

East Rockaway Public Schools



Annual Professional Performance Review Plan

July, 2000
Revised August, 2011

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I. Introduction

The East Rockaway Union Free School District believes that a comprehensive education program goes beyond the classroom. A successful school district includes professional development, curriculum development and professional performance review as necessary components of its total education plan.

A well-articulated process of professional performance review strengthens communication and positively affects performance. Teachers and administrators in our district are committed to this collaborative process that is designed to enhance teaching skills that positively influence students' learning.

Teachers and administrators share the district's mission "to be a self-renewing, introspective educational system where knowledge, research and the needs of learners drive the instructional process".

In accordance with Annual Professional Performance Review regulations enacted by the New York State Board of Regents, and the Memorandum of Agreement between the East Rockaway Teachers' Association and the East Rockaway Board of Education, this plan includes a teacher rating system designed to assess an annual rating category of highly effective, effective, developing, or ineffective based on a 100 point composite score for teachers of English Language Arts and Mathematics in grades 4 through 8.

Provisions in this plan relating to local measures of student achievement to be utilized for 20 % of the 100 point composite score pertain only to those teachers of English language Arts and Mathematics in grades 4 through 8, for the 2011-12 school year.

This Annual Professional Performance Review Plan will be reviewed and revised annually as required by New York State Education Department regulations.

II. Annual Professional Performance Review of Classroom Teachers

A. Evaluation Criteria for Teachers

Beginning in the 2011-12 school year, teachers who are primarily responsible for student achievement in English Language Arts and Mathematics in grades 4 through 8 will be evaluated using a 100 point composite score derived as follows:

1. 20% (20 points) Student growth as measured by New York State Assessments in grades 4 through 8 English Language Arts and Mathematics.

This score will be assigned by the New York State Education Department based on officially reported student assessment and staff / course data.

2. 20% (0-20 points) Student growth or achievement as measured by locally selected measures.

This score will be assigned by the district based on student achievement as measured by locally selected measures. For the 2011-12 school year, a 20-point scale will be developed based on benchmark data and student achievement targets from locally developed assessments in ELA and Math for grades 4-6, and from third-party computer-administered assessments in ELA and Math for grades 7-8.

3. 60% Teacher effectiveness as measured by locally selected measures.

The locally selected rubric for these measures is Danielson's Framework for Teaching. This score will be assigned by the supervisor based on the twenty-two components of professional practice in four domains. The raw score of 22-88 points will be converted into a component score of 0-60 points. The rating categories for these measures are assigned as follows:

0-31 points = ineffective

32-39 points = developing

40-52 points = effective

53-60 points = highly effective

** Please see rubric following and score conversion chart (Appendix A)*

This 60 point rating scale will be used for all classroom teachers beginning in the 2011-12 school year. However, only those teachers of ELA and Mathematics in grades 4-8 will have this score reported to the State as part of their overall 100 point rating. It is anticipated that this 60 point score will become a component of all teachers' 100 point rating beginning in the 2012-13 school year.

Danielson's Framework for Teaching is a New York State Education Department approved rubric and is aligned to the New York State Teaching Standards (please see Appendices B & C). Like the Teaching Standards, the components of Danielson's Framework are sub-divided into elements, as shown on the following pages. Although these elements can be individually observed and documented, they contribute to an overall rating of 1-4 points for each component.

The observation process, including the pre-observation conference accounts for the components in Domains 1, 2 & 3. There are several charts created by the APPR committee (Appendices D, E, F). Additionally, there are several checklists for administrators to use with teachers. (Appendices G, H, I, J) These charts and checklists can contribute

evidence or documentation for the components of effective instruction in addition to the formal observation process. The APPR committee will continue to review and revise these tools as it proceeds with its work.

There is a comprehensive evidence tracking sheet (Form H) which may be used to document evidence from informal observations and additional sources, including Domain 4, to contribute to the final 60 point score.

All teaching staff will receive an attendance rating as follows:

Satisfactory: 0-9 absences

Needs Improvement: 10 -14 absences

Unsatisfactory: 15 or more absences

In the rubrics that follow on pages 9-35, each component (1a, 1b, etc.) is composed of several elements with descriptions of performance as ineffective, developing, effective or highly effective. These descriptions are used as a guide for the evaluator to assign an overall rating for each component. Each of the 22 components is given a single score of 1 for ineffective, 2 for developing, 3 for effective, or 4 for highly effective, regardless of the number of individual elements in that component. Descriptions of overall performance levels for each component can be found in Appendix H. The most current version of Danielson's rubric for teacher evaluation can be accessed here:

http://usny.nysed.gov/rtt/teachers-leaders/practicrubrics/Docs/Teachscape_Rubric.pdf

Source: Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition. Alexandria, VA: Association for Supervision and Curriculum Development.

DOMAIN 1: PLANNING AND PREPARATION Component 1a: Demonstrating Knowledge of Content and Pedagogy Elements: Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy				
ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students *(continued)*

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

DOMAIN 1: PLANNING AND PREPARATION

Component 1c: Setting Instructional Outcomes

Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

DOMAIN 1: PLANNING AND PREPARATION

Component 1d: Demonstrating Knowledge of Resources

Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

DOMAIN 1: PLANNING AND PREPARATION

Component 1e: Designing Coherent Instruction

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT t	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.

DOMAIN 1: PLANNING AND PREPARATION

Component 1e: Designing Coherent Instruction (*continued*)

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

L E V E L O F P E R F O R M A N C E

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

DOMAIN 1: PLANNING AND PREPARATION

Component 1f: Designing Student Assessments

Elements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

Elements: Teacher interaction with students • Student interactions with other students

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2b: Establishing a Culture for Learning

Elements: Importance of the content • Expectations for learning and achievement • Student pride in work

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2c: Managing Classroom Procedures

Elements: Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of noninstructional duties • Supervision of volunteers and paraprofessionals

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of noninstructional duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.

Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.
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DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2d: Managing Student Behavior

Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2e: Organizing Physical Space

Elements: Safety and accessibility • Arrangement of furniture and use of physical resources

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

DOMAIN 3: INSTRUCTION

Component 3a: Communicating with Students

Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

DOMAIN 3: INSTRUCTION

Component 3b: Using Questioning and Discussion Techniques

Elements: Quality of questions • Discussion techniques • Student participation

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

DOMAIN 3: INSTRUCTION

Component 3c: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.

Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.
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DOMAIN 3: INSTRUCTION

Component 3d: Using Assessment in Instruction

Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

DOMAIN 3: INSTRUCTION

Component 3e: Demonstrating Flexibility and Responsiveness

Elements: Lesson adjustment • Response to students • Persistence

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements: Accuracy • Use in future teaching

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments • Student progress in learning • Noninstructional records

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
Noninstructional records	Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Communicating with Families

Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4d: Participating in a Professional Community

Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Service to the school	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
Participation in school and district projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4e: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
Receptivity to feedback from colleagues	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
Service to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism

Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism (*continued*)

Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

B. Methods to Assess Teacher Performance

Plan 1: Traditional Observation

Who is involved?

- a. Untenured teachers, teachers holding provisional or initial certificates
- b. Tenured teachers not eligible for Plan 2: Performance Review Options
- c. Tenured teachers who are not assigned to Plan 3: Teacher Improvement Plan

What is involved?

- a. Individual teacher conferences (when needed)
- b. Informal observations/classroom visits
- c. Pre-observation conferences which include the following forms included in this plan: Class Profile/Instruction Plan and Lesson Plan Template. The teacher completes these documents in advance and discusses them at the pre-observation conference.
- d. Formal observations
- e. Post-observation conferences which include the reflection form that the teacher completes prior to the conference.
- f. End of year self-review completed on the Annual Self-Reflection Worksheet
- g. [For teachers holding a transitional or initial certificate] Portfolio Review
This may include: a video of teaching performance, a sample lesson plan, a sample of student work, sample student assessment instruments, and a final teacher essay reflecting his/her classroom performance.
- h. End of year written evaluation
- i. End of year teacher/administrator conference (when needed)

Plan 2: Performance Review Options

Who is involved?

- a. The PRO option will be made available in 2011-12 to only those tenured teachers who are not teachers of Mathematics or English Language Arts in grades 4-8, and in satisfactory standing, as indicated in their end of year evaluation.
- b. Teachers in their first year of tenure are not eligible for this option.

What is involved?

- a. Supervision of the Performance Review Option will be determined by the building principal in consultation with district administrators.
- b. Tenured teachers who are interested in participating in PRO are encouraged to submit a request to their supervisor in June of the prior academic year. Requests may be submitted until October 1 of the year in which the PRO will take place. After initial approval a complete application

- must be submitted no later than November 1 of the year in which the PRO will take place.
- c. Supervisory meetings will be arranged in consultation with the teacher's immediate supervisor. There will be a minimum of 3 meetings with the supervisor, as documented in Appendix I.
 - d. The Performance Review Option may be extended through consecutive years with the approval of the immediate supervisor. However, the application must be filed each year. Teachers requesting consecutive years of PRO should offer compelling evidence to their supervisor that an additional year is warranted.
 - e. Teachers participating in PROs will submit annual self-reflection worksheets as per Appendix F. and may be asked to submit additional documentation as agreed upon with the PRO supervisor.

Plan 3: Teacher Improvement Plan

Who is involved?

Teachers whose performance is evaluated as ineffective, or tenured teachers whose performance is evaluated as developing. When a tenured teacher is assigned a new course or grade that they haven't taught before, a supervisor would take this new grade or course assignment into consideration when evaluating that teacher. It is possible that a previously effective teacher may receive a rating of "developing" when assigned for the first year to a new elementary grade or to a new secondary school course. Under those circumstances the supervisor and teacher will design a teacher improvement plan to address those components of effective instruction that may not transfer from one grade level or course to another, such as 1a or 1b.

What is involved?

In the event that a teacher's performance is evaluated as ineffective, or a tenured teachers' performance is evaluated as developing, it is the responsibility of the school system to provide a framework in which the teacher can improve his/her effectiveness in the classroom. The following plan outlines the steps that should be taken:

The immediate supervisor will:

1. Meet with the teacher within the first ten days of the school year following the ineffective or developing rating, to discuss the components of effective teaching that need to be addressed and pinpoint areas of deficiencies.
2. Determine if the deficiencies can be corrected through ordinary supervision or must involve more intensive supervision.
3. Meet with a representative of ERTA to share concerns. (Additional communication with ERTA representative as agreed upon.)

4. Construct a letter outlining the plan of supervision for the school year that clearly informs the teacher of areas of concern and the procedures to correct them. The plan could contain, but is not limited to, some or all of these items:

- a. Review of teaching strategies that district teachers have been trained in and which the district encourages teachers to follow as a guide to effective instruction. Provide teacher with such strategies.
- b. Attendance at additional training sessions provided through in-district classes, out-of-district classes or the local BOCES in effective teaching strategies.
- c. Weekly review of lesson plans, tests and homework assignments to determine pacing of subject matter and incorporation of pre-discussed teaching strategies.
- d. Bi-weekly meetings with appropriate supervisor to discuss pedagogy and progress in the classroom with the objective being to provide ongoing assistance to the teacher in order to overcome the unsatisfactory evaluation.
- e. Informal, short observations by trained administrators on an unannounced basis to be able to understand the overall climate in the classroom.
- f. Formal observations (4) conducted by the teacher's immediate supervisor, the principal, assistant principal and/or Superintendent. The first observation by any one administrator shall be announced, and the others will be unannounced.
- g. Observations of other teachers, both in and out of district, in order to experience effective teaching strategies as an observer.
- h. Pairing the teacher with an appropriate mentor.

5. Written summaries will be prepared, and distributed, of all formal conferences or meetings so there is no confusion as to what has transpired and what is expected.

6. Once the teacher's performance is evaluated as effective, as per the teacher improvement plan, the teacher will be evaluated according to the traditional observation protocol in the following year.

The forms included in this document, beginning on page 70, are used by faculty and administration for the lesson observation process and for annual evaluations. Beginning in the 2011-12 school year these forms, including the rubrics for the components of effective instructional practice, have been adapted for electronic distribution and scoring using a web-based system (OASYS) through MyLearningPlan.com.

C. Formal Observation Schedule

1. Elementary & Secondary Level Probationary Teachers

A. First Year Teachers

1. Four (4) Formal Observations to be shared among the following administrators:

- Building principal
- Special area supervisors (Art, Music, PE, Special Education, Technology), as applicable
- Department Chairperson/Supervisor (Secondary Level only)
- Superintendent/designee

2. At least two (2) of the four formal observations will occur in the first semester.

3. Additional formal observations will be made if necessary. Informal classroom visits should occur on a regular basis.

4. A recommendation regarding a teacher's continued probation will be made to the Superintendent. Said recommendation must indicate above average (proficient) performance if teacher is to be continued. The end of the year evaluation should also indicate above average (proficient) performance.

B. Second Year Teachers

1. Four (4) Formal Observations to be shared among the following administrators:

- Building principal
- Special area supervisors (Art, Music, PE, Special Education, Technology), as applicable
- Department Chairperson/Supervisor (Secondary Level only)
- Superintendent/designee

2. At least two (2) of the four formal observations will occur in the first semester.

3. Additional formal observations will be made if necessary. Informal classroom visits should occur on a regular basis.

4. A recommendation regarding continued probation must be given to the Superintendent. Probationary teachers should not be

recommended for a third year unless relatively certain that they will be recommended for tenure. Said recommendation should indicate that the teacher is a strong candidate for tenure if to be continued. The end of year evaluation should also indicate that the teacher is a strong candidate for tenure.

C. Third Year Teachers

1. Minimum of four (4) formal observations to be shared among the following administrators:
 - Building principal
 - Special area supervisors (Art, Music, PE, Special Education, Technology), as available
 - Department Chairperson/Supervisor (Secondary Level only)
 - Superintendent/designee
2. At least three (3) of the four observations will be conducted in the first semester.
3. Additional observations will be made if necessary. Informal classroom visits should occur on a regular basis.
4. Letter of recommendation regarding tenure must be submitted to the Superintendent by **February 1**.

2. Tenured Teachers

1. Fourth year, or newly tenured teachers, should be observed twice (2) on a formal basis. All other tenured teachers, who are not participating in Performance Review Options, should be observed at least once per year on a formal basis. It is understood that informal classroom visits should occur on a regular basis for all staff.
2. Eligible tenured teachers, in collaboration with their supervisors, may apply to participate in professional growth by selecting an activity from the list of Performance Review Options, in lieu of annual formal observations. It is understood that informal classroom visits should occur on a regular basis for all staff.
3. If a tenured teacher is experiencing difficulty, additional formal observations, both announced and unannounced, are expected. If a teacher is experiencing continued difficulty, after interventions have been applied, the Superintendent should be notified in writing. The Superintendent, in turn, will notify the ERTA leadership.

Working cooperatively, the Teacher Improvement Plan will be used as a strategy to improve the teachers' performance. It is understood that informal classroom visits should occur on a regular basis for all staff.

D. End of Year Evaluation Model

Teachers will be given the Annual Self-Reflection Worksheet in the spring, which will be returned to the supervisor. Using the worksheet, lesson observation reports and additional sources of evidence, the supervisor will complete the end of year evaluation which will be given to the teacher for his/her signature. Copies of signed evaluations will be sent to the Superintendent's office, and maintained in the teacher's permanent file. All documentation of the observation and evaluation process will be stored electronically in OASYS at MyLearningPlan.com

Beginning in 2011-12 final ratings will be reported, for all those teachers for whom it is required, to the New York State Education Department.

E. Appeals Process

Teachers who receive an annual rating of "ineffective" or tenured teachers who receive a rating of "developing" may appeal to the Superintendent, in accordance with the Memorandum of Agreement between the East Rockaway Teacher's Association and the Board of Education.

In 2011-2012 this applies to teachers of English Language Arts and Mathematics in grades 4 through 8 whose ratings are officially reported to the State. In subsequent years this appeals process will apply to all teachers for whom an official annual rating of "ineffective," or tenured teachers who receive a rating of "developing," is reported to the state.

III. Annual Professional Performance Review of Pupil Personnel Staff

A. Evaluation Criteria

1. Counselors and Social Workers

Source: Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching 2nd Edition*. Alexandria, VA: Association for Supervision and Curriculum Development

Proficiency in all components is the ultimate goal for all staff. It is understood that this level of proficiency develops over time. Therefore, the focus for first and second year staff members will include, but will not be limited to, the following:

First Year: Domain 1: 1a, 1b, 1c, 1d, 1e
Domain 2: 2a, 2b, 2c, 2e
Domain 3: 3a, 3b, 3c, 3d, 3e
Domain 4: 4a, 4b, 4c, 4d, 4e, 4f

Second Year: All components from the First Year list as well as:
Domain 1: 1f
Domain 2: 2d

Planning and Preparation

1a: Demonstrating Knowledge of Counseling Theory and Techniques
Counselor demonstrates understanding of counseling theory and techniques.

1b: Demonstrating Knowledge of Child and Adolescent Development
Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.

1c: Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served
Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.

1d: Demonstrating Knowledge of State and Federal Regulations and of Resources both Within and Beyond the School District
Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.

1e: Planning the Counseling Program, Integrated with the Regular School Program
Counselor has developed a plan that includes the important aspects of counseling in the setting.

1f: Developing a Plan to Evaluate the Counseling Program

Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.

The Environment

2a: Creating an Environment of Respect and Rapport

Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.

2b: Establishing a Culture for Productive Communication

Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.

2c: Managing Procedures and Routines

Counselor's routines for the counseling center or classroom work effectively.

2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School

Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.

2e: Organizing Physical Space

Counseling center or classroom arrangements are inviting and conducive to the planned activities.

Delivery of Service

3a: Assessing Student Needs

Counselor assesses student needs and knows the range of student needs in the school.

3b: Assisting Students and Teachers in the Formulation of Academic, Personal/Social and Career Plans, Based on Knowledge of Student Needs.

Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.

3c: Using Counseling Techniques in Individual and Classroom Programs

Counselor uses a range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.

3d: Brokering Resources to Meet Needs

Counselor brokers with other programs within the school or district to meet student needs.

3e: Demonstrating Flexibility and Responsiveness

Counselor makes revisions in the counseling program when they are needed.

Professional Responsibilities

4a: Reflecting on Practice

Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.

4b: Maintaining Records and Submitting Them in a Timely Fashion

Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.

4c: Communicating with Families

Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.

4d: Participating in a Professional Community

Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.

4e: Engaging in Professional Development

Counselor seeks out opportunities for professional development based on an individual assessment of need.

4f: Showing Professionalism

Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.

Attendance

Satisfactory: 0-9 absences

Needs Improvement: 10-14 absences

Unsatisfactory: 15 or more absences

2. Evaluation Criteria for School Psychologists

Source: Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching 2nd Edition*. Alexandria, VA: Association for Supervision and Curriculum Development

Proficiency in all components is the ultimate goal for all staff. It is understood that this level of proficiency develops over time. Therefore, the focus for first and second year staff members will include, but will not be limited to, the following:

First Year: Domain 1: 1a, 1b, 1c
Domain 2: 2a, 2b, 2d, 2e
Domain 3: 3a, 3b, 3c, 3d, 3e, 3f
Domain 4: 4a, 4b, 4c, 4d, 4e, 4f

Second Year: All components from the First Year list as well as:
Domain 1: 1d, 1e, 1f
Domain 2: 2c

Planning and Preparation

1a: Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students

Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses.

1b: Demonstrating Knowledge of Child and Adolescent Development and Psychology

Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.

1c: Establishing Goals for the Psychology Program Appropriate to the Setting and the Students Served

Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.

1d: Demonstrating Knowledge of State and Federal Regulations and of Resources both Within and Beyond the School District

Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the district.

1e: Planning the Psychology Program, Integrated with the Regular School Program to Meet the Needs of Individual Students and Including Prevention

Psychologist has developed a plan that includes the important aspects of work in the setting.

1f: Developing a Plan to Evaluate the Psychology Program

Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.

The Environment

2a: Establishing Rapport With Students

Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.

2b: Establishing a Culture for Positive Mental Health Throughout the School

Counselor promotes a culture throughout the school for positive mental health in the school among students and teachers.

2c: Establishing and Maintaining Clear Procedures for Referrals

Procedures for referrals, and for meetings and consultations with parents and administrators, are clear to everyone.

2d: Establishing Standards of Conduct in the Testing Center

Standards of conduct have been established in the testing center. Psychologist monitors student behaviors against those standards; response to students is appropriate and respectful.

2e: Organizing Physical Space for Testing of Students and Storage of Materials

The testing center is well-organized; materials are stored in a secure location and are available when needed.

Delivery of Service

3a: Responding to Referrals; Consulting with Teachers and Administrators

Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.

3b: Evaluating Student Needs in Compliance with National Association of School Psychologists (NASP) Guidelines

Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.

3c: Chairing Evaluation Team

Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.

3d: Planning Interventions to Maximize Students' Likelihood of Success

Psychologist's plans for students are suitable for them and are aligned with identified needs.

3e: Maintaining Contact with Physician and Community Mental Health Service Providers

Psychologist maintains ongoing contact with physicians and community mental health service providers.

3f: Demonstrating Flexibility and Responsiveness

Psychologist makes revisions in the treatment program when it is needed.

Professional Responsibilities

4a: Reflecting on Practice

Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the program might be improved.

4b: Communicating with Families

Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.

4c: Maintaining Accurate Records

Psychologist's records are accurate and legible, well organized, and stored in a secure location.

4d: Participating in a Professional Community

Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.

4e: Engaging in Professional Development

Psychologist seeks out opportunities for professional development based on an individual assessment of need.

4f: Showing Professionalism

Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.

Attendance

Satisfactory: 0-9 absences

Needs Improvement: 10-14 absences

Unsatisfactory: 15 or more absences

B. Methods to Assess Performance for Pupil Personnel Staff

Plan 1: Traditional Observation

As described for teachers on page 36.

Plan 2: Performance Review Options

As described for teachers on pages 36-7.

Plan 3: Professional Improvement Plan

As described for teachers on page 37.

C. Formal Observation Schedule

As described for teachers on pages 39-41.

Observations to be shared among the following administrators:

- Building principal
- Director of PPS (Social Workers and Psychologists)
- Director of Guidance (Counselors)
- Superintendent / designee

D. End of Year Evaluation Model

Pupil Personnel staff will be given the Annual Self-Reflection Worksheet in the spring, which will be returned to the supervisor. Using the worksheet the supervisor will complete the end of year evaluation which will be given to the staff member for his/her signature. Copies of signed evaluations will be sent to the Superintendent's office, and maintained in the staff member's permanent file.

IV. Training in Performance Evaluation

The East Rockaway Union Free School District is committed to ongoing training in good practice for the conducting of performance evaluations. The district provides this training for administrators who are responsible for performance evaluations in a variety of ways.

Annually, the district provides staff development in effective instructional practices for new and ongoing instructional staff. This staff development emphasizes lesson planning, active learning strategies, teaching higher level thinking skills, and questioning techniques. All administrators responsible for performance evaluations also participate in this training to ensure knowledge of the instructional practices expected of the teaching staff.

Administrators are required to attend conferences related to the New York State learning standards and assessments. As BOCES offers training for teachers, they also offer training for administrators. By attending these conferences, administrators are able to gain the knowledge necessary to effectively evaluate the performance of the teaching staff in meeting the new standards.

As part of New York State's Race to the Top initiative all administrators responsible for the observation and evaluation of teachers will be trained by the Nassau BOCES Network Teams. The schedule of required trainings for 2011-12 is as follows:

Teacher Observation and Evaluation	August 2011
Common Core Standards in Math & ELA / Literacy	September 2011
Data-Driven Instruction (Inquiry Teams)	October 2011

This instructional supervision team includes the superintendent, principals, assistant principals, directors of health & physical education, curriculum & technology, and pupil personnel services, and high school chairpersons.

In addition, the district permits all administrative personnel to attend training programs, conferences and workshops related to performance evaluation including but not limited to, training offered by the State Education Department.

Finally, meetings of the district instructional supervision team regularly include discussion of performance evaluation. Through ongoing dialogue and sharing, administrators, as a group, refine performance evaluation practices to maximize their effectiveness.

V. Appendices

Appendix A – Teacher Rating scale for locally determined 60 points to be used in 2011-12 for those teachers who are not teachers of English Language Arts or Mathematics in grades 4 through 8.

Raw Score	Composite Score	Percentage	Rating
88	60	100	Highly Effective
87	59	99	Highly Effective
86	59	98	Highly Effective
85	58	97	Highly Effective
84	57	95	Highly Effective
83	57	94	Highly Effective
82	56	93	Highly Effective
81	55	92	Highly Effective
80	55	91	Highly Effective
79	54	90	Highly Effective
78	53	89	Highly Effective
77	53	88	Highly Effective
76	52	86	Effective
75	51	85	Effective
74	50	84	Effective
73	49	83	Effective
72	49	82	Effective
71	48	81	Effective
70	48	80	Effective
69	47	78	Effective
68	46	77	Effective
67	46	76	Effective
66	45	75	Effective
65	44	74	Effective
64	44	73	Effective
63	43	72	Effective
62	42	70	Effective
61	42	69	Effective
60	41	68	Effective
59	40	67	Effective
58	40	66	Effective
57	39	65	Developing
56	38	64	Developing
55	38	63	Developing
54	37	61	Developing
53	36	60	Developing
52	35	59	Developing
51	35	58	Developing
50	34	57	Developing
49	33	56	Developing
48	33	55	Developing
47	32	53	Developing
46	31	52	Developing

45	31	51	Ineffective
44	30	50	Ineffective
43	29	49	Ineffective
42	29	48	Ineffective
41	28	47	Ineffective
40	27	45	Ineffective
39	27	44	Ineffective
38	26	43	Ineffective
37	25	42	Ineffective
36	25	41	Ineffective
35	24	40	Ineffective
34	23	39	Ineffective
33	23	38	Ineffective
32	22	36	Ineffective
31	21	35	Ineffective
30	20	34	Ineffective
29	20	33	Ineffective
28	19	32	Ineffective
27	18	31	Ineffective
26	18	30	Ineffective
25	17	28	Ineffective
24	16	27	Ineffective
23	16	26	Ineffective
22	15	25	Ineffective

Appendix B:

Crosswalk: New York State Teaching Standards and Danielson’s Framework for Professional Practice

NYS Teaching Standards		Framework for Professional Practice (Danielson)
Standard I: Knowledge of Students and Student Learning	Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.	1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning
Standard II: Knowledge of Content and Instructional Planning	Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments
Standard III: Instructional Practice	Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.	3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Providing Feedback to Students 3e: Demonstrating Flexibility and Responsiveness

<p>Standard IV: Learning Environment</p>	<p>Teachers work with all students to create a dynamic learning environment that supports achievement and growth.</p>	<p>2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space</p>
<p>Standard V: Assessment for Student Learning</p>	<p>Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.</p>	<p>1f: Designing Student Assessments 3d: Using Assessments in Instruction</p>
<p>Standard VI: Professional Responsibilities and Collaboration</p>	<p>Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.</p>	<p>4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with families 4d: Participating in a Professional Community 4f: Showing Professionalism</p>
<p>Standard VII: Professional Growth</p>	<p>Teachers set informed goals and strive for continuous professional growth.</p>	<p>4e: Growing and Developing Professionally</p>

Appendix C:

Crosswalk: Danielson’s Components of Professional Practice and New York State Teaching Standards & Elements

	Danielson Domain 1 Components	New York State Teaching Standard	Elements
1 a	Demonstrating Knowledge of Content & Pedagogy	Standard II: Knowledge of Content and Instructional Planning	<p>Element II.1 Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their disciplines.</p> <p>Element II.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts.</p>
1 b	Demonstrating Knowledge of Students	Standard I: Knowledge of Students and Student Learning	<p>Element I.1 Teachers demonstrate knowledge of child and adolescent development, including students’ cognitive, language, social, emotional, and physical developmental levels.</p> <p>Element I.2 Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.</p> <p>Element I.3 Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.</p> <p>Element I.4 Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.</p> <p>Element I.5 Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students’ learning.</p> <p>Element I.6 Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.</p>
1 c	Setting Instructional Outcomes	Standard II: Knowledge of Content and Instructional Planning	<p>Element II.4 Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.</p>
1 d	Demonstrating Knowledge of Resources	Standard II: Knowledge of Content and Instructional Planning	<p>Element II.6 Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.</p>

1e	Designing Coherent Instruction	Standard II: Knowledge of Content and Instructional Planning	Element II.3 Teachers use a broad range of instructional strategies to make subject matter accessible. Element II.5 Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.
1f	Designing Student Assessments	Standard V: Assessment for Student Learning	Element V.1 Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth.

	Danielson Domain 2 Components	New York State Teaching Standard	Elements
2a	Creating an Environment of Respect & Rapport	Standard IV: Learning Environment	Element IV.1 Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.
2b	Establishing a Culture for Learning	Standard IV: Learning Environment Standard III: Instructional Practice	Element IV.2 Teachers create an intellectually challenging and stimulating learning environment. Element III.3 Teachers set high expectations and create challenging learning experiences for students.
2c	Managing Classroom Procedures	Standard IV: Learning Environment	Element IV.3 Teachers manage the learning environment for the effective operation of the classroom Element IV.4 Teachers organize and utilize available resources (physical space, time, technology) to create a safe and productive learning environment.
2d	Managing Student Behavior	Standard IV: Learning Environment	Element IV.3 Teachers manage the learning environment for the effective operation of the classroom
2e	Organizing Physical Space	Standard IV: Learning Environment	Element IV.4 Teachers organize and utilize available resources (physical space, time, technology) to create a safe and productive learning environment.

	Danielson Domain 3 Components	New York State Teaching Standard	Elements
3a	Communicating With Students	Standard III: Instructional Practice	Element III.2 Teachers communicate clearly and accurately with students to maximize their understanding and learning.

3 b	Using Questioning and Discussion Techniques	Standard III: Instructional Practice	Element III.2 Teachers communicate clearly and accurately with students to maximize their understanding and learning. Element III.5 Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.
3 c	Engaging Students in Learning	Standard III: Instructional Practice	Element III.1 Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. Element III.4 Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement. Element III.5 Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.
3 d	Using Assessment in Instruction	Standard III: Instructional Practice Standard V: Assessment for Student Learning	Element V.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction. Element V.3 Teachers communicate information about various components of the assessment system. Element V.5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.
3 e	Demonstrating Flexibility & Responsiveness	Standard III: Instructional Practice	Element III.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

	Danielson Domain 4 Components	New York State Teaching Standard	Elements
4 a	Reflecting on Teaching	Standard V: Assessment for Student Learning Standard VII: Professional Growth	Element V.4 Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly. Element VII.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.
4 b	Maintaining Accurate Records	Standard VI: Professional Responsibilities and Collaboration	Element VI. 4 Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

4 c	Communicating with Families	Standard VI: Professional Responsibilities and Collaboration	Element VI.3 Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.
4 d	Participating in a Professional Community	Standard VI: Professional Responsibilities and Collaboration	Element VI.2 Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.
4 e	Growing & Developing Professionally	Standard VII: Professional Growth	Element VII.2 Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies. Element VII.3 Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice. Element VII.4 Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.
4 f	Showing Professionalism	Standard VI: Professional Responsibilities and Collaboration	Element VI.1 Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities. Element VI.5 Teachers understand and comply with relevant laws and policies as related to students' rights and teacher's responsibilities.

Appendix D:
Components of Professional Practice Evidence Documents

	Component	Primary Documentation:	Secondary Documentation:
1a	Demonstrating Knowledge of Content & Pedagogy	Lesson Plan template Lesson observation	Checklist for Pre-observation Conference Checklist for Homework Checklist for Assessment
1b	Demonstrating Knowledge of Students	Class profile form Lesson Plan template Lesson observation	Checklist for Pre-observation Conference Checklist for Homework Checklist for Assessment
1c	Setting Instructional Outcomes	Lesson Plan template Lesson observation	Checklist for Pre-observation Conference Checklist for Assessment Checklist for Homework
1d	Demonstrating Knowledge of Resources	Lesson Plan template Lesson observation	Checklist for Pre-observation Conference
1e	Designing Coherent Instruction	Lesson Plan template Lesson observation	Checklist for Pre-observation Conference Checklist for Homework Checklist for Assessment
1f	Designing Student Assessments	Lesson Plan template Assessment observation	Checklist for Pre-observation Conference Checklist for Assessment Checklist for Homework
2a	Creating an Environment of Respect & Rapport	Lesson observation	Checklist for professional responsibilities
2b	Establishing a Culture for Learning	Lesson observation	Checklist for Homework
2c	Managing Classroom Procedures	Lesson observation	
2d	Managing Student Behavior	Lesson observation	Positive Behavior Intervention plan

	Component	Primary Evidence:	Additional Evidence:
2e	Organizing Physical Space	Lesson observation	Seating chart
3a	Communicating With Students	Lesson observation	Handouts Checklist for Homework
3b	Using Questioning and Discussion Techniques	Lesson observation	
3c	Engaging Students in Learning	Lesson observation	Checklist for Homework
3d	Using Assessment in Instruction	Lesson observation	Checklist for Assessment Student assessment data analysis
3e	Demonstrating Flexibility & Responsiveness	Lesson observation	
4a	Reflecting on Teaching	Observation reflection form	Checklist for professional responsibilities Checklist for Homework
4b	Maintaining Accurate Records	Infinite Campus RTIm Direct Report cards Progress notes	Checklist for professional responsibilities Checklist for Homework
4c	Communicating with Families	Phone and e-mail logs	Checklist for professional responsibilities Class newsletter Teacher website Checklist for Homework
4d	Participating in a Professional Community	Sign-in sheets	Checklist for professional responsibilities Workshop agendas Handouts Teacher Website
4e	Growing & Developing Professionally	My Learning Plan	Checklist for professional responsibilities Conference / course agenda / syllabus
4f	Showing Professionalism	Sign-in sheets	Checklist for professional responsibilities

Appendix E:

Examples of evidence from elementary school teachers and administrators:

	Component	Primary Evidence:	Additional Evidence:
1a	Demonstrating Knowledge of Content & Pedagogy	Lesson Planning / Formal and informal observations	Standards and performance indicators defined
1b	Demonstrating Knowledge of Students	Lesson Planning / Formal and informal observations	Differentiation of materials, tasks; accommodations for special needs, academic / emotional needs; preferential seating chart; flexible grouping plan
1c	Setting Instructional Outcomes	Lesson Planning / pre-observation conference	Core standards; scaffolding upon previous goals
1d	Demonstrating Knowledge of Resources	Lesson Planning / Formal and informal observations	Demonstrates SMART technology; texts; research materials; manipulatives; websites
1e	Designing Coherent Instruction	Lesson Planning / Formal and informal Observations	Modeling / guided practice; scaffolding
1f	Designing Student Assessments	Lesson Planning / Assessment observations	Student assessments; independent work; student feedback; rubrics; student self-assessments
2a	Creating an Environment of Respect & Rapport	Formal Observation	Learning Walk; tone of voice; civility community atmosphere; students monitor treatment of peers; students trust teacher;
2b	Establishing a Culture for Learning	Formal Observation	Students demonstrate curiosity; student show pride in work; grade specific rubrics; charts, graphs and visual aids; materials in place for lesson

	Component	Primary Evidence:	Additional Evidence:
2c	Managing Classroom Procedures	Formal Observation	Daily schedule posted; smooth transitions; groups organized and engaged; student participation; routines and distribution of materials are seamless; effective use of TAs and aides
2d	Managing Student Behavior	Formal Observation	Behavior modification plans; students self-monitor; student-designed class rule chart posted; variety of management techniques
2e	Organizing Physical Space	Formal Observation	Learning Walk; daily schedule posted; classroom centers; effective traffic flow; movement from large to small group work; access to resources; fire safety window clear
3a	Communicating With Students	Formal Observation	Learning Walk; tone of voice; volume of voice; enunciation / pacing; wait time; grade-appropriate vocabulary; step-by-step directions
3b	Using Questioning and Discussion Techniques	Formal Observation	Learning Walk; questions of increasing level of difficulty;
3c	Engaging Students in Learning	Formal Observation	Learning Walk; student interest level; use of technology; teacher demeanor as motivation
3d	Using Assessment in Instruction	Formal Observation	Copies of student work returned with written comments; quick turn-around of independent work; individual student conferencing; rubrics; positive reinforcement; “working the room”
3e	Demonstrating Flexibility & Responsiveness	Formal Observation	Teachable moments; appropriate teacher reactions to students; flexible setting / groupings

	Component	Primary Evidence:	Additional Evidence:
4a	Reflecting on Teaching	Post-observation reflection form Post-observation conference	Teacher journal; use of lesson results in future instruction; use of test data to drive instruction
4b	Maintaining Accurate Records	Grade book	Student checklists for long-term assignments; student job chart; classroom book inventory; classroom supply orders / requests
4c	Communicating with Families	E-mails to parents Phone logs	Forward e-mails to parents to supervisor; agenda book signed daily; test folders; classroom newsletters; parent / teacher conference attendance
4d	Participating in a Professional Community	Faculty / department / team meetings	Attendance at non-required meetings: PTA, BOE, BAC; collegial circle; relationships with colleagues; functions in a team; volunteer for community events; workshop leader; faculty presentation; volunteer for professional service
4e	Growing & Developing Professionally	MLP profile of professional development activities	Student teacher / observer; graduate / in-service course registration; conference / workshop registration; professional organization memberships; professional journals; new-teacher mentor; published articles; action research
4f	Showing Professionalism	Attendance/ punctuality Report cards / progress reports / IEPs	Learning walk; sign-in sheets; monitors student well-being / follows up; advocates for students needs / special needs; testing coordinator; collaborates with service providers

Appendix F:

Examples of evidence from secondary school teachers and administrators:

	Component	Primary Evidence:	Additional Evidence:
1 a	Demonstrating Knowledge of Content & Pedagogy	Lesson Planning / Formal and informal observations	Accurate content-specific information is conveyed to students; worksheets and handouts are accurate and reflect accurate information
1 b	Demonstrating Knowledge of Students	Lesson Planning / Formal and informal observations	Heterogeneous grouping of students; differentiating instruction to accommodate all performance levels; Teacher incorporates students interests
1 c	Setting Instructional Outcomes	Lesson Planning / pre-observation conference	Writing an effective 3-part objective; addresses state curriculum
1 d	Demonstrating Knowledge of Resources	Lesson Planning / Formal and informal observations	Incorporates Smart board technology; Uses technology resources to create assessments
1 e	Designing Coherent Instruction	Lesson Planning / Formal and informal Observations	Do-now is effective bridge to new learning; Mini-lab built into instruction
1 f	Designing Student Assessments	Lesson Planning / Assessment observations	Grading scale and point distribution provided on the assessment; effective array of assessment question types; assessment format correlates with state assessments

	Component	Primary Evidence:	Additional Evidence:
2 a	Creating an Environment of Respect & Rapport	Formal Observation	Teacher praise of student effort; students respect peers' comments and questions
2 b	Establishing a Culture for Learning	Formal Observation	Subject-related materials displayed in classroom; student work is displayed in classroom; maintains classroom and hallway bulletin boards
2 c	Managing Classroom Procedures	Formal Observation	Classroom rules are posted; students set-up and dismantle equipment for labs
2 d	Managing Student Behavior	Formal Observation	Cell phones away, hats off; few or no referrals to Assistant Principal
2 e	Organizing Physical Space	Formal Observation	Seating chart; effective use of equipment / furniture; visual aids, including projected images, are visually accessible to all students
3 a	Communicating With Students	Formal Observation; Teacher speaks clearly and audibly	Written directions are clear; class notes are accurate and grammatically correct
3 b	Using Questioning and Discussion Techniques	Formal Observation	Questions require thought or explanation; assessment questions reflect state assessments; teacher makes effective use of internet tools such as class blog
3 c	Engaging Students in Learning	Formal Observation	Smart technology is used interactively; class activities require student involvement and thought
3 d	Using Assessment in Instruction	Formal Observation	Student questions are addressed in small group activities; assessments returned with written comments in a timely manner
3 e	Demonstrating Flexibility & Responsiveness	Formal Observation	Teacher has Plan B for technology failures, etc; concepts re-taught in a different way to enhance comprehension

	Component	Primary Evidence:	Additional Evidence:
4 a	Reflecting on Teaching	Post-observation reflection form Post-observation conference	Teacher suggests changes and improvements
4 b	Maintaining Accurate Records	Grade book	Parent communication log; posted check-off for student assignments; teacher updates electronic grade book at least weekly, makes effective use of student information system
4 c	Communicating with Families	E-mails to parents Phone logs	Course brochures for back to school night; teacher makes effective use of parent conference time
4 d	Participating in a Professional Community	Faculty / department / team meetings	Club advisor; Site-based management participant; participates in department activities such as Science fair; participates in teams for curriculum mapping / co-planning
4 e	Growing & Developing Professionally	MLP profile of professional development activities	Graduate courses; turnkeys workshop information at department meetings
4 f	Showing Professionalism	Attendance/ punctuality Report cards / progress reports / IEPs	Uses data to inform instruction

Appendix G.

Checklist for Pre-Observation Conferences

Administrators may use this checklist with teachers for discussion and review of lesson plans. This checklist may indicate evidence of the following components: 1a, 1b, 1c, 1d, 1e, 1f.

- Does the motivation prepare students for the new learning?
- Does the lesson objective include the given learning conditions, a verb from Bloom's taxonomy, and a description of the expected learning behavior / student work product.
- Does the lesson address an essential standard in the New York State core curriculum for this grade level and content area?
- Does the learning objective, as written, reflect the skills / performance indicators appropriate to that state standard?
- Does the learning objective correspond to the posted curriculum map for this grade level and content area?
- Are the materials appropriate for the content, process and student work products?
- Is there a description of the procedure that includes the content / modeling/ input that the teacher will provide?
- Is the procedure logical and appropriate to the learning objective?
- Is there differentiation of content, process, or assessed student work product that is appropriate for all learners who are described in the class profile/ instruction plan form?
- Does the class-work provide adequate opportunity for active learning / guided practice appropriate to the learning objective?
- Are there balanced literacy opportunities (shared reading, guided reading, independent reading, vocabulary or writing) in the lesson?
- Does the closure provide an opportunity for students to synthesize and reflect about the new learning?
- Are there assessment strategies appropriate to the learning objective and applicable to all learners in the class who are described in the class profile/ instruction plan form?
- Is there assigned homework? Are there differentiated remedial, review or enrichment choices in the homework assignment?
- Are roles and responsibilities of additional staff planned for?

Appendix H.

Checklist for Teacher-Designed Student Assessments

Administrators may use this checklist with teachers for discussion and review of teacher-designed assessments. This checklist may indicate evidence of the following components: 1b, 1c, 1f, 2c, 2d, 3a, 3c, 4a, 4c.

- Do the teacher's assessments address the NYS Core Curriculum for the appropriate grade and subject?
- Do the teacher's assessments include questions for grade level students, for challenged students, and for advanced students?
- Do the teacher's assessments address skills at the appropriate level of Bloom's taxonomy?
- Do the teacher's assessments follow the format of NYS assessments for the grade and subject?
- Do the teacher's assessments include clear instructions to the student?
- Do the teacher's assessments include point values and/or a rubric for scoring each question?
- Do the teacher's assessments include sufficient space for students to show their work and give their response?
- Do the teacher's assessments include modifications to accommodate various learners, including students with special needs?
- Do the teacher's assessments include a review section from a previous error analysis?
- Has the teacher completed an error analysis of the assessment?
- Does the teacher have a plan to use the error analysis data to plan future instruction?
- Does the teacher have a plan to communicate assessment results to parents?
- Did the teacher estimate adequate time allotted for this assessment?
- Did the teacher prepare learning activities for the students once they finished the test?
- Does the teacher have measures in place to ensure the integrity of the test?

Appendix I.

Checklist for Teacher-Assigned Homework

Administrators may use this checklist with teachers for discussion and review of teacher-assigned homework. This checklist may indicate evidence of the following components: 1a, 1b, 1c, 1e, 1f, 2b, 3a, 3c, 4a, 4b, 4c

- Do the teacher's homework assignments address important skills from the NYS Core Curriculum for the appropriate grade and subject?
- Do the teacher's homework assignments take an appropriate amount of time to complete for students at this grade level?
- Do the teacher's homework assignments include close-reading and study-skills such as note-taking, outlining, highlighting, summarizing or tagging with post-its?
- Do the teacher's homework assignments minimize rote practice such as pre-printed worksheets?
- Do the teacher's homework assignments include extended student writing practice such as research reports, essays or lab reports?
- Do the teacher's homework assignments require students to properly cite both print and internet sources?
- Do the teacher's homework assignments include preparation for in-class student presentations?
- Do the teacher's homework assignments include long-term projects with specified short-term or interim due dates?
- Do the teacher's homework assignments allow students to choose topics of their own interest?
- Are the teacher's homework assignments differentiated according to student ability?
- Are homework assignments graded according to a rubric that students are given beforehand?
- Are homework assignments returned to the student with written comments?
- Does the teacher conference with students individually about homework?
- Does the teacher schedule homework assignments so as not to interfere with school events, and vacations?
- Does the teacher provide students with a schedule of homework assignments at the beginning of the term?

Appendix J.

Checklist for Teacher's Professional Responsibility

Administrators may use this checklist with teachers for discussion and review of professional responsibilities.. This checklist may indicate evidence of the following components: 2a, 4a, 4b, 4c, 4d, 4e, 4f

- Does the teacher submit plan books / lesson plans in a timely manner?
- Does teacher enter attendance, grades and other student data accurately and in a timely manner?
- Does the teacher maintain regular contact with parents and follow-up on parent requests in a timely manner?
- Does the teacher respond to administrative requests in a timely manner?
- Does the teacher demonstrate professionalism in all interactions with students, parents and faculty?
- Does the teacher contribute to after-school and evening activities?
- Does the teacher participate actively in professional development activities?
- Does the teacher plan collaboratively with grade-level colleagues?
- Does the teacher participate actively and contribute positively to faculty and department meetings?
- Does the teacher work collaboratively with related service personnel including the school nurse, psychologist, social workers, counselors and therapists?
- Does the teacher work collaboratively with computer and library media staff to incorporate information literacy?
- Is the teacher proficient with technology resources for instruction and administrative duties?
- Is the teacher responsible about school and student safety?
- Is the teacher responsible about school routines and procedures?
- Is the teacher responsible about school equipment and instructional materials?
- Is the teacher open and available to students and parents as needed?

VII. Forms

Form A. Lesson Plan Template

East Rockaway Public Schools
Lesson Plan Template

1. Motivation: *Focuses students' attention on the learning. Relates to prior knowledge, has relevance to the new learning, and includes all students.*
2. Learning Objective/Goal: *States an intended result of instruction. What will students know and be able to do by the end of the lesson?*
3. Connection to the state or local curriculum: *Identifies the appropriate performance indicators.*
4. Materials/Resources: *Includes technology, worksheets, etc.*
5. Procedure: *States what will happen first, second, ...last. What information/examples will you give the students?*
6. Classwork: *Describes what the students will be doing to practice what they are learning under the teacher's supervision. (May include cooperative groups, learning stations, worksheets)*
7. Closure: *Brings the learning to conclusion. Allows the learner to summarize what he/she has learned. All students participate.*
8. Assessment/Evaluation: *Indicates how the teacher will know that the students have met the learning goal. Ways the teacher will check for understanding.*
9. Homework: *Assigns work that is relevant to the learning as a means of practice or discovery.*
10. Role of additional personnel, if applicable: *States what the other adults in the room will be doing so that they are actively and productively engaged throughout the lesson*

2. What about the learning environment might affect your students or the scheduled observation?

nothing this is not my classroom new equipment
 new class pet construction
other_____

3. Are there special circumstances that the observer should be aware of in order to understand what will occur during the observation?

class policies interruptions behavior patterns
 class routines other

4. Why are the goals for the lesson suitable for this group of students? What are the prerequisite relationships, if any, to this learning?

5. Do these goals relate to other disciplines? If so, how?

6. What difficulties might students experience in this area, and how do you plan to address these difficulties?

7. How do you plan to use the results of the assessment?

8. (Optional) Is there anything in particular on which you would like the observer to focus and provide feedback for your professional growth?

Form C. Reflection Form

Adapted from Pathwise Introduction to A Framework for Teaching: Participant Workbook, copyright 2000

To be completed by the teacher prior to the post-observation conference

Teacher _____

Grade: _____ Subject: _____ Date: _____

Concept or Topic _____

1. How do I know that the students were productively engaged?

2. Did the students learn what I intended them to learn? Were my instructional goals met? How do I know? Or how and when will I know?

3. Did I alter my goals or my instructional plan as I taught the lesson? Why?

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

Form D. Teacher’s Lesson Observation Report

[The boxes for the components that do not pertain to a particular lesson will be removed for the final report.]

**EAST ROCKAWAY PUBLIC SCHOOLS
EAST ROCKAWAY, NEW YORK**

TEACHER’S LESSON OBSERVATION REPORT

Name of Teacher: Pre-Observation Conf:
Name of Observer: Date of Observation:
Subject: Time of Observation:.
Grade Post Observation Conf.:
Number of Students: Announced/Unannounced:

LEARNING OBJECTIVE:

As written on the lesson Plan:

DESCRIPTION OF LESSON

COMMENDATIONS

Planning & Preparation

Component	Commendation Evidence
1a Knowledge of content & pedagogy	
1b Knowledge of students	
1c Setting instructional outcomes	
1d Knowledge of resources	
1e Designing coherent instruction	
1f Designing student assessments	

Classroom Environment

Component	Commendation Evidence
2a Creating an environment of respect & rapport	

2b Establishing a culture for learning	
2c Managing classroom procedures	
2d Managing student behavior	
2e Organizing physical space	

Instruction

Component	Commendation Evidence
3a Communicating with students	
3b Using questioning & discussion techniques	
3c Engaging students in learning	
3d Using assessment in instruction	
3e Demonstrating flexibility & responsiveness	

Professional Responsibilities

Component	Commendation Evidence
4a Reflecting on teaching	
4b Maintaining accurate records	
4c Communicating with families	
4d Participating in a professional community	
4e Growing and developing professionally	

4f Showing professionalism	
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RECOMMENDATIONS

Planning & Preparation

Component	Evidence/Recommendation
1a Knowledge of content and pedagogy	
1b Knowledge of students	
1c Setting instructional outcomes	
1d Knowledge of resources	
1e Designing coherent instruction	
1f Designing student assessments	

Classroom Environment

Component	Evidence/Recommendation
2a Creating an environment of respect & rapport	
2b Establishing a culture for learning	
2c Managing classroom procedures	
2d Managing student behavior	
2e Organizing physical space	

Instruction

Component	Evidence/Recommendation
3a Communicating with students	

3b Using questioning & discussion techniques	
3c Engaging students in learning	
3d Using assessment in instruction	
3e Demonstrating flexibility & responsiveness	

Professional Responsibilities

Component	Evidence/Recommendation
4a Reflecting on teaching	
4b Maintaining accurate records	
4c Communicating with families	
4d Contributing to the school and district	
4e Growing and developing professionally	
4f Showing professionalism	

SUMMARY

Signature of Observer _____ Date _____

Signature of Teacher _____ Date _____

Signing this form only indicates that it has been read and received. Teachers may attach written comments and other documents.

cc: Teacher, Superintendent, Supervisor, Personnel File

Form E. Application for Participation in Performance Review Options

REQUEST FOR PARTICIPATION IN PERFORMANCE REVIEW OPTIONS

Tenured teachers or support staff who are interested in participating in PRO are encouraged to submit a request to their supervisor in June of the prior academic year. Requests may be submitted until October 1 of the year in which the PRO will take place. After initial approval a complete application must be submitted no later than November 1 of the year in which the PRO will take place.

Name: _____ School: _____ Year: _____

Years of Service: _____

Performance Review Option Category:
(Select one) Action Research; Curriculum Development; Instructional or Intervention Strategies Implementation; Professional Growth Portfolio; Peer Consultation/Coaching; Structured Professional Dialogue-Study Groups-Support Teams

Supervisor:

Comments:

APPLICATION FOR APPROVAL OF PERFORMANCE REVIEW OPTIONS

Performance Review Option Title

APPR Domain Component(s) Addressed: _____

Anticipated Timeline: _____

_____ Start Date

_____ End Date

State the Goal of this project in terms of your own professional learning and growth?

Description of Project:

Why is it important for you to do this project? What professional development goal is addressed, explored or researched?

What have you observed that makes you want to do this project? What is the rationale?

What is the project about? What is the connection to the core curriculum, to instructional practice or to school improvement?

Will there be anyone else involved in the project? If so, are they also applying for PRO? What will be the nature of your collaboration?

How will the project be developed? What resources or supports will you need from administration?

Describe the expected outcomes / work products of your project? What evidence will you have to indicate that the domain components of your professional goal were met?

Teacher's Signature

Date

APPROVALS

Departmental Supervisor

Date

Principal

Date

Director of Curriculum

Date

Superintendent

Date

C. Teacher; Supervisor; Personnel

Descriptions of Performance Review Categories

Based on: Danielson, C. & McGreal, T. Teacher Evaluation. Princeton, NJ. 2000.

Action Research: Completed by individuals or groups of professionals who identify a problem and develop a workable solution. After the group pinpoints and defines the problem it plans to address, it develops an action plan and time line for the project. Members develop a strategy for collecting information about the problem. Once this information has been reviewed, the group makes changes and once again collects and analyzes new data to determine the effects of the intervention. Teachers or support staff are then asked to report their findings and share their insight with the rest of the faculty.

Curriculum Development: Participants will design a curriculum or a component of the curriculum and analyze the impact on student learning. Activities may include deepening the curriculum, refocusing curriculum to support student engagement, integrating the curriculum through interdisciplinary conversations, and developing improved ways to assess students on curriculum based work.

Instructional or Intervention Strategies Implementation: Teacher(s) or support staff investigate particular strategies, such as cooperative learning, problem-based learning, inclusive teaching practices, and alternative management techniques. The strategy would be implemented within the instructional or support service program. Documentation and analysis of the effectiveness of the strategy on student learning would be reported.

Professional Growth Portfolios: Teacher or support staff would collect, display, and reflect on a professional growth experience. This may include: a statement of vision and philosophy on teaching and learning; developing professional goals and strategies to meet those goals; selecting learning-centered goals; documenting progress in achieving the goals; interacting with peers throughout the process; reflecting on the learning experience and the accomplishments of goals; sharing insights with others.

Peer Consultation – Coaching: Teachers or support personnel use clinical supervision to help each other grow professionally. This involves certain key characteristics: it is observation based and data-based, the observer records complete information about the class or activity, there is collaborative assessment of professional behavior based on the goals of the professional growth plan, there is attention to student outcomes, and there is a cycle of observations, conferences and documentation between the participants.

Structured Professional Dialogue-Study Groups-Support Teams: Teachers or support staff may gather together regularly to: hold focused discussions of a current development in education; examine a school-based teaching or learning issue; to develop and individual or a team-based professional development plan; or to support and assist an individual teacher's required remediation plan.

Form F. Annual Self-Reflection Worksheet

**EAST ROCKAWAY PUBLIC SCHOOLS
EAST ROCKAWAY, NEW YORK**

ANNUAL SELF-REFLECTION WORKSHEET

Name: _____ School: _____ Year: _____

Status: Probationary Non-Tenured Track Tenured Years of service

Carefully reflect on your teaching performance for this school year and provide specific examples of your work in each of the four domains. Please address as many components as you feel are applicable. You may want to refer to the four-box graphic of the domains.

DOMAIN & COMPONENTS	EXAMPLES
<p><i>Planning/Preparation</i></p> <ul style="list-style-type: none"> -Demonstrating knowledge of content & pedagogy -Demonstrating knowledge of resources -Demonstrating knowledge of students -Designing coherent instruction -Setting instructional outcomes -Designing student assessments 	
<p><i>The Classroom Environment</i></p> <ul style="list-style-type: none"> -Creating an environment of respect & rapport -Establishing a culture for learning -Managing classroom procedures -Managing student behavior -Organizing physical space 	
<p><i>Instruction</i></p> <ul style="list-style-type: none"> -Communicating with students -Using questioning & discussion techniques -Engaging students in learning -Using assessments in instruction -Demonstrating flexibility & responsiveness 	

<p><i>Professional Responsibilities</i></p> <ul style="list-style-type: none"> -Reflecting on teaching -Maintaining accurate records -Communicating with families -Participating in a professional community -Growing & developing professionally -Showing professionalism 	

What are your professional goals for the following school year?

ONLY for teachers participating in Performance Review Options

Professional Review Category

Professional Review Option Title

APPR Domain Component(s) Addressed:

Description of Project:

Initial Meeting Date:

Follow-up Date(s):

Final Review Date:

Teacher's Summary/Evaluation/Reflection of Project:

Form G. Tenure Recommendation for Teachers

**EAST ROCKAWAY PUBLIC SCHOOLS
EAST ROCKAWAY, NEW YORK**

TENURE RECOMMENDATION

Name: _____ School: _____ Year: _____

This tenure evaluation is a summary of the teacher’s overall performance for this school year to date. Supervisors will assign a rating of **(H)** Highly Effective, **(E)** Effective, **(D)** Developing or **(I)** Ineffective for each specific criterion. Comments, impression and specific recommendations related to these areas appear in the narrative section.

<p><i>Planning/Preparation</i></p> <p>_____ Demonstrating knowledge of content & pedagogy</p> <p>_____ Demonstrating knowledge of students</p> <p>_____ Setting instructional outcomes</p> <p>_____ Demonstrating knowledge of resources</p> <p>_____ Designing coherent instruction</p> <p>_____ Designing student assessments</p>	<p><i>The Classroom Environment</i></p> <p>_____ Creating an environment of respect & Rapport</p> <p>_____ Establishing a culture for learning</p> <p>_____ Managing classroom procedures</p> <p>_____ Managing student behavior</p> <p>_____ Organizing physical space</p>
<p><i>Instruction</i></p> <p>_____ Communicating with students</p> <p>_____ Using questioning & discussion techniques</p> <p>_____ Engaging students in learning</p> <p>_____ Using assessments in instruction</p> <p>_____ Demonstrating flexibility & responsiveness</p>	<p><i>Professional Responsibilities</i></p> <p>_____ Reflecting on teaching</p> <p>_____ Maintaining accurate records</p> <p>_____ Communicating with families</p> <p>_____ Participating in a professional community</p> <p>_____ Growing & developing professionally</p> <p>_____ Showing professionalism</p>
<p>_____ <i>Punctuality</i></p>	<p>_____ <i>Attendance</i></p>

SUMMARY:

<p>Supervisor’s Signature: _____</p> <p>_____</p>	<p>Date: _____</p>
<p>Principal’s Signature: _____</p> <p>_____</p>	<p>Date: _____</p>

Form H: Evidence for Component Ratings:

Domain 1: Planning and Preparation

Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>Evidence</i> Date: Date: Date:				
Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The 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.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The 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>Evidence</i> Date: Date: Date:				

Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
1c Setting Instructional Outcomes	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 the 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 can be assessed. 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>Evidence</i> <i>Date:</i> <i>Date:</i> <i>Date:</i>				
Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The 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. The teacher does not seek to extend such knowledge.	The 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.	The 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>Evidence</i> <i>Date:</i> <i>Date:</i> <i>Date:</i>				

Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The 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 for all students, and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.
<i>Evidence</i> <i>Date:</i> <i>Date:</i> <i>Date:</i>				
Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
1f Designing Student Assessments	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contributions 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.

Evidence
Date:
Date:
Date:

Domain 2: The Classroom Environment

Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are 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, both between the 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.

Evidence
Date:
Date:
Date:

Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
2b Establishing a Culture for Learning	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.	The teacher's attempt to create a culture for learning is 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 and 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 of 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.

Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
<i>Evidence</i> <i>Date:</i> <i>Date:</i> <i>Date:</i>				

Classroom Observations—Continued

Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
2c Managing Classroom Procedures	Classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are either nonexistent or inefficient, resulting in the loss of much instructional time.	Classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties have been established but function unevenly or inconsistently, with some loss of instructional time.	Classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties have been established and function smoothly, with little loss of instructional time.	Classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are seamless in their operation, with students assuming considerable responsibility for their smooth functioning.
<i>Evidence</i> <i>Date:</i> <i>Date:</i> <i>Date:</i>				
Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
2d Managing Student Behavior	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 and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the

				standards of behavior.
<i>Evidence</i> <i>Date:</i> <i>Date:</i> <i>Date:</i>				

Classroom Observations—Continued

Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
2e Organizing Physical Space	The teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. The teacher's use of physical resources, including computer technology, is moderately effective.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement supports the learning activities. The 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.
<i>Evidence</i> <i>Date:</i> <i>Date:</i> <i>Date:</i>				

Domain 3: Instruction

Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
3a Communicating with Students	The teacher's oral and written communication contains errors or is unclear or inappropriate to students' cultures or levels of development.	The teacher's oral and written communication contains no errors but may not be completely appropriate to students' cultures or levels of development. It may require further	The teacher communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to students' cultures and levels of development.	The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development. It also anticipates possible student misconceptions.

Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
		elaboration to avoid confusion.		
<i>Evidence</i> <i>Date:</i> <i>Date:</i> <i>Date:</i>				

Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
3b Using Questioning and Discussion Techniques	The teacher makes poor use of questioning and discussion techniques, with low-level or inappropriate questions, limited student participation, and little true discussion.	The teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	The teacher' use of questioning and discussion techniques reflects high-level questions, true discussion, and participation by all students.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and assume the responsibility for the participation of all students in the discussion.
<i>Evidence</i> <i>Date:</i> <i>Date:</i> <i>Date:</i>				

Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
3c Engaging Students in Learning	Students are not at all intellectually engaged in learning, as a result of groupings, activities, or materials inappropriate to their cultures or levels of understanding, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially in significant learning, as a result of groupings, activities, or materials culturally or developmentally appropriate to only some students, or uneven lesson structure or pacing.	Students are intellectually engaged throughout the lesson in significant learning, with appropriate groupings, activities, and materials, instructive presentations of content, and suitable lesson structure and pacing.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the representation of content, the groupings, the activities, and the materials. The lesson is adapted as necessary to the needs of individuals, and the structure and

Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
				pacing allow for student reflection and closure.
<i>Evidence</i> <i>Date:</i> <i>Date:</i> <i>Date:</i>				

Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
3d Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students; students are unaware of the assessment criteria used to evaluate their work.	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 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>Evidence</i> <i>Date:</i> <i>Date:</i> <i>Date:</i>				
Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
3e Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; the teacher assumes no responsibility for students' failure to understand.	The teacher demonstrates moderate flexibility and responsiveness to student questions, needs, and interests during a lesson, and seeks to ensure the success of all students.	The teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs, and interests.	The teacher is highly responsive to individual students' needs, interests, and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.
<i>Evidence</i> <i>Date:</i> <i>Date:</i> <i>Date:</i>				

Evidence for Domain 4:

Domain 4: Professional Responsibilities

Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
4a Reflecting on Teaching	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
Notes:				
Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
4b Maintaining Accurate Records	The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.
Notes:				
Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
4c Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.

Notes:

Evidence for Domain 4—*Continued*

Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
4d Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.
Notes:				
Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
4e Growing and Developing Professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
Notes:				

Evidence for Domain 4—*Continued*

Component	Ineffective = 1	Developing = 2	Effective = 3	Highly Effective = 4
<p>4f Showing Professionalism</p>	<p>The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.</p>	<p>The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher’s attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.</p>	<p>The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.</p>
<p>Notes:</p>				

Form I. Annual Evaluation of Teacher

**EAST ROCKAWAY PUBLIC SCHOOLS
EAST ROCKAWAY, NEW YORK**

ANNUAL EVALUATION OF TEACHER

Name: _____ School: _____ Year: _____

Status: Probationary _____ Non-Tenured Track _____ Tenured _____ Years of service _____

The annual evaluation is a summary of the teacher's overall performance for the year. Supervisors will assign a rating of (4) Highly Effective, (3) Effective, (2) Developing or (1), Ineffective for each specific criterion. Comments, impressions and specific recommendations related to these areas appear in the narrative section. Information on appeal procedures is available from your immediate supervisor or through the East Rockaway Teachers Association.

<p><i>Planning/Preparation</i></p> <p>_____ Demonstrating knowledge of content & pedagogy</p> <p>_____ Demonstrating knowledge of students</p> <p>_____ Setting instructional outcomes</p> <p>_____ Demonstrating knowledge of resources</p> <p>_____ Designing coherent instruction</p> <p>_____ Designing student assessments</p>	<p><i>The Classroom Environment</i></p> <p>_____ Creating an environment of respect & Rapport</p> <p>_____ Establishing a culture for learning</p> <p>_____ Managing classroom procedures</p> <p>_____ Managing student behavior</p> <p>_____ Organizing physical space</p>
<p><i>Instruction</i></p> <p>_____ Communicating with students</p> <p>_____ Using questioning & discussion techniques</p> <p>_____ Engaging students in learning</p> <p>_____ Using assessments in instruction</p> <p>_____ Demonstrating flexibility & responsiveness</p>	<p><i>Professional Responsibilities</i></p> <p>_____ Reflecting on teaching</p> <p>_____ Maintaining accurate records</p> <p>_____ Communicating with families</p> <p>_____ Participating in a professional community</p> <p>_____ Growing & developing professionally</p> <p>_____ Showing professionalism</p>
<p>_____ <i>Punctuality</i></p>	<p>_____ <i>Attendance</i></p>

Summary:

As of June 15, 20XX _____ had _____ days of chargeable absences.

Overall Rating: _____	
Teacher's Signature: _____	Date: _____
Supervisor's Signature: _____	Date: _____
Principal's Signature: _____	Date: _____

Signing this form indicates only that it has been read and received. Comments and responses may be attached with a copy to supervisor and file.

Form J. Annual Evaluation of Teacher for Performance Review Options

**EAST ROCKAWAY PUBLIC SCHOOLS
EAST ROCKAWAY, NEW YORK**

**ANNUAL EVALUATION OF TEACHER
Performance Review Option**

Name: _____ School: _____ Year: _____

Status: Probationary _____ Non-Tenured Track _____ Tenured _____ Years of service _____

The annual evaluation is a summary of the teacher's overall performance for the year. Supervisors will assign a rating of (4) Highly Effective, (3) Effective, (2) Developing or (1), Ineffective for each specific criterion. Comments, impressions and specific recommendations related to these areas appear in the narrative section. Information on appeal procedures is available from your immediate supervisor or through the East Rockaway Teachers Association.

<p><i>Planning/Preparation</i></p> <p>_____ Demonstrating knowledge of content & pedagogy</p> <p>_____ Demonstrating knowledge of students</p> <p>_____ Setting instructional outcomes</p> <p>_____ Demonstrating knowledge of resources</p> <p>_____ Designing coherent instruction</p> <p>_____ Designing student assessments</p>	<p><i>The Classroom Environment</i></p> <p>_____ Creating an environment of respect & Rapport</p> <p>_____ Establishing a culture for learning</p> <p>_____ Managing classroom procedures</p> <p>_____ Managing student behavior</p> <p>_____ Organizing physical space</p>
<p><i>Instruction</i></p> <p>_____ Communicating with students</p> <p>_____ Using questioning & discussion techniques</p> <p>_____ Engaging students in learning</p> <p>_____ Using assessments in instruction</p> <p>_____ Demonstrating flexibility & responsiveness</p>	<p><i>Professional Responsibilities</i></p> <p>_____ Reflecting on teaching</p> <p>_____ Maintaining accurate records</p> <p>_____ Communicating with families</p> <p>_____ Participating in a professional community</p> <p>_____ Growing & developing professionally</p> <p>_____ Showing professionalism</p>

Professional Review Category

Professional Review Title

APPR Domain Component(s) Addressed:

Description of Project:

Initial Meeting Date:

Follow-up Date(s):

Final Review Date:

Supervisor's Summary:

As of June 15, 20XX _____ had _____ days of chargeable absences.

Overall Rating: _____	
Teacher's Signature: _____	Date: _____
Supervisor's Signature: _____	Date: _____
Principal's Signature: _____	Date: _____
<small>Signing this form indicates only that it has been read and received. Comments and responses may be attached with a copy to supervisor and file.</small>	

Form K. Teaching Assistant Observation Report

**EAST ROCKAWAY PUBLIC SCHOOLS
EAST ROCKAWAY, NEW YORK**

TEACHING ASSISTANT OBSERVATION REPORT

Name of TA : Pre-Observation Conf:
Name of Observer: Date of Observation:
Subject: Time of Observation:.
Grade Post Observation Conf.:
Number of Students: Announced/Unannounced:

LEARNING ACTIVITY:

As communicated from the classroom teacher:

DESCRIPTION OF LESSON

COMMENDATIONS

RECOMMENDATIONS

SUMMARY

Signature of Observer _____ Date _____

Signature of Teacher _____ Date _____

Signing this form only indicates that it has been read and received. Teaching assistant may attach written comments and other documents.

cc: Teaching assistant, Superintendent, Supervisor, Personnel File

Form L. Annual Evaluation of Teaching Assistant

**EAST ROCKAWAY PUBLIC SCHOOLS
EAST ROCKAWAY, NEW YORK**

ANNUAL EVALUATION OF TEACHING ASSISTANT

Name: _____ **School:** _____ **School Year:** _____

Chargeable days of absence as of June 11, 200X _____

The annual evaluation is a summary of the teaching assistant's overall performance for the year. Supervisors will assign a rating of (4) Highly Effective, (3) Effective, (2) Developing or (1), Ineffective for each specific criterion. Comments, impressions and specific recommendations appear in the narrative section. Information on appeal procedures is available from your immediate supervisor or through the East Rockaway Teacher Association.

<p><i>Instruction</i></p> <p>_____ Communicating with students</p> <p>_____ Using questioning & discussion techniques</p> <p>_____ Engaging students in learning</p> <p>_____ Using assessments in instruction</p> <p>_____ Demonstrating flexibility & responsiveness</p> <p>Comments: _____</p>	<p><i>The Classroom Environment</i></p> <p>_____ Creating an environment of respect & rapport</p> <p>_____ Establishing a culture for learning</p> <p>_____ Managing classroom procedures</p> <p>_____ Managing student behavior</p> <p>Comments: _____</p>
<p>_____ <i>Punctuality</i></p> <p>_____ <i>Attendance</i></p> <p>Comments: _____</p>	<p><i>Professional Responsibilities</i></p> <p>_____ Maintaining accurate records</p> <p>_____ Participating in a professional community</p> <p>_____ Growing & developing professionally</p> <p>_____ Showing professionalism</p> <p>Comments: _____</p>

Summary:

Overall Rating

<p>Teaching Assistant's Signature _____</p> <p>_____</p>	<p>Date: _____</p>
<p>Supervisor's Signature _____</p> <p>_____</p>	<p>Date: _____</p>
<p>Principal's Signature _____</p>	<p>Date: _____</p>

Signing this form indicates only that it has been read and received. Comments and responses may be attached with a copy to supervisor and file.

Form M. Support Personnel Pre-Observation Plan

Adapted from Pathwise Introduction to A Framework for Teaching: Participant Workbook, copyright 2000

To be completed prior to the pre-observation conference

Name _____

Date _____

1. Describe the setting (location, audience, participants)

a. What is the goal of this meeting or event?

b. If the observed activity will include students, how many students have documented learning exceptionalities (learning disability, gifted and talented, developmental disability, emotional or behavioral disorder, physical or sensory impairment, other health impairment, 504 plan)? How will you accommodate these differences?

c. What are the cultural / ethnic backgrounds of the students? How will this information impact the meeting or the group?

2. What about the environment might affect the scheduled observation?

- nothing this is not my office new equipment
 construction other _____

3. Are there special circumstances that the observer should be aware of in order to understand what will occur during the observation?

- policies interruptions routines other

4. Why are the goals for the activity suitable for this group? What are the prerequisite relationships, if any?

5. Do these goals relate to other disciplines? If so, how?

6. How do you plan to utilize the outcomes of the meeting?

8. (Optional) Is there anything in particular on which you would like the observer to focus and provide feedback for your professional growth?

Form N. Reflection Form for Support Personnel

Adapted from Pathwise Introduction to A Framework for Teaching: Participant Workbook, copyright 2000

To be completed by the support personnel prior to the post-observation conference

Name

Date: _____

Concept or Topic

1. How do I know that the participants were productively engaged?

2. Were my goals met? How do I know? Or how and when will I know?

3. Did I alter my goals as I proceeded through the activity? Why?

4. If I had the opportunity to meet this same group again, what would I do differently? Why?

Form O. Counselor / Social Worker Observation Report

[The boxes for the components that do not pertain to a particular activity will be removed for the final report.]

**EAST ROCKAWAY PUBLIC SCHOOLS
EAST ROCKAWAY, NEW YORK**

COUNSELOR / SOCIAL WORKER OBSERVATION REPORT

Name:
Name of Observer:
Grade (if applicable)
Number of Participants:

Pre-Observation Conf:
Date of Observation:
Time of Observation:
Post Observation Conf.:
Announced/Unannounced:

PURPOSE OF ACTIVITY:

DESCRIPTION OF ACTIVITY:

COMMENDATIONS

Planning & Preparation

Component	Commendation Evidence
1a Knowledge of counseling theory and technique	
1b Knowledge of child and adolescent development	
1c Establishing goals	
1d Knowledge of regulations and resources	
1e Planning the counseling program	
1f Plan to evaluate the counseling program	

The Environment

Component	Commendation Evidence
2a Creating an environment of respect & rapport	
2b Establishing a culture for productive communication	
2c Managing routines and procedures	
2d Establishing standards of conduct	
2e Organizing physical space	

Delivery of Service

Component	Commendation Evidence
3a Assessing student needs	
3b Academic, personal/social and career plans	
3c Using counseling techniques	
3d Brokering resources	
3e Demonstrating flexibility & responsiveness	

Professional Responsibilities

Component	Commendation Evidence
4a Reflecting on practice	
4b Maintaining records	
4c Communicating with families	
4d Participating in a professional community	

4e Engaging in Professional Development	
4f Showing professionalism	

RECOMMENDATIONS

Planning & Preparation

Component	Commendation Evidence
1a Knowledge of counseling theory and technique	
1b Knowledge of child and adolescent development	
1c Establishing goals	
1d Knowledge of regulations and resources	
1e Planning the counseling program	
1f Plan to evaluate the counseling program	

The Environment

Component	Commendation Evidence
2a Creating an environment of respect & rapport	
2b Establishing a culture for productive communication	
2c Managing routines and procedures	
2d Establishing standards of conduct	
2e Organizing physical space	

Delivery of Service

Component	Commendation Evidence
3a Assessing student needs	
3b Academic, personal/social and career plans	
3c Using counseling techniques	
3d Brokering resources	
3e Demonstrating flexibility & responsiveness	

Professional Responsibilities

Component	Commendation Evidence
4a Reflecting on practice	
4b Maintaining records	
4c Communicating with families	
4d Participating in a professional community	
4e Engaging in Professional Development	
4f Showing professionalism	

SUMMARY

Signature of Observer _____ Date _____

Signature of Counselor or SW _____ Date _____

Signing this form only indicates that it has been read and received. Teachers may attach written comments and other documents.

cc: Counselor or SW, Superintendent, Supervisor, Personnel File

Form P. School Psychologist Observation Report

[The boxes for the components that do not pertain to a particular activity will be removed for the final report.]

**EAST ROCKAWAY PUBLIC SCHOOLS
EAST ROCKAWAY, NEW YORK**

SCHOOL PSYCHOLOGIST OBSERVATION REPORT

Name:
Name of Observer:
Grade (if applicable)
Number of Participants:

Pre-Observation Conf:
Date of Observation:
Time of Observation:
Post Observation Conf.:
Announced/Unannounced:

PURPOSE OF ACTIVITY:

DESCRIPTION OF ACTIVITY:

COMMENDATIONS

Planning & Preparation

Component	Commendation Evidence
1a Knowledge and skill in using psychological instruments	
1b Knowledge of child and adolescent development and psychology	
1c Establishing goals	
1d Knowledge of regulations and resources	
1e Planning the psychology program	
1f Plan to evaluate the psychology program	

The Environment

Component	Commendation Evidence
2a Establishing rapport with students	
2b Establishing a culture for positive mental health	
2c Establishing and maintaining clear procedures for referrals	
2d Establishing standards of conduct	
2e Organizing physical space for testing and materials	

Delivery of Service

Component	Commendation Evidence
3a Responding to referrals; consulting with teachers / administrators	
3b Evaluating student needs	
3c Chairing evaluation team	
3d Planning interventions	
3e Maintaining contact with physicians and service providers	
3f Demonstrating flexibility & responsiveness	

Professional Responsibilities

Component	Commendation Evidence
4a Reflecting on practice	
4b Communicating with families	
4c Maintaining accurate records	
4d Participating in a professional community	
4e Engaging in Professional Development	
4f Showing professionalism	

RECOMMENDATIONS

Planning & Preparation

Component	Commendation Evidence
1a Knowledge and skill in using psychological instruments	
1b Knowledge of child and adolescent development and psychology	
1c Establishing goals	
1d Knowledge of regulations and resources	
1e Planning the psychology program	
1f Plan to evaluate the psychology program	

The Environment

Component	Commendation Evidence
2a Establishing rapport with students	
2b Establishing a culture for positive mental health	
2c Establishing and maintaining clear procedures for referrals	
2d Establishing standards of conduct	
2e Organizing physical space for testing and materials	

Delivery of Service

Component	Commendation Evidence
3a Responding to referrals; consulting with teachers / administrators	
3b Evaluating student needs	
3c Chairing evaluation team	
3d Planning interventions	
3e Maintaining contact with physicians and service providers	
3f Demonstrating flexibility & responsiveness	

Professional Responsibilities

Component	Commendation Evidence
4a Reflecting on practice	
4b Communicating with families	
4c Maintaining accurate records	
4d Participating in a professional community	
4e Engaging in Professional Development	
4f Showing professionalism	

SUMMARY

Signature of Observer _____ Date _____

Signature of Psychologist _____ Date _____

Signing this form only indicates that it has been read and received. Teachers may attach written comments and other documents.

cc: Psychologist, Superintendent, Supervisor, Personnel File

Form Q. Annual Self-Reflection Worksheet for Counselors and Social Workers

**EAST ROCKAWAY PUBLIC SCHOOLS
EAST ROCKAWAY, NEW YORK**

ANNUAL SELF-REFLECTION WORKSHEET

Name: _____ School: _____ Year: _____

Status: Probationary Non-Tenured Track Tenured Years of service

Carefully reflect on your performance for this school year and provide specific examples of your work in each of the four domains. Please address as many components as you feel are applicable. You may want to refer to the four-box graphic of the domains.

DOMAIN & COMPONENTS	EXAMPLES
<p><i>Planning/Preparation</i></p> <ul style="list-style-type: none"> -Demonstrating knowledge of counseling theory and techniques -Demonstrating knowledge of child and adolescent development -Establishing goals for the counseling program -Demonstrating knowledge of state and federal regulations and of resources -Planning the counseling program integrated with the regular school program -Developing a plan to evaluate the counseling program 	
<p><i>The Environment</i></p> <ul style="list-style-type: none"> -Creating an environment of respect & rapport -Establishing a culture for productive communication -Managing routines and procedures -Establishing standards of conduct and contributing to the culture for student behavior throughout the school -Organizing physical space 	
<p><i>Delivery of Services</i></p> <ul style="list-style-type: none"> -Assessing student needs -Assisting students and teachers in the formulation of academic, personal/social, and career plans 	

<ul style="list-style-type: none"> -Using counseling techniques in individual and classroom programs -Brokering resources to meet needs -Demonstrating flexibility & responsiveness 	
<p><i>Professional Responsibilities</i></p> <ul style="list-style-type: none"> -Reflecting on practice -Maintaining records and submitting in a timely fashion -Communicating with families -Participating in a professional community -Engaging in professional development -Showing professionalism 	

What are your professional goals for the following school year?

ONLY for staff members participating in Performance Review Options

Professional Review Category

Professional Review Option Title

APPR Domain Component(s) Addressed:

Description of Project:

Initial Meeting Date:

Follow-up Date(s):

Final Review Date:

Counselor or SW's Summary/Evaluation/Reflection of Project:

Form R. Annual Self-Reflection Worksheet for School Psychologists

EAST ROCKAWAY PUBLIC SCHOOLS EAST ROCKAWAY, NEW YORK

ANNUAL SELF-REFLECTION WORKSHEET

Name: _____ School: _____ Year: _____

Status: Probationary Non-Tenured Track Tenured Years of service

Carefully reflect on your performance for this school year and provide specific examples of your work in each of the four domains. Please address as many components as you feel are applicable. You may want to refer to the four-box graphic of the domains.

DOMAIN & COMPONENTS	EXAMPLES
<p><i>Planning/Preparation</i></p> <ul style="list-style-type: none"> -Demonstrating knowledge and skill in using psychological instruments to evaluate students -Demonstrating knowledge of child and adolescent development and psychopathology -Establishing goals for the psychology program -Demonstrating knowledge of state and federal regulations and of resources -Planning the psychology program integrated with the regular school program -Developing a plan to evaluate the psychology program 	
<p><i>The Environment</i></p> <ul style="list-style-type: none"> -Establishing a rapport with students -Establishing a culture for positive mental health throughout the school -Establishing and maintaining clear procedures for referrals -Establishing standards of conduct in the testing center -Organizing physical space for testing and storage of materials 	
<p><i>Delivery of Services</i></p> <ul style="list-style-type: none"> -Responding to referrals; consulting with teachers and administrators -Evaluating student needs in compliance with NASP guidelines -Chairing evaluation team -Planning interventions to 	

maximize students' likelihood of success -Maintaining contact with physicians and community mental health service providers -Demonstrating flexibility & responsiveness	
<i>Professional Responsibilities</i> -Reflecting on practice -Communicating with families -Maintaining accurate records -Participating in a professional community -Engaging in professional development -Showing professionalism	

What are your professional goals for the following school year?

ONLY for staff members participating in Performance Review Options

Professional Review Category

Professional Review Option Title

APPR Domain Component(s) Addressed:

Description of Project:

Initial Meeting Date:

Follow-up Date(s):

Final Review Date:

Psychologist's Summary/Evaluation/Reflection of Project:

Form S. Tenure Recommendation for Counselors and Social Workers

**EAST ROCKAWAY PUBLIC SCHOOLS
EAST ROCKAWAY, NEW YORK**

TENURE RECOMMENDATION FOR COUNSELORS & SOCIAL WORKERS

Name: _____ School: _____ Year: _____

This tenure evaluation is a summary of the counselor's or social worker's overall performance for this school year to date. Supervisors will assign a rating of **(S)** Satisfactory, **(N)** Needs Improvement, **(U)** Unsatisfactory or **(N/A)** Not Applicable for each specific criterion. Comments, impression and specific recommendations related to these areas appear in the narrative section.

<p><i>Planning/Preparation</i></p> <ul style="list-style-type: none">___ Demonstrating knowledge of counseling theory and techniques___ Demonstrating knowledge of child and adolescent development___ Establishing goals for the Counseling program___ Demonstrating knowledge of state and federal regulations and of resources___ Planning the counseling program integrated with the regular school program___ Developing a plan to evaluate the counseling program <p>Comments:</p>
<p><i>The Environment</i></p> <ul style="list-style-type: none">___ Creating an environment of respect & rapport___ Establishing a culture for productive communication___ Managing routines and procedures___ Establishing standards of conduct and contributing to culture for student behavior in the school___ Organizing physical space <p>Comments:</p>
<p><i>Delivery of Services</i></p> <ul style="list-style-type: none">___ Assessing student needs___ Assisting students and teachers in the formulation of academic, personal/social, and career plans___ Using counseling techniques in individual and classroom programs___ Brokering resources to meet needs___ Demonstrating flexibility & responsiveness <p>Comments:</p>
<p><i>Professional Responsibilities</i></p> <ul style="list-style-type: none">___ Reflecting on practice___ Communicating with families___ Maintaining accurate records___ Participating in a professional community___ Engaging in professional development___ Showing professionalism <p>Comments:</p>
<p>___ <i>Punctuality</i></p>

<u> </u> <i>Attendance</i>
Chargeable days of Absence as of March 1 of the tenure year
Year 1
Year 2
Year 3
TOTAL

SUMMARY:

Supervisor's Signature: _____	Date: _____

Principal's Signature: _____	Date: _____

Form T. Tenure Recommendation for School Psychologists

EAST ROCKAWAY PUBLIC SCHOOLS EAST ROCKAWAY, NEW YORK

TENURE RECOMMENDATION FOR SCHOOL PSYCHOLOGISTS

Name: _____ School: _____ Year: _____

This tenure evaluation is a summary of the psychologist's overall performance for this school year to date. Supervisors will assign a rating of (**S**) Satisfactory, (**N**) Needs Improvement, (**U**) Unsatisfactory or (**N/A**) Not Applicable for each specific criterion. Comments, impression and specific recommendations related to these areas appear in the narrative section.

Planning/Preparation

- ___ Demonstrating knowledge and skill in using psychological instruments to evaluate students
- ___ Demonstrating knowledge of child and adolescent development and psychopathology
- ___ Establishing goals for the psychology program
- ___ Demonstrating knowledge of state and federal regulations and of resources
- ___ Planning the psychology program integrated with the regular school program
- ___ Developing a plan to evaluate the psychology program

Comments:

The Environment

- ___ Establishing a rapport with students
- ___ Establishing a culture for positive mental health throughout the school
- ___ Establishing and maintaining clear procedures for referrals
- ___ Establishing standards of conduct in the testing center
- ___ Organizing physical space for testing and storage of materials

Comments:

Delivery of Services

- ___ Responding to referrals; consulting with teachers and administrators
- ___ Evaluating student needs in compliance with NASP guidelines
- ___ Chairing evaluation team
- ___ Planning interventions to maximize students' likelihood of success
- ___ Maintaining contact with physicians and community mental health service providers
- ___ Demonstrating flexibility & responsiveness

Comments:

Professional Responsibilities

- ___ Reflecting on practice
- ___ Maintaining records and submitting in a timely fashion
- ___ Communicating with families
- ___ Participating in a professional community
- ___ Engaging in professional development
- ___ Showing professionalism

Comments:

Punctuality

<u> </u> <i>Attendance</i> Chargeable days of Absence as of March 1 of the tenure year Year 1 Year 2 Year 3 TOTAL

SUMMARY:

Supervisor's Signature: _____	Date:

Principal's Signature: _____	Date:

Form U. Annual Evaluation of Counselor or Social Worker

**EAST ROCKAWAY PUBLIC SCHOOLS
EAST ROCKAWAY, NEW YORK**

ANNUAL EVALUATION OF COUNSELOR / SOCIAL WORKER

Name:

School:

Year:

Status: Probationary _____ Non-Tenured Track _____ Tenured _____ Years of service _____

The annual evaluation is a summary of the counselor's or social worker's overall performance for the year. Supervisors will assign a rating of (S) Satisfactory, (N) Needs Improvement, (U) Unsatisfactory or (N/A), Not applicable for each specific criterion. Comments, impressions and specific recommendations related to these areas appear in the narrative section. Information on appeal procedures is available from your immediate supervisor or through the East Rockaway Teachers Association.

I. Planning and Preparation		II. The Environment	
Demonstrates knowledge of counseling theory and techniques		Creates an environment of respect & rapport	
Demonstrates knowledge of child and adolescent development		Establishes a culture for productive communication	
Establishes goals for the counseling program		Manages routines and procedures	
Demonstrates knowledge of state and federal regulations and of resources		Establishes standards of conduct and contributes to the culture for student behavior throughout the school	
Plans a counseling program that is integrated with the regular school program		Organizes physical space	
Developing a plan to evaluate the counseling program			
III. Delivery of Service		IV. Professional Responsibilities	
Assesses student needs		Reflects on practice	
Assists students and teachers in the formulation of academic, personal/social, and career plans		Maintains records and submits in a timely fashion	
Uses counseling techniques in individual and classroom programs		Communicates effectively with families	
Brokers resources to meet needs		Participates in a professional community	
Demonstrates flexibility & responsiveness		Engages in professional development	

V. Attendance		Shows professionalism	
---------------	--	-----------------------	--

Overall Rating: _____

EVALUATOR'S NARRATIVE:

As of June 15, 200X _____ had ____ days of chargeable absences.

Counselor / SW's Signature: _____ _____	Date: _____
Supervisor's Signature: _____ _____	Date: _____
Principal's Signature: _____ Date: _____	
Signing this form indicates only that it has been read and received. Comments and responses may be attached with a copy to supervisor and file.	

Form V. Annual Evaluation of School Psychologist

EAST ROCKAWAY PUBLIC SCHOOLS EAST ROCKAWAY, NEW YORK

ANNUAL EVALUATION OF PSYCHOLOGIST

Name: _____

School: _____

Year: _____

Status: Probationary _____ Non-Tenured Track _____ Tenured _____ Years of service _____

The annual evaluation is a summary of the psychologist's overall performance for the year. Supervisors will assign a rating of (S) Satisfactory, (N) Needs Improvement, (U) Unsatisfactory or (N/A), Not applicable for each specific criterion. Comments, impressions and specific recommendations related to these areas appear in the narrative section. Information on appeal procedures is available from your immediate supervisor or through the East Rockaway Teachers Association.

I. Planning and Preparation		II. The Environment	
Demonstrates knowledge and skill in using psychological instruments to evaluate students		Establishes a rapport with students	
Demonstrates knowledge of child and adolescent development and psychopathology		Establishes a culture for positive mental health throughout the school	
Establishes goals for the psychology program		Establishes and maintains clear procedures for referrals	
Demonstrates knowledge of state and federal regulations and of resources		Establishes standards of conduct in the testing center and contributes to the culture for student behavior throughout the school	
Plans a psychology program that is integrated with the regular school program		Organizes physical space for testing and storage of materials	
Develops a plan to evaluate the psychology program			
III. Delivery of Service		IV. Professional Responsibilities	
Responds to referrals; consults with teachers and administrators		Reflects on practice	
Evaluates student needs in compliance with NASP guidelines		Communicates effectively with families	
Chairs evaluation team		Maintains accurate records	
Plans interventions to maximize students' likelihood of success		Participates in a professional community	
Maintains contact with physicians and community mental health service providers		Engages in professional development	
Demonstrates flexibility & responsiveness		Shows professionalism	

V. Attendance			
---------------	--	--	--

Overall Rating: _____

EVALUATOR'S NARRATIVE:

As of June 15, 200X _____ had ____ days of chargeable absences.

Psychologist's Signature: _____	Date: _____
Supervisor's Signature: _____	Date: _____
Principal's Signature: _____	Date: _____
Signing this form indicates only that it has been read and received. Comments and responses may be attached with a copy to supervisor and file.	