as you can.

What growth took place *for you* this year?

Coach's signature:

_____ Date: _____

Supervisory Administrator's Signature:

_____ Date: _____

ADMINISTRATIVE EVALUATION

The performance of each teacher shall be evaluated in writing by the teacher's Evaluator of Record. In the case of a negative evaluation, the teacher shall be entitled to have a second evaluator observe a lesson and suggest prescriptive choices. Evaluation reports of tenured teachers shall be forwarded to the Superintendent of Schools or his designee on or before May 15th of the school year in which the evaluation is done. Probationary teachers, in years other than their last year of probationary service shall be evaluated two times; during the last year of such service they shall be evaluated three times. Evaluation reports on probationary teachers during years other than the last year of probationary service shall be forwarded to the Superintendent of Schools or his designee by the evaluator on or before February 1st and May 15th. During the final year of probationary service, reports shall be forwarded to the Superintendent of Schools by the evaluator on or before December 1st, February 1st, and May 15th.

Each evaluation shall be based on at least one formal classroom observation and may include references to other aspects or incidents occurring in the performance of the teacher's duties. Pre-Observation conferences may be waived by the mutual consent of the evaluator and teacher. A pre-observation form must be completed by the teacher.

Following a formal classroom observation, the evaluator shall schedule a conference with the teacher to be held within seven (7) school days following the formal classroom observation. The conference will be a discussion of what the evaluator observed as it relates to the teacher's plan. If the evaluator and the teacher agree to multiple formal classroom observations, those observation and pre-conference forms must be completed and the final classroom observation completed within ten (10) school days, and the post-observation conferences held within five (5) school days. The teacher shall be provided with a copy of the final evaluation document within five (5) school days following the post-observation conference. Upon receipt of the final evaluation report, if the evaluation is to be revised, the evaluation report shall be initialed by the teacher and the evaluator. The teacher shall have an opportunity within ten (10) school days of the post-observation conference or receipt of the final evaluation to prepare a written response to be attached to the evaluation report. The initialing of the evaluation report is not acceptance of its contents. The evaluation report can be reviewed in any arbitration proceeding in which the evaluation is used for any disciplinary purpose. The evaluation report shall not be forwarded to the Superintendent of Schools or his designee until after the scheduled date for the post-observation conference. A copy of the evaluation report shall be placed in the teacher's official personnel file.

The evaluator shall provide the teacher, in those area(s) s/he determined needs growth, prescriptive choices available to help the teacher improve in those identified areas. The responsibility for meeting standards of performance remains with the teacher.

The evaluator shall provide a reasonable timeframe within which the teacher shall avail his/herself of the prescriptive choices, before the next formal classroom observation.

The evaluator who conducted the evaluation must be the evaluator of record for that evaluation cycle, pre-conference or form, formal classroom observation and post-observation conference.

Horseheads Teachers Association
and
Horseheads Central School District
Pre-Observation Form

Teacher _____ School _____

Administrator _____

Suggested Date and Time of Conference ____/____/____

Proposed class to be observed: Subject _____
 Room _____
 Date _____
 Time _____

To be completed by the teacher:

1. Briefly describe the lesson. Include instructional strategies you will be using.

2. What NYS Standard(s) will be addressed by this lesson?

3. What do you expect the students to be able to know or do at the end of this lesson? How does this relate to what the students should be able to know or do at the end of the unit?

4. What instructional materials or other resources will you use?

5. How do you plan to assess student achievement during the lesson?

6. Is there anything about the learning environment that you think might affect your students during the observation, or are there any special circumstances of which the observer is unaware?

LESSON REFLECTION SHEET

Guiding questions for the post-conference.

1. As you reflect on the lesson, to what extent were the students productively engaged in the work? How do you know?
2. How did the lesson allow for students to engage in activities and learning situations, which were consistent with the district's curriculum guide?
3. What feedback did you receive from students indicating they achieved understanding and that the goal/objective(s) were met for this lesson?
4. Did you adjust your goals or work as you taught the lesson? Why? How?
5. If you had the opportunity to teach this lesson again to this same group of students, what would you do differently?
6. If there were one thing from this lesson that you could share with a colleague, what would it be?

PROFESSIONAL GROWTH PROGRAM

Activities and Achievements

Usually teacher assessments relate to classroom instructional activities. The Professional Growth Committee suggests that each teacher be given an opportunity to record those activities and achievements which are typically not recorded as part of the assessment procedure. Every year teachers win awards, continue their professional education, and work with students, parents, and community. While these activities are not directly part of the regular assessment process, they are, nevertheless, important components of an individual's professional life.

The Professional Growth committee has developed a separate form for recording activities and achievements. This form may be used by all teachers, probationary or tenured, regardless of the particular assessment option chosen. The Activities and Achievements Form will become part of the teacher's personnel file.

HORSEHEADS CENTRAL SCHOOL DISTRICT

Professional Activities and Achievements

SCHOOL YEAR: _____

NAME: _____

BUILDING: _____

DEPARTMENT: _____

GRADE LEVEL: _____

List professional endeavors, activities and achievements which you have accomplished this year:

Teacher: _____ Date: _____

ORIGINAL: TEACHER

COPY: PERSONNEL FILE

Administrative Observation Notes

The Administrative Observation Notes form is used by administration during classroom observation and shared at the post-observation conference.

Teacher _____ School _____
Grade/Subject _____
Administrator _____ Date ____/____/____

1. Content knowledge of subject matter and curriculum

Indicators:

- ☐ Demonstrates a knowledge, understanding, and application of subject matter.
 - ☐ Keeps apprised of developments in techniques, philosophy, and content through professional reading and in-service.
 - ☐ Places emphasis on skill development, acquisition of knowledge and problem-solving that is age appropriate.
 - ☐ Cooperates in the development, coordination, and assessment of instructional programs based upon the District exit outcomes.
-
-
-

2. Preparation employing necessary pedagogical practices to support instruction.

Indicators:

- ☐ Uses adopted District curricula and provides activities suitable to the learning styles and abilities of individual students.
 - ☐ Develops short- and long-term objectives that reflect purpose, continuity, and correlation to curriculum.
 - ☐ Selects appropriate materials and resources to implement instructional plans.
 - ☐ Teaches to an objective
 - ☐ Creates opportunities for students to be successful
-
-
-

3. Instructional delivery that results in active student involvement and meaningful lesson plans that result in student learning.

Indicators:

- ☐ Designs daily lessons appropriate to students' abilities and learning styles.
- ☐ Considers diverse methods of lesson presentation (discussion, group learning, demonstration, hands-on participation, computer networking, etc.)
- ☐ Integrates elements of creative and critical thinking skills into content area learning and application.
- ☐ Provides diverse opportunities for successful student participation and response.
- ☐ Uses a variety of instructional techniques appropriate to the lesson or activity.
- ☐ Monitors student understanding and adjusts instructional methods accordingly.
- ☐ Uses instructional time effectively.
- ☐ Relates content to student interests/experiences.

4. **Classroom management supportive of diverse student learning needs which creates a supportive learning environment conducive to student learning.**

Indicators:

- ☐ Organizes and arranges classroom to facilitate learning.
 - ☐ Facilitates transitions from one activity to another.
 - ☐ Maintains orderly system for duties (attendance, announcements, distributing and collecting materials and assignments).
 - ☐ Clearly defines and communicates behavior expectations to students.
 - ☐ Monitors behavior and provides appropriate feedback to students
 - ☐ Deals effectively with inappropriate behavior.
 - ☐ Reinforces/praises learning efforts of students.
 - ☐ Promotes self-discipline and intrinsic motivation in each student
 - ☐ Focuses reinforcement and/or correction on behavior, not on personality
-
-
-

5. **Knowledge of student development and appreciation of diversity and regular application of developmentally appropriate instructional strategies.**

Indicators:

- ☐ Plans instruction of content/subject area to promote student mastery of pre-requisite skills and knowledge.
 - ☐ Demonstrates understanding of the developmental stages and needs of students.
 - ☐ Promotes student practices and activities that enhance physical, intellectual, emotional, and social development.
 - ☐ Teaches at levels appropriate to individual student abilities.
 - ☐ Challenges students while providing for individual differences.
 - ☐ Strives to develop an understanding of and a respect for cultural and individual differences
 - ☐ Accepts diverse opinions
 - ☐ Encourages students through recognition
 - ☐ Challenges each student at his/her present level of achievement
-
-
-

6. **Student assessment techniques based on appropriate learning standards.**

Indicators:

- ☐ Has knowledge of student assessment.
- ☐ Assesses, evaluates, and takes appropriate action when dealing with the needs of individuals.
- ☐ Assesses and documents student progress through a variety of formal and informal assessment tools.

- ☐ Gives consistent and timely assessment of student performance.

7. Collaborative relationships that are effective with students, parents or caregivers, and support personnel.

Indicators:

- ☐ Consults with school and community resources such as parents, social worker, guidance counselor, librarian, psychologist, when appropriate.
- ☐ Conveys warmth, friendliness, and enthusiasm.
- ☐ Treats sensitive situations with discretion.
- ☐ Treats all students with respect and politeness
- ☐ Uses personal conferences to help students solve their problems
- ☐ Communicates and interacts effectively with parents regarding student attendance, student performance, and behavior
- ☐ Is ethical in the use of confidential information.
- ☐ Provides appropriate role model behavior.
- ☐ Establishes cooperative school atmosphere through relationships with colleagues.
- ☐ Assists in helping new faculty members and/or student teachers adjust to school operation and procedures.
- ☐ Gives encouragement and lends assistance to groups or individuals promoting school-related projects.

8. Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment

Indicators:

- ☐ Maintains appropriate record and inventory systems.
- ☐ Pursues opportunities for professional growth.
- ☐ Is aware of relevant and current issues in education.
- ☐ Assumes responsibility and/or actively participates in professional organizations.
- ☐ Displays evidence in growth through study, reading, writing, travel, and other professional endeavors.
- ☐ Re-assesses periodically the curriculum content.
- ☐ Plans and monitors adjustments within the curriculum.
- ☐ Presents ideas for revision and additions to programs of study.
- ☐ Shares in District and building committee work where appropriate.
- ☐ Participates in District goal setting for student progress.

Administrative Observation Notes-Pupil Personnel Staff

The Administrative Observation Notes form is used by administration during observation and shared at the post-observation conference.

Staff Member _____ School _____
Area _____
Administrator _____ Date ____/____/____

1. Knowledge of content/specialty area

Indicators:

- ☐ Demonstrates a knowledge, understanding, and application of specialty area.
 - ☐ Keeps apprised of developments in techniques, philosophy, and content through professional reading and in-service/workshops/conferences.
 - ☐ Places emphasis on skill development, acquisition of knowledge and problem-solving that is age appropriate.
 - ☐ Cooperates in the development, coordination, and assessment of programs based upon the District exit outcomes.
 - ☐ Collaborates with local, regional and state organizations in order to enhance relevance and delivery of services on the district level.
 - ☐ Strives to develop an understanding of and a respect for cultural and individual differences
-
-
-

2. Preparation.

Indicators:

- ☐ Uses adopted District policies and regulations and provides activities relevant to students with differing abilities and goals.
 - ☐ Develops short- and long-term objectives that reflect purpose, continuity, and correlation to program.
 - ☐ Selects appropriate materials and resources to implement plans.
-
-
-

3. Facilitation Skills.

Indicators:

- ☐ Provides diverse opportunities for successful student participation and response.
- ☐ Relates to student interests/experiences
- ☐ Uses a variety of interpersonal techniques appropriate to the activity.
- ☐ Monitors student understanding and adjusts methods accordingly.
- ☐ Considers diverse methods of presentation of information (discussion, group learning, demonstration, hands-on participation, computer utilization, etc.)
- ☐ Designs activities appropriate to students' abilities and learning styles.
- ☐ Uses time effectively.

4. Case management.

Indicators:

- ☐ Organizes a climate to facilitate learning and success.
- ☐ Facilitates transitions from one activity to another.
- ☐ Maintains orderly system for duties.
- ☐ Clearly defines and communicates behavior expectations to students.
- ☐ Monitors student behavior and provides appropriate feedback to students
- ☐ Facilitates appropriate student behavior choices.
- ☐ Reinforces learning efforts of students.
- ☐ Encourages goal-setting, personal responsibility and self-assessment in each student.

5. Child Advocacy.

Indicators:

- ☐ Plans student activities to promote mastery of pre-requisite skills and knowledge.
- ☐ Demonstrates understanding of the developmental stages and needs of students.
- ☐ Promotes student practices and activities that enhance physical, intellectual, emotional, and social development.
- ☐ Interacts at levels appropriate to individual student abilities and cultural heritage differences.
- ☐ Challenges students while providing for individual differences.
- ☐ Respects and values differing quality world pictures
- ☐ Challenges each student at his/her present level of achievement
- ☐ Advises appropriate curricular choices based on student assessment tools.
- ☐ Monitors student progress using a variety of formal and informal assessment tools.

6. Collaboration: Working relationships that are effective with students, staff, parents or caregivers, administration, community and support personnel.

Indicators:

- ☐ Consults with school and community resources when appropriate.
- ☐ Attempts to convey warmth, friendliness, and enthusiasm.
- ☐ Treats sensitive situations with discretion.
- ☐ Communicates with respect and politeness
- ☐ Uses personal conferences to help individuals within the school community to problem solve

- ☐ Communicates and interacts effectively with parents regarding student attendance, student performance, and school-related behavior
- ☐ Is ethical in the use of confidential information.
- ☐ Promotes a cooperative school atmosphere through relationships with colleagues.
- ☐ Assists faculty members and staff members in understanding school operations and procedures.
- ☐ Works with groups and/or individuals in promoting school-related projects

7. Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of student support.

Indicators:

- ☐ Maintains appropriate record and inventory systems.
- ☐ Pursues opportunities for professional growth.
- ☐ Is aware of relevant and current issues in education.
- ☐ Assumes responsibility and/or actively participates in professional organizations.
- ☐ Displays evidence in growth through study, reading, writing, travel, and other professional endeavors.
- ☐ Re-assesses periodically the departmental curriculum content.
- ☐ Plans and monitors adjustments within the curriculum
- ☐ Shares in District and building committee work where appropriate.
- ☐ Participates in District goal setting for student progress.
- ☐ Possesses an understanding of school-wide curriculum.

PERFORMANCE REVIEW

TEACHER:

DATE:

SUBJECT:

SCHOOL:

GRADE/LEVEL:

EVALUATOR:

PART I

CLASSROOM ENVIRONMENT OR CLASSROOM CLIMATE:

	Yes	Sometimes	No	N/A
Use of Bulletin Boards				
Display of student's work				

ORGANIZATIONAL MANAGEMENT:

	Yes	Sometimes	No	N/A
Use of lesson plans				
Use of seating chart				
Availability of seating chart				
Use of plan book				
Availability of plan book				
Evidence of long-term planning				
Availability of plan for substitute teacher				
Availability of instructional materials				
Use of prescribed curriculum				

ADMINISTRATIVE DETAILS:

	Yes	Sometimes	No	N/A
Monitoring attendance				
Returning and/or collecting papers				
Assigning homework				
Grading system articulated				
Punctuality performing duties				
Punctuality meeting deadlines				

OTHER COMMENTS:

INSTRUCTIONAL OBSERVATION

PART II

This section will include observations of classroom instruction. Topics to be addressed may include instructional methods/strategies, teaching aids, discipline, standards, classroom procedures, physical arrangement of room, teaching to an objective, motivational techniques.

ADDITIONAL COMMENTS AND/OR SUMMARY

PART III

This section may include comments pertaining to district committees, teacher attendance, professional growth, and parent relationship.

Evaluator's Signature _____ Date _____

Teacher's Signature _____ Date _____

Optional Teacher Comments: