

The Newfield Central School District
Annual Professional Performance Review
(APPR)



Revised 2017-18

Table of Contents

- I. Introduction
- II. Requirements for Evaluation Teacher Evaluation Process
- III. Evaluator and Staff Training
- IV. Inter-Rater Reliability
- V. Data Submission to NYS Education Department
- VI. Teacher Verification of Subjects and Roster
- VII. Reporting Teacher's Subcomponents and Composite Scores
- VIII. Test Security and Scoring
- IX. Student Growth Measures (NYS 20%)
- X. Student Achievement Measures (Locally Selected 20%)
- XI. Multiple Measures of Effectiveness (60%)
- XII. Subcomponent and Composite Scoring Ranges
- XIII. Timely Feedback
- XIV. Teacher Improvement Plans
- XV. Peer Intervention Program
- XVI. Self-Improvement Plan
- XVII. Appeals
- XVIII. Appendices
 - A. Observation Form
 - B. Pre-Observation Form
 - C. Post-Observation Form
 - D. SSP Observation/Evaluation Form
 - E. OT Observation/Evaluation Form
 - F. Other Teacher Observation/Evaluation Form
 - G. APPR Summative Review Form
 - H. Conversion Chart
 - I. TIP Form
 - J. SIP Form
 - K. Appeals Form
 - L. Framework for Teaching Rubric

I. Introduction

The goal of The Newfield Central School District APPR (Annual Professional Performance Review) teacher evaluation method is to provide a process in which professional growth is encouraged, teaching and professional practice is enhanced and student learning is promoted and developed through and aligned with New York State's Teaching Standards. The APPR also assures that there is a common language and common expectations among all teachers and evaluators. The District's Professional Development Plan (PDP) will be linked to the APPR to ensure teacher-driven professional development and support.

II. Requirements for Evaluation

In accordance with Education Law §3012-d, each teacher is required to receive an APPR. Each APPR reflects a composite score rating effectiveness on a scale from "Highly Effective", "Effective", "Developing", or "Ineffective". The composite score will be determined based on the following:

- 50 percent of the composite score is based on a multitude of measures evaluating effective teacher practices aligned with New York State Teaching Standards; these measures were established locally through collective bargaining.
- 50 percent of the score is based on student growth on NYS state assessments or NYSED approved assessments.

The objective of the method of evaluation is to create an opportunity for professional enhancement through professional development, self-reflection and collaboration between staff and administration.

New York State Teaching Standards

The Annual Professional Performance Review is in alignment with the New York State Teaching Standards.

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.

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.

Standard III. Instructional Practice:

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Standard IV. Learning Environment:

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Standard V. Assessment for Student Learning:

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Standard VI. Professional Responsibilities and Collaboration:

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Standard VII. Professional Growth:

Teachers set informed goals and strive for continuous professional growth.

Teacher Evaluation Process

a) Annual Professional Performance Review Components:

- Formal Observations using the Charlotte Danielson Rubric
- Student Performance

b) Teacher Evaluations for staff under 3012-d

Effective July 1, 2012:

- Tenured teachers will be evaluated by trained administrative staff two (2) times per year: one announced and one unannounced. The observation by the supervisor shall be unannounced and weighted as 90% of the overall score. The observation by an independent evaluator shall be unannounced and weighted as 10% of the overall observation score.
- Non-tenured teachers will be evaluated by trained administrative staff three (3) times per year: two announced and one unannounced. The supervisor shall do two announced observations and the independent evaluator shall do one unannounced observation.
- The first observation will be completed by January 31st. The second and third (if applicable) observations will be completed by May 31st.
- A pre-conference meeting will be held for announced observations.
- Post-conference meetings will be held for all observations within two (2) weeks of the observation.
- The teacher will sign the observation/evaluation forms only as an indication that s/he has seen and discussed them. The teacher's signature does not constitute either approval or disapproval of the observation or evaluation. The teacher may, if s/he wishes, add his/her own comments in the appropriate place on the observation form.
- All monitoring or observation of the work performance of a teacher will be conducted openly, with full knowledge of the teacher. The use of public address or audio system devices shall not be used for this purpose.
- Teachers will have the opportunity to provide evidence for all domains that are not included in the observations via natural conversations with their evaluators prior to the finalization of their APPR score.

c) Teacher Evaluations for staff NOT covered under 3012-d

School Service Professionals (SSP) —The term School Service Professionals shall include school counselors, psychologists, and school social workers.

- Non-tenured School Service Professionals will be evaluated by administrative staff (building principal, supervisor, etc.) at least three (3) times per year (two performance and one end-of year evaluation). At least one evaluation will be completed by January 31st. All evaluations will be completed by June 1st.
- The evaluation(s) of non-tenured SSPs will be used to make recommendations to the Superintendent of Schools about continuation of services and ultimately about tenure.
- Tenured School Service Professionals (SSP) will be evaluated by administrative staff (building principal, supervisor, etc.) at least one (1) time per year. This evaluation will be

completed by May 31st

- A post-evaluation meeting will be held with the supervisor within two (2) weeks of the evaluation.
- The observation/evaluation form is attached at Appendix D and may be modified by written agreement by both parties.

Occupational Therapists (OT)

- OTs shall serve a probationary period of 52 weeks.
- Probationary OTs will be evaluated by administrative staff (building principal, supervisor, etc.) at least three (3) times per year (two (2) performance and one (1) end- of year evaluation). At least one evaluation will be completed by January 31st. All evaluations will be completed by June 1st.
- Permanently appointed OTs will be evaluated by administrative staff (building principal, supervisor, etc.) at least one (1) time per year, completed by June 1st.
- At least one observation of for probationary OTs must have a preconference meeting. Permanently appointed OTs or his/her evaluator may request a pre-conference at the time the observation is scheduled.
- Each observation must include a post conference within two (2) weeks.
- The OT will receive a copy of the observation form and will sign the form only as an indication that he/she has seen and discussed the observation. The signature does not constitute either approval or disapproval of the observation. The occupational therapist may, if he/she wishes, add his/her own comments in the appropriate place on the observation form.
- The observation/evaluation form is attached at Appendix E and may be modified by written agreement by both parties.
- The evaluation(s) of probationary OTs will be used to make recommendations to the Superintendent of Schools about continuation of services and ultimately about permanent appointment.

Other — These may include speech teachers and teaching assistants ("teacher").

- Tenured teachers will be evaluated by administrative staff (building principal, supervisor, etc.) at least one (1) time per year.
- Non-tenured teachers will be evaluated by administrative staff (building principal, supervisor, etc.) two (2) times per year.
- All observations will be completed by May 31st.
- A pre-conference meeting may *be* requested by the administrator and/or teacher at the time the observation is scheduled.
- Post-conference meetings will be held for all observations.
- Evaluation shall be based upon classroom observation as well as overall job performance within the District. There will be an evaluation conference held.
- The teacher will sign the observation/evaluation forms only as an indication that s/he has seen and discussed them. The teacher's signature does not constitute either approval or disapproval of the observation or evaluation. The teacher may, if s/he wishes, add his/her own comments in the appropriate place on the observation and/or evaluation form.

- All monitoring or observation of the work performance of a teacher will be conducted openly, with full knowledge of the teacher. The use of public address or audio system devices shall not be used for this purpose.
 - The observation/evaluation form is attached at Appendix F and may be modified by written agreement by both parties.
- d) For faculty members possessing an initial or transitional certificate, the evaluation process is required. Additionally, a portfolio review in compliance with Commissioner's Regulation is required. The portfolio may include, but is not limited to the following:
- Samples of student work
 - Samples of student assessment instruments
 - Video of teaching performance
 - Teacher's reflection on his/her classroom performance
 - Sample of lesson plans (choice of format by faculty member)

The portfolio needs to be completed by June 1st of each year in preparation for the end of the year evaluation meetings and submitted in electronic format. The District will provide the CD or DVD needed to reduce the portfolio to electronic format.

IV. Evaluator and Staff Training

All individuals involved in the evaluation of teachers for the purpose of determining an APPR rating shall be duly trained and/or certified as required by Education Law §3012-d and the Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

V. Inter-Rater Reliability

Lead evaluators will maintain inter-rater reliability over time. Administrators will be required to attend ongoing training and co-rate one teacher each year with another administrator in order to maintain inter-rater reliability over time.

VI. Data Submission to NYS Department of Education

The district will ensure that the NYS Department of Education receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course and teacher/student linkage data necessary to comply with Commissioner's Regulations in a format and on a timeline prescribed by the Commissioner.

VII. Teacher Verification of Subjects Taught and Roster

Classroom teachers to whom this plan applies shall be provided an opportunity to verify the subjects and students assigned to them. The teacher will be afforded the opportunity to review and make corrections to their roster on a regular basis following NYSED protocol.

VIII. Reporting Teachers' Subcomponent and Composite Scores

The District will report to the NYSED the individual subcomponent scores and the composite effectiveness score for each teacher to whom this plan applies in a format and on a timeline prescribed by the Commissioner. The District plans to use the current student data and personnel management software systems to establish and track the teacher/student course linkage as required by law and said data will be uploaded when the NYSED system is ready to receive the data.

IX. Test Security and Scoring

NYSED Regents Exams, NYSED Assessments, NYSED approved standardized tests, BOCES developed assessments, or teacher developed assessments will be used for the APPR. Such tests will be stored securely in the district vault or electronically by BOCES and not disseminated to students prior to the assessment administration. Teachers will not be able to score their own student's work if the results of the assessment will factor into any part of their evaluation.

X. Student Growth Measures

For the transition years (through 2019-2020), the Algebra 1 Regents and the English Regents will be used to determine student growth measure for grades K- 8. For grades 9 – 12, the target will be passing for all students taking the Regents Exam for a particular course or, in the case of teachers with a course that does not end in a Regents, the target will be passing for all students taking the Common Core English Regents and the Common Core Algebra Regents exams.

The percentage of students meeting the growth target will determine the HEDI score for the teacher:

Highly Effective			Effective			Devel- oping		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97 – 100	93 – 96	90 – 92	85 – 89	80 – 84	75 – 79	67 – 74	60 – 66	55 – 59	49 – 54	44 – 48	39 – 43	34 – 38	29 – 33	25 – 28	21 – 24	17 – 20	13 – 16	9 – 12	5 – 8	0 – 4

XI. Teacher Observation

The remaining fifty percent (50%) of the composite effectiveness score is based on observation of teachers consistent with standards prescribed by the Commissioner in regulation. Based on its inclusion of the SED-approved list of rubrics, [*Charlotte Danielson's Framework for Teaching \(2011 Revised Edition\)*](#) rubric will be used to evaluate classroom teachers.

XII. Subcomponent and Composite Scoring Ranges

The State Education Department has set the following scoring table for the overall rating categories.

		Observation			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

XIII. Timely Feedback

Effective July 1, 2012, the first observation of all teachers will be completed by January 31st. The second observation will be completed by May 31st. The third observation, as applicable, will be completed at any time during the year, but no later than May 31st.

The summative evaluation, including composite effectiveness score, will be discussed with the teacher during a summative evaluation meeting with the lead evaluator by the last day of attendance for the teacher unless the SED fails to provide the teacher growth score in a timely manner. Teachers will not be *required* to attend a summative evaluation meeting after the last school day in June. However, in the event that a teacher receives a rating of "ineffective" or "developing", the administrator will notify the member in writing to their home address. A meeting will be scheduled no later than ten (10) school days after the beginning of the school year to discuss the summative evaluation and develop a timeline to create and implement a TIP Plan in accordance with Section XV.

XIV. Teacher improvement Plans (TIP)

A Teacher Improvement Plan (TIP) shall be developed for any unit member whose performance is evaluated as "ineffective" or "developing" as outlined in the APPR. A template of the Newfield TIP plan can be found in Appendix I of this document.

- The TIP shall be developed by the immediate supervisor of the unit member for the benefit of and in consultation with the unit member whose performance has been determined to be "ineffective" or "developing".
- The TIP shall be provided as soon as practicable, but in no case later than ten (10) school days after the date when the teacher receives his/her annual performance professional review.

- The TIP shall clearly specify:
 - the area(s) in need of improvement;
 - the performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating;
 - how improvement will be measured and monitored, and provide for periodic reviews of progress;
 - the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher including, where appropriate, the assignment of a peer intervener.

XV. Peer Intervention Program

As one possible strategy for Teacher Improvement Plans, the Newfield Central School District and the Newfield Teachers' Association agree to participate in a Peer Intervention Program:

- The Peer Intervention Committee shall consist of three (3) members of the bargaining unit designated by the Association. Applicants considered must have:
 - Tenure in the district.
 - Knowledge of the subject matter/curriculum.
 - Knowledge of instructional/learning theory.
 - Demonstrated transferal of theory into practice.
 - Effective interpersonal communication skills.
 - Understanding of the concept and value of continuous professional development.

- All tenured members of the bargaining unit shall be encouraged to serve on the Peer Intervention Committee. However, final selection of committee members rests with the Association.

- It shall be the responsibility of the Peer Intervention Committee to support the intervener(s) in all ways deemed appropriate by the committee. The school administration and the committee shall work together to develop an intervention plan.

- It shall be the function of the Peer Intervention Committee to select the intervener(s).

- All tenured members of the bargaining unit shall be encouraged to serve as Interveners. However, final selection of Interveners rests solely with the Peer intervention Committee. Applicants considered must have:
 - Tenure in the district. Knowledge of subject matter/curriculum
 - Knowledge of instructional/learning theory.
 - Demonstrated transferal of theory into practice.
 - Effective interpersonal communication skills.
 - Understanding of the concept and value of continuous professional development

- It shall be the responsibility of the administrative staff, subject to the approval of the superintendent of schools, to identify any bargaining unit member in need of Intervention by so informing the Peer Intervention Committee in the manner designated by said committee.
- It shall be responsibility of the Peer Intervention Committee to assign an intervener(s) to assist the teacher in need of intervention. The intervener(s) needs to meet with the building administrator to review the situation and develop an intervention plan. This shall not conflict with the intervener's lunch period. The intervention plan will include areas where improvement is needed, steps to be taken, time frame, and other appropriate information.
- Wherever possible the Peer Intervention Committee shall match the intervener and teacher in need of intervention in each of the following areas:
 - Tenure area
 - Certification
 - Grade level
 - Subject area
- The intervener and the building administrator will plan for released time when the intervener may observe the teacher in need of intervention. This shall not conflict with the intervener's lunch period. This schedule must be approved by the superintendent.
- Consultations and observations within the Peer Intervention Program shall be advisory and confidential and will in no manner whatsoever be evaluative. The evaluation of the teacher in need's performance will remain the responsibility of the appropriate coordinator/principal in accordance with the provisions of the negotiated agreement.
- The performance of a member of the bargaining unit as an intervener will in no manner whatsoever be evaluated by the teacher in need of intervention and/or affect in a negative manner his/her evaluation as a teacher.
- Nothing above precludes any bargaining unit member from referring himself/herself to the Peer Intervention Committee as a teacher in need of intervention.
- All self-referrals shall be done in a manner prescribed by the Peer Intervention Committee.
- All sections of this procedure are appropriate and shall be in effect for those individuals who voluntarily seek self-help.
- No bargaining unit member who participates in the Peer Intervention Program either as a committee member or as an intervener may be required to appear at any disciplinary or termination hearing regarding a teacher in need of intervention.

XVI. Self-Improvement Plan (SIP)

A Teacher Self-Improvement Plan (SIP) may be initiated by any unit member who would like to improve his/her performance prior to the Annual Professional Performance Review and developed in consultation with a peer, mentor, and/or supervisor. The SIP may be suggested by the immediate supervisor of the unit member for the benefit of and in consultation with the unit member whose performance has been determined to be in need of improvement. The SIP shall identify specific teaching behaviors to be changed, identify resources and strategies to effect such change, and include a timeline for improving the areas in need of improvement (see Appendix J).

XVII. Appeals Process

Appeals may be brought only on the grounds of substance of the APPR (for example, where a teacher or principal is rated Ineffective on the student performance category, but rated Highly Effective on the observation/school visit category based on an anomaly, as determined locally pursuant to Education Law §3012-d(15)), adherence to the standards and methodologies pursuant to Education Law 3012-d, and/or the adherence to the Commissioner's regulations. Appeals of annual performance reviews ("APPR") shall be limited to those performance reviews for

- Tenured teachers
 - "Ineffective" or "Developing" ratings
 - Substance of the APPR
 - Compliance with any locally negotiated procedures regarding annual professional performance reviews or improvement plans.
 - The District's issuance and/or implementation of the terms of the Teacher Improvement Plan (not substance) under Education Law 3012-c in connection with an ineffective or developing rating.

- Probationary teachers:
 - "Ineffective" rating
 - Substance of the APPR but limited to Level 1 of the Appeals Process only
 - Compliance with any locally negotiated procedures regarding annual professional performance reviews or improvement plans.
 - The District's issuance and/or implementation of the terms of the Teacher Improvement Plan (not substance) under Education Law 3012-c in connection with an ineffective rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which s/he seeks relief.

EXCLUSIVITY OF 3012-c APPEAL PROCEDURE

The appeal procedure outlined above shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher APPR. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

PROCESS

I. Level 1 – Evaluator

- A. *Informal* – Following a qualifying event as defined in the above sections, the teacher should request a follow-up meeting with the lead evaluator to informally discuss any and all related issues in an effort to resolve any differences.
- B. *Formal* - Any appeal must be submitted to the evaluator in writing no later than ten (10) school days from the date when the teacher receives his/her annual performance professional review or Teacher Improvement Plan.

When submitting an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the APPR and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending.

Within ten (10) school days of receipt of an appeal, the lead evaluator must submit a detailed written response to the appeal including all supporting documents, as well as any additional supporting documents or materials relevant to the response. The teacher and Association President will receive copies of the response and documents.

Any supporting documentation/information not submitted or noted by either party in the Level 1 appeal shall not be considered at any further steps of the appeal.

II. Level 2 – Review Board

A Review Board, consisting of one tenured administrator (not the evaluator) appointed by the Superintendent or designee and two tenured teachers appointed by the Association President or designee. The committee shall operate under the consensus model.

If a teacher is not satisfied with his/her level 1 response, s/he must submit a written appeal to the Review Panel within five (5) school days of the receipt of the written Level 1 response.

Within five (5) school days of receipt of the teacher's appeal, the Review Panel will conduct

a hearing at which the teacher and his/her union representative (optional) and the evaluator will be allowed to present oral arguments in support of the appeal and the response, respectively.

Within five (5) school days of the Review Panel's hearing, the Review Panel will issue a written determination to the teacher, Teacher Association President, the Superintendent, and the Evaluator. The determination may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy.

III. Level 3 – Superintendent

Within five (5) school days of the receipt of the Review Panel's Level 2 response, if a teacher is not satisfied with such response or if consensus is not reached by the Review Panel, the teacher must submit a written appeal to the Superintendent.

Within five (5) school days of the receipt of such appeal, the Superintendent may conduct a hearing at which the teacher and his/her union representative (optional) and the Evaluator will be allowed to present oral arguments in support of the appeal and the response, respectively.

Within five (5) school days of the Superintendent's hearing, the Superintendent shall issue a written determination to the teacher, Teacher's Association President and the Evaluator. The determination may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy.

RECORDS

The entire appeals record will be part of the teacher's APPR.

After entering or noting a document into the record at Level 1 of the Appeals Process, the District shall maintain copies of all the documents/information for further stages of the Appeals Process.

GENERAL CONDITIONS

- Education Law 3012-c has always required that APPR constitute a "significant factor" in employment decisions, including but not limited to tenure determinations and termination of probationary teachers. It does not require that the APPR be the sole or determinative factor in tenure or termination decisions, merely that the APPR be considered in making such determinations.
- Prior to completion of the APPR in the first year of the probationary term, a probationary teacher may be summarily dismissed for constitutionally and statutorily permissible reasons (include but are not limited to: misconduct, insubordination, time and attendance issues, or conduct inappropriate for a teaching professional) other than classroom performance without regard to the

APPR.

- The District may make a tenure determination or termination decision during an APPPR appeal as long as it does not rely upon the performance that is being appealed (the subject of the appeal).
- If the termination determination is based solely upon performance and rating that is the subject of a pending rating appeal, the District will await completion of the appeal process before making that determination.

Forms

Pre-Observation Conference Guideline for Discussion

Teacher: _____ Administrator: _____

Observation: #1 (date ___/___/___) _____ #2 (date ___/___/___) _____

Jot down key points for each question and bring with you to the pre-observation conference to discuss with your administrator.

1. What is the most important objective in the lesson? To which Common Core Standard is it related?
2. How will you know the students are learning?
3. How is the lesson connected to prior/post lessons?
4. What are you excited about in this lesson?
5. Is there anything you would like the administrator to look for during the observation?

Administrator Signature

Date

Teacher Signature

Date

Post- Observation Form

Teacher: _____

Date: _____

Observation: #1 #2 #3

Jot down key points for each question and bring with you to the post-observation conference to discuss with your administrator.

1. What went well in your lesson? How do you know?

2. What might you do differently the next time? Why?

3. Did the students learn what you intended them to learn? How do you know?

4. What will the follow up to this lesson look like? Why?

5. Additional questions/thoughts:

REFLECT (Optional)

1. Compare this lesson to the Framework for Teaching Rubric. Where do you think you place? Why?

SSP Observation/Evaluation Form

Employee: _____

Date: _____

I. Counseling:

- Provides specialized counseling, advocacy, and casework services, individually and in groups.
- Formulates goals and objectives.
- Maintains positive and effective counselor-student interactions.
- Utilizes crisis management and intervention techniques.
- Makes referrals to outside agencies when appropriate.

Comments:

II. Consultation & Collaboration:

- Uses effective forms of oral and written communication.
- Collaborates with families, teachers, students, and outside agencies.
- Maintains positive and effective interpersonal relationships.
- Consults with staff to provide appropriate intervention to address behavioral, emotional and social needs of children. School Psychologist should also provide intervention in terms of academic needs of children.

Comments:

III. Assessment, Prevention & Intervention:

- Demonstrates knowledge of problem identification and analysis.
- Uses appropriate instruments, techniques and procedures.
- Helps others generate prevention & intervention strategies, implement plans, and monitor progress.
- Recognizes and initiates efforts to address needs and gaps in curriculum, programs and support services in the greater school community.

Comments:

IV. Professional Practices & Conduct:

- Manages the assigned duties effectively.
- Manages time effectively.
- Demonstrates and seeks to expand professional knowledge.
- Maintains confidentiality and ethical standards of profession.
- Demonstrates and promotes awareness of multicultural and diversity issues.
- Co-manages and/or supervises interns and staff of prevention and intervention programs.

Comments:

V. Guidance Counselor Responsibilities

- Assists with coordination of student services in the school.
- Assists with coordination of the school’s annual testing program. Interprets test results and other student data accurately.
- Conducts non-standardized educational assessment according to professional practices.
- Uses standardized tests and inventories according to published practices and professional standards.
- Assures that testing conditions and the administration of standardized tests in the school are appropriate.

Comments:

Evaluator’s Summary Comments:

Employee Comments:

Administrator Signature

Date

Teacher Signature

Date

Copies: Teacher
Administrator
Personnel File

OT/PT Observation/Evaluation Form

Employee: _____

Date: _____

I. Counseling:

- Provides specialized services, individually and in groups.
- Formulates goals and objectives.
- Maintains positive and effective counselor-student interactions.
- Makes referrals to outside agencies when appropriate.

Comments:

II. Consultation & Collaboration:

- Uses effective forms of oral and written communication.
- Collaborates with families, teachers, students, and outside agencies.
- Maintains positive and effective interpersonal relationships.
- Consults with staff and interprets data in order to provide appropriate intervention to address the needs of children.

Comments:

III. Assessment, Prevention & Intervention:

- Demonstrates knowledge of problem identification and analysis.
- Uses appropriate instruments, techniques and procedures.
- Helps others generate prevention & intervention strategies, implement plans, and monitor progress.
- Recognizes and initiates efforts to address needs and gaps in curriculum, programs and support services in the greater school community.

Comments:

IV. Professional Practices & Conduct:

- Manages the assigned duties effectively.
- Manages time effectively.
- Maintains an organized, functional, and up-to-date area for providing services.
- Follows the laws, policies, and procedures that govern school programs.
- Demonstrates and seeks to expand professional knowledge.
- Maintains confidentiality and ethical standards of profession.
- Demonstrates and promotes awareness of multicultural and diversity issues.

Comments:

Evaluator's Summary Comments:

Employee Comments:

Administrator Signature

Date

Employee Signature

Date

Copies: Employee
Administrator
Personnel File

Other Teacher Observation/Evaluation Form

Teacher:
Subject/Setting: _____/_____/_____ Time: ___/___
Observation Notes (optional use by administrator)

Evaluator's Comments

- Knowledge:

- Instructional Strategies:

- Learning Environment:

- Professional Qualities/Involvement:

Teacher's Comments

Administrator Signature

Date

Teacher Signature

Date

Copies: Teacher
Administrator
Personnel File

Teacher Improvement Plan (TIP) Form

Teacher: _____
Date of Initial Meeting: _____ Date of Plan: _____

Improvement will be assessed through follow-up observations and conversations with the supervisor and documented on page 3 of this document.

Areas in Need of Improvement based on the Skills and Attributes of Effective Teachers:

DOMAIN 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

DOMAIN 2: The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

DOMAIN 3: Instruction

- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

DOMAIN 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally

Specific Areas of Focus:

Needed areas of improvement	Goal/Strategy	Support, Resources & Differentiated Activities/ Strategies to support teacher improvement	Timeline/ Completion of Goal Date(s)	Needed areas of improvement

Other Comments:

Administrator Signature

Date

Teacher Signature

Date

Self-Improvement Plan (SIP) Form

Name _____ Date _____

1. My primary focus is:

2. My rationale for this selection is:

3. The major action steps I intend to take:
(include activities such as training opportunities, observations, feedback mechanisms, portfolio development, student products, videotapes of teaching, readings, research, visitation, classroom projects, professional reports, mentoring and/or outreach to parents)

4. The supports I need to carry out this professional improvement plan are:

Appeals Form

Please submit the signed and completed form to the Lead Evaluator (Level 1), Review Board (Level 2), or Superintendent (Level 3).

Teacher Name _____ Date APPR/Tip Received _____

Authoring Evaluator _____ Date of Appeal _____

By submitting this appeal, I am requesting that the Lead Evaluator, Review Team, or Superintendent review the attached APPR and supporting documents to determine whether to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy.

Teacher Signature

Date

LEVEL OF APPEAL (check one)

- Level 1 Level 2 Level 3

TYPE OF APPEAL

PROCEDURAL: Please explain why the evaluation process was procedurally flawed (include CBA language, relevant documents and the evaluation or TIP under appeal). Attach additional pages if necessary.

SUBSTANTIVE: Please check all the boxes below for areas that are being appealed. Explain why you believe the remedy being sought should be granted. Attach additional pages if necessary.

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

REMEDY SOUGHT: _____
