

Annual Professional Performance Review Gloversville Enlarged School District



Board of Education Approved
XX/XX/XX

GLOVERSVILLE ENLARGED SCHOOL DISTRICT ANNUAL PROFESSIONAL PERFORMANCE REVIEW

Initial Adoption: _____

Purpose/ Goals

The purpose of the GESD Annual Professional Performance Review (APPR) is to assure high quality administration and instructional staff, who lead to the continuous improvement of student achievement. As such, this is directly linked to the mission of the school district.

The evaluation system assures the maintenance and retention of highly proficient staff while providing for improvement when needed. It sets high standards for the education profession, provides for the professional growth of all administrators, teachers, and paraprofessionals in order to meet those standards. It continuously raises the quality of education and the resulting learning for all students. The evaluation system is designed in accordance with State Education Law and will be reviewed annually.

Evaluative Criteria

A professional personnel evaluation system must be based on a common definition of teaching and the use of procedures and instruments which assess professional personnel performance according to identified criteria. The GESD Teacher Evaluation System is based on Charlotte Danielson's framework for teaching and *is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching.*

Procedures

The system is organized as follows for Professional personnel (* Nurses see below):

- **Non tenured Professional Personnel**

A three year probationary process supports the development of proficient professionals.

- **Tenured Professional Personnel**

In collaboration with their supervisors, professionals actively participate in designing and implementing a plan for continuous professional growth.

- **Professional Personnel In Need of Improvement**

Professional personnel who need to significantly improve their practice are supported in the improvement process through the collaborative development, implementation, and evaluation of an Improvement Plan.

Procedures employed at different stages based on collective bargaining agreements, may include the following:

- Formal observation with pre and post conferences
- Informal observation
- Annual summative evaluation
- Personalized Professional Growth Plans (tenured Professional personnel)
- Teacher Improvement Plans (as needed)

*Procedures and instruments for Nurses are customized to their job description.

General Guidelines

Supervision is understood to include all types of practical assistance and all forms of professional counsel, both of a formal and informal nature which is intended to raise the level of instructional and/or professional quality in the district, as well as to help assure the success of each member of the professional staff.

At the time of employment professional personnel will be provided with information pertaining to the evaluation process, including all pertinent forms which can be found on the web site.

GLOVERSVILLE ENLARGED SCHOOL DISTRICT NON TENURED TEACHER EVALUATION

(The term “Teachers” includes: Guidance Counselors, School Psychologists, Social Workers)

YEAR 1

As per the GTA New Teacher Mentor Program and SED requirement, a first year teacher is mentored for one school year. They meet one time a week with their mentor outside of contractual time. The mentoring relationship is confidential, and the mentor keeps a log which is in no way evaluative. This is a primarily formative time focused on retaining promising new teachers in the profession. New teachers need support and assistance in order to develop the complex set of skills required to be a proficient teacher. While emphasis is on growth and development, an evaluative component is essential.

1. The first year teacher will have 4 formal observations, each with pre and post conferences, and an Annual (Summative) Evaluation.
2. The Components of the Indicators of Teacher Performance will be the basis for evaluation, but not all standards will be focused on at one time or in one observation.
3. The observation form for non-tenured teachers will be the same as that for tenured teachers.
4. An Annual (summative) Evaluation will be prepared by the supervisor. Portfolio review, as per SED requirement, will be a component of this evaluation in year 1 only.

YEAR 2

During Year 2 the teacher and/or immediate supervisor has the option of requesting further formal peer mentoring, to be arranged by agreement of GTA and the building administrator. The formal mentor is a paid position. A probationary teacher’s status with regard to attaining tenure will be addressed by the Building Principal/Supervisor at the end of the second year. The nature of any concerns will be documented on observation and evaluation forms. There will be four formal observations with pre and post conferences based on the Components of the Indicators of Teacher Performance and an Annual (summative) Evaluation.

YEAR 3

Year 3 is to be considered a transition year toward tenure depending on continued satisfactory progress. The teacher will be made aware of any concerns regarding the likelihood of tenure as they occur, and the concerns will be documented on observation and evaluation forms.

There will be four formal observations with pre and post conferences based on the Components of Professional Practice and an Annual (summative) Evaluation.

At any point during this process (3 year probationary process) any non-tenured teacher may be assigned a Teacher Improvement Plan, due to deficiencies in their practice.

* For further information, reference Collective Bargaining Agreement.

GLOVERSVILLE ENLARGED SCHOOL DISTRICT
TENURED TEACHER EVALUATION

(The term “Teachers” includes: Guidance Counselors, School Psychologists, Social Workers)

Professional development is a process by which competent teachers achieve proficiency and continually improve skills. It is driven by the teacher’s own motivation and the policies and practices of the district that promote reflective practice. Tenured teachers have the option of designing and implementing a Professional Growth Plan. For tenured teachers who are successfully achieving district goals, self directed professional growth will include the development, implementation and completion of a Professional Growth Plan (PGP) in consultation with one’s supervisor. The process will consist of the following steps:

1. Plan Development

The teacher, after reflecting on his/her teaching practice, identifies a focus for professional growth, goals for a determined time period, and means/activities to achieve them. The teacher will meet with his/her supervisor by October 1 of the beginning year of the teacher’s plan to discuss and record the plan content and to determine a time frame for its completion. The time frame may be 1, 2, or 3 years, depending on its nature. With the supervisor’s approval, teachers may opt to collaborate with colleagues on a common plan to achieve school/district goals for student learning.

2. Plan Implementation

The plan is to be considered an extension of what teachers normally do in the course of performing their professional responsibilities and must not constitute or be considered an unreasonable burden. The plan is to be clearly structured with specific procedures for documentation as outlined in the accompanying PGP document.

3. Progress Review

Annually by June 1 the tenured teacher will submit to his/her supervisor a review of progress. Adjustments to the plan may be made by agreement of both parties. Either the teacher or supervisor may request a conference regarding the plan’s progress at any time.

4. Plan Evaluation

At the completion of the plan, the teacher and supervisor will meet to assess the results. Teachers who continue to meet district standards may then develop a new plan to commence at the beginning of the following school year. Teachers experiencing persistent difficulty may be moved by the supervisor to the Teacher Improvement Plan procedure.

5. Formal Observation

A tenured teacher who is participating in a PGP will be exempt from formal observation. A tenured teacher may also have the option to choose an observation in lieu of a PGP.

6. Annual Evaluation

Supervisors will complete an Annual (Summative) Evaluation for all teachers.

**GLOVERSVILLE ENLARGED SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN PROCEDURE**

(The term “Teachers” includes: Guidance Counselors, School Psychologists, Social Workers)

Purpose

The purpose for the Teacher Improvement Plan procedure is to provide organizational support and assistance to teachers who are not meeting the district’s teaching standards. It focuses on the spirit of quality assurance with support and should be perceived as a good faith effort on the part of the district to maintain a commitment to quality teaching by providing a supported, structured, and focused system of assistance to ensure that every staff member is meeting district standards. (Teacher Evaluation, Danielson Chapt.10)

Participation

Those teachers who in the professional judgment of the building administrator and/or supervisor are experiencing difficulty in meeting one or more of the district’s standards for effective teaching will participate in the Teacher Improvement Plan process. Teachers will have the right to GTA representation at any stage of this process.

Procedure

The decision to initiate a Teacher Improvement Plan is the responsibility of the immediate supervisor, who may form the judgment at any time. Written notice of the need for a Teacher Improvement Plan will state the specific standards that the teacher is not meeting satisfactorily. The Teacher Improvement Plan process is designed with the intention that deficiencies will be corrected and the teaching practice will be improved.

Levels of Assistance

1. Awareness Phase

Informal intervention regarding a problem may first take place in the form of conversation between supervisor and teacher. In the event that this step does not achieve resolution, or if the concern is deemed by the supervisor as meriting more formal intervention, the administrator will move to the Assistance Phase.

2. Assistance Phase

The administrator will notify the teacher of the need for a Teacher Improvement Plan, and a specific plan will be developed jointly by supervisor and teacher. A time frame will be established with specific times to review progress. At the end of the established time one of the following will occur:

- Successful completion and demonstrated improvement will result in teacher returning to regular evaluation procedures.
- Teacher remains in Assistance Phase with revised goals and time frame.
- The concern is not resolved and the school district moves to procedures not herein addressed.

GESD APPR FORMS

GLOVERSVILLE ENLARGED SCHOOL DISTRICT
PRE-OBSERVATION DATA SHEET

Teacher	Date	
Course/Title/Subject	Grade	Period & Time

Please provide the following information and return to the evaluator one day before the scheduled observation. In addition, bring your plan book, seating charts, sub folder and lesson plan to the pre-conference.

1. Which Curriculum Standards are addressed during this lesson?

2. a) What are the objectives of the lesson?

b) What do you expect the students to learn?

3. a) What is the title of the unit/topic being taught?

b) How does this lesson fit into the current topic/ unit?

4. What does the student need to know and do so that he or she can reach the stated objectives?
How do you know the student has these necessary pre-requisite skills?

5. What data, if any, have you used to support this lesson?

6. What teaching/learning activities will take place during this lesson?
What methods of instruction will be used?

7. How will the student learning be assessed?
How will you know if the objectives of this lesson has been attained?
How do you plan to use the results of the assessment of this lesson?

8. What are the classrooms rules and expectations of student behavior that will be in operation?

9. Are there any conditions or circumstances about which the evaluator should be aware?
(Unusual behaviors, difficult student(s), new material, etc)

Teacher: Mrs. Wheeler
 Date of Observation: April 13, 2011
 Observer: Frank Pickus

INDICATORS OF TEACHER PERFORMANCE

DOMAIN 1: PLANNING & PREPARATION	TEACHER	SUPERVISOR – DEPARTMENT CHAIR
1. Mastery of content	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
2. Planning for coherent instruction	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
3. Utilization of instructional resources	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
4. Knowledge of human development	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
5. Designing assessment of student learning	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
OVERALL RATING		
Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>		

SUPERVISOR COMMENTS: A quick informal assessment necessitated reformatting of the lesson to address students' confusion about homework and the lesson delivered by a substitute teacher prior. This transition was seamless and timely.

TEACHER COMMENTS:

INDICATORS OF TEACHER PERFORMANCE

DOMAIN 2: THE CLASSROOM ENVIRONMENT	TEACHER	SUPERVISOR– DEPARTMENT CHAIR
6. Managing student behavior	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
7. Establishing effective classroom procedures	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
8. Creating an environment for learning	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
9. Establishing a culture of mutual respect	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding x
10. Recognizing students as individuals	Unsatisfactory <input type="checkbox"/> Basic Proficient <input type="checkbox"/> Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic Proficient x Outstanding <input type="checkbox"/>
11. Organizing physical space	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
OVERALL RATING		
Unsatisfactory <input type="checkbox"/>	Basic <input type="checkbox"/>	Proficient x Outstanding <input type="checkbox"/>

SUPERVISOR COMMENTS: Student behavior was aligned with the instructional environment. Mrs. Wheeler should be encouraged to display examples of student work in the classroom.

TEACHER COMMENTS:

INDICATORS OF TEACHER PERFORMANCE

DOMAIN 3: INSTRUCTION	TEACHER	SUPERVISOR- DEPARTMENT CHAIR
12. Communicating clearly and accurately	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
13. Presenting subject matter	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
14. Conducting classroom activity effectively	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
15. Encouraging discussion as a learning tool	Unsatisfactory <input type="checkbox"/> Basic Proficient <input type="checkbox"/> Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic x Proficient <input type="checkbox"/> Outstanding <input type="checkbox"/>
16. Level of questioning	Unsatisfactory <input type="checkbox"/> Basic Proficient <input type="checkbox"/> Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic x Proficient <input type="checkbox"/> Outstanding <input type="checkbox"/>
17. Feedback to students	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
OVERALL RATING		
Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>		

SUPERVISOR COMMENTS: Much of the lesson involved teacher questioning, with only a few individuals responding. Although the lesson moved quickly and efficiently, other techniques for assessing students during the lesson should be explored. It is likely that students would have benefitted from a greater variety of activities, as well as relating the subject matter to real life applications.

TEACHER COMMENTS:

INDICATORS OF TEACHER PERFORMANCE

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	TEACHER	SUPERVISOR- DEPARTMENT CHAIR
18. Maintaining accurate records	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
19. Communicating with families	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
20. Working with other faculty	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
21. Broadening professional growth	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
22. Participating in school & district activities	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
23. Striving for improvement	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient Outstanding <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>
OVERALL RATING		
Unsatisfactory <input type="checkbox"/> Basic <input type="checkbox"/> Proficient x Outstanding <input type="checkbox"/>		

SUPERVISOR COMMENTS: The indicators in domain 4 were not observable during the lesson observation period.

TEACHER COMMENTS:

Teacher Improvement Plan

Supervisor

Date

Teacher

*Signature indicates that the teacher has reviewed the form.

Copies to be sent shortly after the conference to:
Individual Teacher
Principal
District office

EVALUATION QUADRANTS

Teacher:

Lesson:

Observer:

Date & Length of observation:

Domain 1 – Planning & Preparation

Domain 2 – Classroom Environment

Domain 3 - Instruction

Domain 4 – Professional Responsibilities

Notable Points/Concerns:

Strengths:

Domain Levels of Performance

	Unsatisfactory	Basic	Proficient	Outstanding
Domain 1 Planning and Preparation	Teacher's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.	Teacher's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goal.	Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of instructional design, including the assessment, are aligned to the goals.	Teacher's plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans; instructional outcomes, learning activities, materials, resources, and assessments are in complete alignment and are adapted as needed for individual students.
Domain 2 The Classroom Environment	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and physical environment supports learning.	Students make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high level learning.
Domain 3 Instruction	Instruction is characterized by poor communication, low-level questions, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan in response to student's interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.
Domain 4 Professional Responsibilities	The teacher demonstrates low ethical standards and levels of professionalism, with poor record keeping system and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth.	The teacher demonstrates high ethical standards and genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to record keeping and family communication.

Gloversville Enlarged School District (Step1 of 3)

Notification of Need For Improvement Plan

Teacher _____ Position/Grade _____

School _____ Date _____

Supervisor/Title _____

_____ First time issue _____ Repeat issue

Statement of Specific Standards in Need of Improvement:
(Components of Professional Practice)

Performance Indicators/Behaviors Needing to Be Evident:

Time frame for Evidence of Improvement:

Teacher's Signature _____ Date _____

Supervisor's Signature _____ Date _____

Gloversville Enlarged School District (Step 2 of 3)

Teacher Improvement Plan

Teacher _____ Position/Grade _____

School _____ Supervisor/Title _____

Commencement Date: _____

Target Completion Date: _____

This plan is made in accordance with section 100.2 of the Commissioner’s Regulations. It is constructed with collaboration of teacher and supervisor. It must focus on the area(s) identified as unsatisfactory and can include a number of methodologies for improvement. The plan may include, but is not limited to the following:

- Self review/Reflection Journal
- Peer review/assistance
- Administrative assistance
- Participation in professional development activities

(ATTACH)

Standard(s) to be addressed (as identified on notification form):

Performance Indicators needing to be evident:

Planned Improvement Measures:

Assistance provided:

Time Frame:

Progress Review Dates:

Teacher Signature _____ Date _____

Supervisor Signature _____ Date _____

Gloversville Enlarged School District (Step 3 of 3)

Teacher Improvement Plan Evaluation

Teacher _____ Position/Grade _____

School _____ Date _____

Supervisor/Title _____

Teacher Statement Regarding Goal Achievement:

The area(s) needing improvement as identified on the Notification of Need for Improvement Plan form have been addressed in the following ways (attach evidence):

Supervisor Evaluation:

_____ Plan successfully completed/ Improvement demonstrated/
Return to regular procedure for evaluation

_____ Extension of time frame to _____

_____ Insufficient Improvement Demonstrated

Teacher Signature _____ Date _____

Supervisor Signature _____ Date _____

GLOVERSVILLE ENLARGED SCHOOL DISTRICT
PROFESSIONAL PERFORMANCE REVIEW FOR STAFF WITH
NON-INSTRUCTIONAL ASSIGNMENTS

Job Title:

Name:

Date:

Time Frame:

Probationary

1. Fails to Meet Expectations
2. Expectations in Development
3. Meets Expectations

Tenured

4. Fails to Meet Expectations
5. Successful Performance

Directions: Please check the numeral that best represents the professional’s performance in the following areas of his/her job description.

Note: If the performance is not applicable, indicate that by writing “NA.” If #1 or #2 are checked for any specific duty, briefly indicate how you plan to help the professional improve his/her performance in that area. (Space provided at the end of form.)

A. JOB RESPONSIBILITIES:

Probationary

Tenured

1 2 3	a. Presentation/work is clear and organized.	4 5
1 2 3	b. Possesses and continually pursues knowledge and skills required to serve students/clients.	4 5
1 2 3	c. Uses a variety of methods designed to meet student/client requirements.	4 5
1 2 3	d. Is actively involved in the process of meeting the needs of students/clients in collaboration with appropriate stakeholders and in accordance with regulations and statutes.	4 5
1 2 3	e. Encourages students/clients to develop according to their abilities.	4 5
1 2 3	f. Recognizes and accepts individual differences of students/clients.	4 5
1 2 3	g. Communicates information effectively to students/clients and other involved parties.	4 5
1 2 3	h. Makes referrals to appropriate agencies when needs are beyond the scope of their position.	4 5
1 2 3	i. Maintains appropriate records of services/activities.	4 5

Comments:

B. PROFESSIONALISM

Probationary

Tenured

- | | | | | | |
|---|---|---|--|---|---|
| 1 | 2 | 3 | a. Supports, cooperates, communicates and shares information with appropriate personnel to enhance student learning and development. | 4 | 5 |
| 1 | 2 | 3 | b. Adheres to the district's philosophy, priorities, policies, practices and procedures. | 4 | 5 |
| 1 | 2 | 3 | c. Arrives punctually at school, meetings and for scheduled appointments. | 4 | 5 |
| 1 | 2 | 3 | d. Effectively handles problems through communication with students/clients, other professionals, administration and other agencies. | 4 | 5 |
| 1 | 2 | 3 | e. Relationships with students/clients and other professionals are positive. | 4 | 5 |
| 1 | 2 | 3 | f. Advises and aids in preparing for future services/program needs. | 4 | 5 |
| 1 | 2 | 3 | g. Serves, by action and attitude, as a positive model for students/clients. | 4 | 5 |
| 1 | 2 | 3 | h. Participates in professional growth activities. | 4 | 5 |
| 1 | 2 | 3 | i. Organizes time well and functions in an efficient manner. | 4 | 5 |
| 1 | 2 | 3 | j. Submits all reports containing appropriate and accurate information in a timely manner. | 4 | 5 |

Comments:

C. OTHER DUTIES:

- | | | | | | |
|---|---|---|--|---|---|
| 1 | 2 | 3 | a. Organizes time well and functions in an efficient manner. | 4 | 5 |
|---|---|---|--|---|---|

Comments:

D. COMMENTS/RECOMMENDATIONS/GOALS

Staff Member's Signature _____
Administrator's Signature _____

Gloversville Enlarged School District
Evaluation Report

Teaching Assistant

Name _____ School _____ Date _____

Subject or Class _____ Status: Tenured _____ Probationary _____

Observer Signature _____ Observation No. _____

Teaching Assistant Signature _____

Type of Instructional Activity Observed (check if applicable):

_____ A-V Presentation	_____ Lecture	_____ Research
_____ Chalkboard Lesson	_____ Oral Reading/Discussion	_____ Silent Reading
_____ Class Discussion	_____ Pupil/Teaching Assistant	_____ Student-Lead Activity
_____ Demonstration	_____ Planning	_____ Testing
_____ Lab	_____ Question/Answer	_____ Guided Practice
_____ Reporting	_____ Other _____	

Type of Instructional Grouping Pattern Observed:

_____ Whole Class _____ Combined Class _____ Small Groups _____ One-on-One

Definitions of Rating Scale Levels:

Exceptional (E) – Performance in this area is superior; teaching practices are highly effective. Teaching behaviors are demonstrated at the highest level of performance.

Above Average (AA) – Performance in this area is high; teaching practices are consistently effective.

Satisfactory (S) – Performance in this area is good; teaching practices are generally effective.

Needs Improvement (NI) – Performance in this area needs improvement; teaching practices are sometimes effective. Supervision and assistance will be offered for the teaching assistant to have the opportunity to achieve at a high level.

Unsatisfactory (U) – Performance in this area is poor; teaching practices need significant development. Supervision and assistance is required to achieve and maintain an acceptable level of competence.

Not Applicable, Not Assessed (NA) – This area not applicable or not assessed at this time.

Rating Code: E – Exceptional NI – Needs Improvement
 AA – Above Average U - Unsatisfactory
 S – Satisfactory NA – Not Applicable, Not Assessed

		Rating over Time	Rating this Observation
A	INSTRUCTIONAL PLANNING AND DELIVERY		
	1. Plans lessons and units with objectives	_____	_____
	2. Plans instruction to achieve objectives	_____	_____
	3. Carries out instructional plans	_____	_____
	4. Uses an effective instructional process	_____	_____
	5. Uses teaching methods which respond to learner needs	_____	_____
B	CLASSROOM MANAGEMENT		
	6. Organizes instructional learning time	_____	_____
	7. Uses space, equipment and materials to support instruction	_____	_____
	8. Establishes classroom rules and routines that promote instruction	_____	_____
	9. Manages learner student behavior effectively	_____	_____
C	TEACHING ASSISTANT- LEARNER INTERACTION		
	10. Communicates high expectations for learning	_____	_____
	11. Engages learners in instruction	_____	_____
	12. Uses principles of motivation	_____	_____
	13. Demonstrates communication skills	_____	_____
	14. Uses principles of reinforcement	_____	_____
D	SUBJECT CONTENT AND EVALUATION		
	15. Shows command of subject matter	_____	_____
	16. Communicates major concepts and principles	_____	_____
	17. Evaluates learner performance	_____	_____
	18. Uses evaluation results	_____	_____
E	PROFESSIONAL RESPONSIBILITIES AND RELATIONSHIPS		
	19. Engages in professional growth activities that relate to classroom performance	_____	_____
	20. Demonstrates dependability in professional duties	_____	_____
	21. Works cooperatively in bringing about the success of the school program	_____	_____
	22. Maintains an effective working relationship with staff	_____	_____
	23. Maintains relationships that are conducive to learning	_____	_____
	24. Maintains effective parent relationships	_____	_____
	25. Dresses appropriately; is well groomed	_____	_____
	26. Maintains good attendance	_____	_____
	27. Maintains a professional demeanor	_____	_____

NAME: _____ OBSERVER: _____ DATE: _____

Gloversville Enlarged School District

Administrator Performance Evaluation

_____	_____
Administrator Name	Title
_____	_____
Evaluator	Date

Considering the results achieved on individual's performance program (see attached) and all other factors including managerial skills and job knowledge, where does this employee now stand?

Outstanding

Performance is outstanding in all aspects. Individual substantially exceeds individual goals, objectives, and responsibilities. Handles even the most difficult situations with minimum guidance.

Distinguished

Performance exceeds standard. Individual exceeds most individual goals, objectives, and responsibilities. Refers only exceptional problems to his immediate superior yet keeps superior well informed.

Proficient

Performance is acceptable. Individual meets most individual goals, objectives, and responsibilities. Accepts responsibilities. Accepts responsibilities willingly. Anticipates most problems and initiates corrective action.

Developing

Performance is below standard but still acceptable. Individual meets some individual goals, objectives, and responsibilities. Takes some independent action but frequently needs assistance and/or direction.

Needs Improvement

Performance is unacceptable. Individual is not meeting individual goals, objectives, and responsibilities. Has shown little or no professional growth.

Areas for Management Appraisal

Managerial Skills

Judgment ..	Evaluate the individual's demonstrated ability to reason, evaluate facts and, opinions, consider and consequences, select sound alternatives and make decisions that produce desired results.	<input type="checkbox"/> excellent <input type="checkbox"/> fair <input type="checkbox"/> very good <input type="checkbox"/> poor <input type="checkbox"/> good <input type="checkbox"/> NA
Ability to plan..	Evaluate the individual's demonstrated ability to effectively develop a course of action, including the formulation of a total approach to achieve established goals and objectives.	<input type="checkbox"/> excellent <input type="checkbox"/> fair <input type="checkbox"/> very good <input type="checkbox"/> poor <input type="checkbox"/> good <input type="checkbox"/> NA
Ability to organize..	Evaluate the individual's demonstrated ability too set realistic measurable goals and objectives and to arrange in an orderly, systematic manner those thing that must be accomplished to attain the desired goal, including staffing, job assignment, responsibilities and authorities, and working relationships.	<input type="checkbox"/> excellent <input type="checkbox"/> fair <input type="checkbox"/> very good <input type="checkbox"/> poor <input type="checkbox"/> good <input type="checkbox"/> NA
Ability to control..	Evaluate the individual's demonstrated Ability to establish the necessary parameters And feedback mechanisms to assure Maintaining adherence to a plan and Modifying action when necessary to achieve The desired goals and objectives.	<input type="checkbox"/> excellent <input type="checkbox"/> fair <input type="checkbox"/> very good <input type="checkbox"/> poor <input type="checkbox"/> good <input type="checkbox"/> NA
Ability to .. develop subordinates	Evaluate the individual's demonstrated ability to improve subordinates' job job performance and/or prepare them for for them for greater responsibility.	<input type="checkbox"/> excellent <input type="checkbox"/> fair <input type="checkbox"/> very good <input type="checkbox"/> poor <input type="checkbox"/> good <input type="checkbox"/> NA
Ability to .. communicate - oral	Evaluate the individual's demonstrated ability to transfer a thought, plan, idea, etc., through oral communications to others so they fully understand the subject.	<input type="checkbox"/> excellent <input type="checkbox"/> fair <input type="checkbox"/> very good <input type="checkbox"/> poor <input type="checkbox"/> good <input type="checkbox"/> NA

Ability to .. communicate - written	Evaluate the individual's demonstrated ability to transfer a thought, plan idea, etc., thought, plan, idea, etc., through concise written communication to others so they fully understand the subject.	_____excellent _____fair _____very good_____poor _____good _____NA
Courage to .. act	Evaluate the individual's demonstrated ability to carry out difficult decisions and to get the job done despite adversity.	_____excellent _____fair _____very good_____poor _____good _____NA
Ability to .. work under pressure	Evaluate the individual's demonstrated ability to obtain desired results under stress conditions, short-time cycles, threatening situations, adverse conditions, last minute change, etc.	_____excellent _____fair _____very good_____poor _____good _____NA
Ability .. motivate	Evaluate the individual's demonstrated ability to inspire and encourage others to utilize their abilities to the maximum to achieve desired goals and objectives.	_____excellent _____fair _____very good_____poor _____good _____NA
Willingness.. to accept greater responsibilities	Evaluate the individual's demonstrated interest. Willingness and desire to seek out and/or accept work assignments that increases responsibilities.	_____excellent _____fair _____very good_____poor _____good _____NA
Drive and .. initiative	Evaluate the individual's demonstrated efforts as a self starter, with self motivation to achieve the established goals and objectives in reaching the desired results.	_____excellent _____fair _____very good_____poor _____good _____NA
Flexibility..	Evaluate the individual's demonstrated ability to adjust to changing internal and external conditions	_____excellent _____fair _____very good_____poor _____good _____NA
Ability to .. delegate	Evaluate the individual's demonstrated ability to delegate certain important segments to work for which he is accountable.	_____excellent _____fair _____very good_____poor _____good _____NA
Creativity..	Evaluate the individual's demonstrated ability to delegate certain important segments to work for which he is accountable.	_____excellent _____fair _____very good_____poor _____good _____NA

Cooperation .. Evaluate the individual's demonstrated ability to work with others, to help others, to be a "team player" and to accept ideas and recommendations from others. _____excellent _____fair
_____very good_____poor
_____good _____NA

Public .. Evaluate the individual's demonstrated ability to obtain the respect and Relations support of the parents in his school district, to handle questions and criticisms in a professional manner, and to participate in community activities. _____excellent _____fair
_____very good_____poor
_____good _____NA

Instructional.. Evaluate the individual's demonstrated ability to assess curricular weaknesses Leadership and strengths, his effectiveness in organizing staff to eliminate curriculum weaknesses and the extent to which he develops good rapport with both faculty and students. _____excellent _____fair
_____very good_____poor
_____good _____NA

Personal.. Evaluate the extent to which the individual: is tactful and Attributes empathetic; exercises good self control and pose; displays respect for others; and presents a favorable personal appearance. _____excellent _____fair
_____very good_____poor
_____good _____NA

Comments

Employee's Signature

Evaluator's Signature

Date

Gloversville Enlarged School District
Board of Education
Superintendent Performance Evaluation

A. Personal Characteristics

As the educational leader and principal advisor in the Gloversville Enlarged School District, the Superintendent should possess personal characteristics which merit the respect of everyone. The Superintendent must exhibit a high degree of integrity, ethics and emotional stability in all relationships with community, staff and educational leaders.	4.0 Outstanding	3.5 Greatly exceeds expectations	3.0 Exceeds expectations	2.5 meets expectations	2.0 Needs improvement	1.0 Unsatisfactory
1. Maintains high standards of ethics, honesty and integrity in all personal and professional matters.						
2. Demonstrates an energetic and enthusiastic approach to job.						
3. Exercises good judgment in making decisions.						
4. Strives for professional growth and development.						
5. Demonstrates the ability to work well with individuals and groups.						
6. Provides clear, concise and effective oral and written communications.						
7. Maintains poise and emotional stability in the full range of professional activities.						
8. Earns respect and standing among professional colleagues.						

Comments:

B. Board-Superintendent Relationship

<p>Understanding and working with school boards is a vital part of representative governance of education. Open two-way communication is of utmost importance in Board-Superintendent relationships. The Superintendent assures that written reports and oral communications with the Board are clear, concise and timely. Every effort is made to develop and maintain a cohesive Board-Superintendent team.</p>	4.0 Outstanding	3.5 Greatly exceeds expectations	3.0 Exceeds expectations	2.5 meets expectations	2.0 Needs improvement	1.0 Unsatisfactory
1. Keeps the Board informed on issues, needs and operations of the GESD.						
2. Offers professional advice to the Board based on thorough study and analysis.						
3. Maintains an open, honest and consistent relationship with the Board.						
4. Effectively and consistently interprets and administers Board policy.						
5. Is responsible for maintaining liaison between the Board, personnel and the public.						
6. Advises the Board on the need for new and/or revised policies.						
7. Seeks and accepts constructive criticism.						

Comments:

C. Educational Leadership

<p>The overall climate of the GESD is set by the leadership of the Superintendent. The Superintendent’s educational vision shapes the mission, goals, programs and results achieved by students and staff. The Superintendent works closely with the Board, faculty and other administrators in designing a curriculum based on the GESD educational goals.</p>	4.0 Outstanding	3.5 Greatly exceeds expectations	3.0 Exceeds expectations	2.5 meets expectations	2.0 Needs improvement	1.0 Unsatisfactory
<p>1. Administers the development of a positive educational program designed to meet the needs of all students in the GESD.</p>						
<p>2. Understands and keeps informed regarding all aspects of the instructional program.</p>						
<p>3. Develops, administers and evaluates short and long range plans for upgrading the educational standards of the GESD.</p>						
<p>4. Participates with staff, Board and community in studying and developing educational programs.</p>						

Comments:

D. Business and Finance

<p>The Superintendent should demonstrate sound financial judgment in planning, preparing and expending the GESD annual budget. The Superintendent is always knowledgeable of the needs of the GESD, and evaluates those needs to make recommendations for appropriate financing.</p>	<p>4.0 Outstanding</p>	<p>3.5 Greatly exceeds expectations</p>	<p>3.0 Exceeds expectations</p>	<p>2.5 meets expectations</p>	<p>2.0 Needs improvement</p>	<p>1.0 Unsatisfactory</p>
<p>1. Shows sound financial judgment in planning and preparing the annual budget.</p>						
<p>2. Insists on competent and efficient financial performance by all personnel.</p>						
<p>3. Keeps the Board informed on programmatic, facility, equipment and supply needs.</p>						
<p>4. Supervises and evaluates the financial operations of the GESD.</p>						
<p>5. Is fiscally responsible in the expenditure of the current budget.</p>						

Comments:

E. Staff Development and Personnel Relations

<p>The Superintendent is ultimately responsible for the Actions of all GESD Employees. By efficiently implementing Board policies, the Superintendent provided leadership. By providing opportunities for staff development, the Superintendent ensures continuing individual and GESD wide growth potential for all employees. By maintaining open and frequent staff communications, the Superintendent increases administrative effectiveness.</p>	4.0 Outstanding	3.5 Greatly exceeds expectations	3.0 Exceeds expectations	2.5 meets expectations	2.0 Needs improvement	1.0 Unsatisfactory
1. Develops procedures for delegating authority and responsibility.						
2. Monitors and evaluates sound administrative personnel procedures and practices.						
3. Plans and implements procedures for personnel evaluation, improvement and commendation.						
4. Demonstrates leadership ability to supervise and motivate others.						
5. Provides opportunity for staff development, professional growth and creativity.						
6. Encourages staff members to participate in planning programs and services.						
7. Recruits and assigns the best available personnel in the terms of their competencies.						
8. Develops good staff morale and loyalty to the GESD.						
9. Insures that staff can have the necessary communication through the Superintendent to the Board.						
10. Participates in the negotiations of employee agreements and effectively administers those agreements.						

Comments:

F. Community and Public Relations

<p>The Superintendent may be the single individual most closely identified with the GESD. As such, the Superintendent establishes, provides and maintains a consistent, thorough and effective program of public information and community relations.</p>	4.0 Outstanding	3.5 Greatly exceeds expectations	3.0 Exceeds expectations	2.5 meets expectations	2.0 Needs improvement	1.0 Unsatisfactory
1. Establishes and provides a consistent and through public information program.						
2. Acts as an effective spokesperson for the school district with outside agencies and community interest groups.						
3. Develops a public awareness of the Superintendent, at both a personal and professional level.						
4. Is available to meet with community interest groups.						
5. Keeps the local community informed and involved regarding the GESD.						
6. Actively participates in GESD and school related activities.						
7. Maintains effective communications with students, staff, parents and the Board.						

Comments:

Additional Comments:

Superintendent Signature

Date

Board of Education Representative Signature

Date

GLOVERSVILLE ENLARGED SCHOOL DISTRICT

PROFESSIONAL GROWTH PLAN



PURPOSE

The purpose of the Professional Growth Plan is to establish an alternative format to the traditional teacher observation for tenured teachers. It is based on the premise that teachers can and will assess their learning and career needs and determine the best format for growth.

GUIDELINES

Professional development is a process by which competent teachers achieve proficiency and continually improve skills. It is driven by the teacher's own motivation and the policies and practices of the district that promote reflective practice.

Tenured teachers have the option of designing and implementing a Professional Growth Plan. For tenured teachers who are successfully achieving district goals, self directed professional growth will include the development, implementation and completion of a Professional Growth Plan (PGP) in consultation with one's supervisor. The process will consist of the following steps:

1. Plan Development

The teacher, after reflecting on his/her teaching practice, identifies a focus for professional growth, goals for a determined time period, and means/activities to achieve them. The teacher will meet with his/her supervisor by October 1 of the beginning year of the teacher's plan to discuss and record the plan content and to determine a time frame for its completion. The time frame may be 1, 2, or 3 years, depending on its nature. With the supervisor's approval, teachers may opt to collaborate with colleagues on a common plan to achieve school/district goals for student learning.

2. Plan Implementation

The plan is to be considered an extension of what teachers normally do in the course of performing their professional responsibilities and must not constitute or be considered an unreasonable burden. The plan is to be clearly structured with specific procedures for documentation as outlined.

3. Progress Review

Annually by June 1 the tenured teacher will submit to his/her supervisor a review of progress. Adjustments to the plan may be made by agreement of both parties. Either the teacher or supervisor may request a conference regarding the plan's progress at any time.

4. Plan Evaluation

At the completion of the plan, the teacher and supervisor will meet to assess the results. Teachers who continue to meet district standards may then develop a new plan to commence at the beginning of the following school year. Teachers experiencing persistent difficulty may be moved by the supervisor to the Teacher Improvement Plan procedure.

5. Formal Observation

A tenured teacher who is participating in a PGP will be exempt from formal observation. A tenured teacher may also have the option to choose an observation in lieu of a PGP.

6. Annual Evaluation Supervisors will complete an Annual (Summative) Evaluation for all teachers.

SUGGESTED ACTIVITIES FOR PROFESSIONAL GROWTH PLANS

- **SELF-IMPROVEMENT PLAN**

Develop a plan of action or activity that directly relates to your chosen goal(s) and share your findings with peers.

- **INSTRUCTIONAL TEAM INTERACTION PLAN**

Work with a colleague(s) to set a common goal(s) and outline a plan of action to be implemented.

- **PORTFOLIO OF PROFESSIONAL GROWTH**

Develop and keep a portfolio of materials you use throughout the year that show educational and professional growth related to your chosen goal(s).

- **WRITE A PROFESSIONAL ARTICLE/ESSAY**

Work individually or with a colleague to write an essay or article relative to your goal(s) and area of professional growth.

- **VIDEOTAPING AND ANALYSIS**

Through the use of videotaping / digital recording you will “observe yourself” as you work towards your self-selected goal(s). A minimum of three taping sessions is required.

- **SELF-CHOICE**

If you have another idea, work with your administrator and create your own professional growth plan according to your desired goal(s).

SELF-IMPROVEMENT PLAN

Teacher: _____ Position/Grade _____

School: _____

Goal: _____

- Provide professional activities (minimum of 2) directly related to your goal (i.e., research, participation in community organizations, conferences, etc.)

<u>Activity</u>	<u>Date Completed</u>
_____	_____
_____	_____
_____	_____

- Research: List titles (minimum of two journal articles, books, media viewed or other resources)

- Sharing Activities List the colleagues you have shared your findings with:

<u>Colleagues</u>	<u>Date Completed</u>
_____	_____

Attach a copy of written summary. Summary may include possible applications, significant points, your personal views.

Teacher's Signature	Date Initiated by Oct. 1	Conference by Feb. 1
		Conference by June 1
Supervisor's Signature	Date Initiated by Oct. 1	Conference by Feb. 1
		Conference by June 1

INSTRUCTIONAL TEAM INTERACTION

Teacher: _____ Position/Grade _____

School: _____

- Meet with one or more teachers to set common goals and outline a plan of action to be reviewed with the Administrator. The progress of this plan will be reviewed jointly by teachers and administrator throughout the year.

Participants: _____

Goal(s): _____

- Submit a copy of your proposal which will include a statement of your goals, materials and procedures.

Document Meeting Dates with Team Members:

<u>Activity</u>	<u>Date Completed</u>
_____	_____
_____	_____
_____	_____
_____	_____

- Attach a copy of written summary.

Teacher's Signature	Date Initiated by Oct. 1	Conference by Feb. 1
		Conference by June 1
Supervisor's Signature	Date Initiated by Oct. 1	Conference by Feb. 1
		Conference by June 1

PORTFOLIO OF PROFESSIONAL GROWTH

Teacher: _____ Position/Grade _____

School: _____

Goal(s): _____

- Throughout the year, gather a minimum of ten items, including lesson plans, professional articles, ideas, samples, photos, art ideas, books, etc. and organize them into a portfolio. This portfolio will show educational and professional growth in either a specific area or in a variety of areas.

- Throughout the year you will share your portfolio with the Administrator. In addition, a written table of contents will be submitted as well as a written self-evaluation.

Teacher's Signature

Date Initiated by Oct. 1

Conference by Feb. 1

Conference by June 1

Supervisor's Signature

Date Initiated by Oct. 1

Conference by Feb. 1

Conference by June 1

WRITING A PROFESSIONAL ARTICLE/ESSAY

Teacher: _____ Position/Grade _____

School: _____

Goal(s): _____

- Write an essay or article that directly relates to the goal(s) you have chosen and your area of professional growth. Attach a separate sheet identify the following components:

Author(s):

Topic:

Proposed Outline:

Draft:

Final Piece: (Bibliography of references is required)

Teacher's Signature

Date Initiated by Oct. 1

Conference by Feb. 1

Conference by June 1

Supervisor's Signature

Date Initiated by Oct. 1

Conference by Feb. 1

Conference by June 1

SELF-CHOICE

Teacher: _____ Position/Grade _____

School: _____

Goal(s): _____

List Objectives:

1. _____

2. _____

3. _____

4. _____

Evaluation:

Teacher's Signature

Date Initiated by Oct. 1

Conference by Feb. 1

Conference by June 1

Supervisor's Signature

Date Initiated by Oct. 1

Conference by Feb. 1

Conference by June 1

EVALUATION FORM

Teacher: _____ Position/Grade _____

School: _____

- Progress rating form shall be completed by June 1

_____ Goal Met

_____ Goal in Progress

_____ Goal Needs Further Development

_____ Goal Continuing Next Year

Supervisor's Comments:

Supervisor's Signature

Date

Teacher's Comments:

Teacher's Signature

Date

This progress rating form will be attached to each professional growth option plan

GESD APPR APPENDIX

COMPONENTS OF INDICATORS OF TEACHER PERFORMANCE

Appendix A

Evaluative criteria for all teachers; what teachers know and do in their professional practice

DOMAIN 1: PLANNING AND PREPARATION

- **Standard 1 Mastery of Content**
Performance Indicator: Teacher demonstrates knowledge of content and of content-related pedagogy
- **Standard 2 Planning for Coherent Instruction**
Performance Indicators: Instruction includes:
 - appropriate lesson and unit structure
 - differentiated learning activities
 - variety of instructional materials and resources
 - utilization of instructional grouping
 - standards are clear and appropriate and suitable for a diverse student population
- **Standard 3 Utilization of Instructional Resources**
Performance Indicators: Teacher knows resources for teaching content resources pertaining to students' needs
- **Standard 4 Knowledge of Human Development**
Performance Indicators: Teacher demonstrates knowledge of:
 - characteristics of age group
 - different learning styles
 - students' skills and prior knowledge
 - students' interests and cultural heritage
- **Standard 5 Designing Assessment of Student Learning**
Performance Indicators: Assessment practices:
 - demonstrate congruence with instructional goals
 - determine whether criteria/standards are met
 - use assessment to inform instruction

DOMAIN 2: CLASSROOM ENVIRONMENT

- **Standard 6 Managing Student Behavior**
Performance Indicators:
 - Teacher sets high, appropriate expectations
 - Teacher monitors students' behavior
 - Teacher responds appropriately to misbehavior
- **Standard 7 Establishing Effective Classroom Procedures**
Performance Indicators:
 - Expectations for learning and achievement are clearly set
 - Teacher communicates importance of content
 - Students take pride in work
- **Standard 8 Creating an Environment for Learning**
Performance Indicators:
 - Teacher interacts positively with students
 - Students interact positively with one another

- **Standard 9 Establishing a Culture of Mutual Respect**
Performance Indicators: Teacher demonstrates effective management of instructional groups, transitions, materials and supplies, non-instructional duties, and support staff where applicable
- **Standard 10 Recognizing Students as Individuals**
Performance indicator: Teacher demonstrates knowledge of students within the classroom as well as any specific needs the students might have.
- **Standard 11 Organizing Physical Space**
Performance Indicator: Teacher maintains safe physical environment conducive to learning and use of resources

DOMAIN 3: INSTRUCTION

- **Standard 12 Communicating Clearly and Accurately**
Performance Indicator: Teacher communicates directions and procedures clearly and accurately
- **Standard 13 Presenting Subject Matter**
Performance Indicator: Teacher presents and addresses specific standards with instruction
- **Standard 14 Conducting Classroom Activity Effectively**
Performance Indicators:
 - Teacher effectively represents content
 - Designs, engaging activities, and assignments
 - Appropriately structures and paces activities
 - Groups students to maximize participation
 - Uses rich variety of instructional materials and resources
- **Standard 15 Encouraging Discussion as a Learning Tool**
Performance Indicators: Teacher uses effective questions which require higher level thinking skills as well as discussion techniques which encourage student participation
- **Standard 16 Level of Questioning**
Performance Indicators: Teacher is responsive to students and adjusts plans and lessons to meet students' needs
- **Standard 17 Feedback to Students**
Performance Indicator: Teacher provides accurate, substantial, constructive, and specific feedback in a timely way

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- **Standard 18 Maintaining Accurate Records**
Performance Indicators:
 - Teacher monitors and records student progress
 - Keeps track of student progress
 - Maintains non-instructional records as required
- **Standard 19 Communicating With Families**
Performance Indicator: Teacher engages family support by providing information about the instructional program and student progress

- **Standard 20 Broadening Professional Growth**
Performance Indicators:
 - Teacher maintains professional relationship with colleagues
 - Participates in school and district initiatives to promote achievement of goals
- **Standard 21 Broadening Professional Growth**
Performance Indicators:
 - Teacher continually enhances content knowledge and pedagogical skill
 - Engages in service to the profession
- **Standard 22 Participation in School & District Activities**
Performance Indicator: Teacher is actively involved with the school / district activities outside of the school day
- **Standard 23 Striving for Improvement**
Performance Indicator: Teacher routinely reflects on teaching practice in order to continually improve