

Sachem Central School District

James J. Nolan

Superintendent of Schools

Samoset Administrative Offices

51 School Street

Ronkonkoma, NY 11779

(631) 471-1336

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) PLANS

**STATEMENT RESPECTING THE DISTRICT AND BOARD OF EDUCATION'S
COMPLIANCE WITH OBLIGATIONS IMPOSED BY EDUCATION LAW 3012-c,
8 N.Y.C.R.R. 30 AND 8 N.Y.C.R.R. 100.2**

New York State has required the implementation of an Annual Professional Performance Review Plan (hereinafter "APPR") for teachers since 1999. The District has dutifully complied with the existing law, and has in place an APPR Plan for its teaching staff and evaluation program for its administrators. Section 3012-c of Education Law was enacted, effective July 1, 2010, by the New York State Legislature which amends the existing APPR requirements previously required by the Regulations of the Commissioner of Education in 8 NYCRR 100.2. The new statute, 3012-c of the Education Law, significantly modifies teacher and principal evaluations and has, as its primary goal, the introduction of student performance as a criterion.

In the spring of 2010, the Commissioner of Education, prior to the adoption of Education Law Section 3012-c, adopted an amendment to the then existing APPR regulations (8 NYCRR 100.2) which required the use of four categories of teacher performance, "ineffective, developing, effective and highly effective," as well as requiring the use of student performance effective in 2010 as a criterion for teacher evaluation.

Following the adoption of Education Law 3012-c, the Board of Regents adopted 8 NYCRR 30, again amending the Commissioner's APPR requirements establishing robust changes to the existing APPR requirements. These changes include the establishment of a composite effectiveness score and the introduction of student performance measured by both state and local assessment as a criterion for teacher evaluation, the requirement of the adoption of rubric for teacher evaluation, among many other provisions. The May 2011 amendments also included the following provision.

To the extent that any of the items required to be included in the annual professional performance review plan are not finalized by September 1, 2011 a result of pending collective bargaining negotiations, the plan shall identify those specific parts of the plan and the school district shall file an amended plan upon completion of such negotiations.

In addition this legislation, Education Law Section 3012-c, contains a "safe harbor" provision, which provides:

Nothing in this section shall be construed to abrogate any conflicting provision of any collective bargaining agreement in effect on July first, two thousand ten during the term of such agreement and until the entry into a successor collective bargaining agreement, provided that notwithstanding any prior provision of law to the contrary, upon expiration of such term and the entry into a successor collective bargaining agreement the provisions of this section shall apply.

The District's planning for compliance with 3012-c, 8 N.Y.C.R.R. 30 and 8 N.Y.C.R.R. 100.2 has been focused upon establishing an APPR plan that will insure that its evaluation process is fair and transparent and provides all teachers and principals with useful feedback on their performance.

The labor agreement between the Sachem Central Teachers Association and the Sachem Central School District contains no substantial inconsistencies with the requirements of 8 N.Y.C.R.R. 30 and 8 N.Y.C.R.R. 100.2. The District has been discussing with the Sachem Central Teachers Association and with the representatives of the instructional and administrative staff respecting the requirements of Education Law Section 3012-c, 8 N.Y.C.R.R. 30 and 8 N.Y.C.R.R. 100.2

In addition, the District has invited the Sachem Administrators Association. to negotiate those provisions of the required APPR plan that are required to be negotiated by Education Law Section 3012-c, 8 N.Y.C.R.R. 30 and 8 N.Y.C.R.R. 100.2. The labor agreement between the District and the Sachem Administrators Association contains no inconsistencies with Education Law Section 3012-c, 8 N.Y.C.R.R. 30 and 8 N.Y.C.R.R. 100.2.

Attached to this statement is the current District Teacher APPR Plan. Pursuant to 8 N.Y.C.R.R. §100.2 of the Regulations of the Commissioner of Education, the attached APPR plan shall be immediately deemed to have been modified to include the following:

- Inclusion of the new rating categories of “ineffective, “developing”, effective” and “highly effective”.
- Inclusion of the following statement: “The use of student achievement data shall be utilized in teacher evaluations.” The District acknowledges that use of the foregoing criterion is subject to discussions with the Sachem Central Teachers Association regarding the procedure to be utilized in the application of the foregoing criterion.

Upon completion of discussions with the Sachem Central Teachers Association and Sachem Administrators Association respecting the requirements of Education Law Section 3012-c, 8 N.Y.C.R.R. 30 and 8 N.Y.C.R.R. 100.2, the District will promulgate compliant APPR plans and the Board will act upon the adoption of such APPR plans for its teachers and administrators.

The District has discussed the selection of the Danielson rubric for teacher evaluation, but has modified the headings of our existing rubric until such time as this issue is resolved through collective bargaining. The District has attached our current Principal/Administrative Evaluation which has not been modified since we are in the collective bargaining process.

**BOARD OF EDUCATION
SACHEM CENTRAL SCHOOL DISTRICT
SPECIAL MEETING OF AUGUST 30, 2011**

APPROVED AS WRITTEN – 9/7/11 - OFFICIAL COPY

MEMBERS PRESENT: Sal Tripi, Vice President
Teri Ahearn
Douglas Duncan, Jr
Anthony Falco
Michael J. Isernia, Esq.
Dorothy Roberts

MEMBERS ABSENT: Robert Scavo, President
Christine Lampitelli
Michael J. Timo

ALSO PRESENT: James J. Nolan, Superintendent of Schools
Gail Grenzig, Asst. Superintendent for Personnel
Paul E. Manzo, Asst. Superintendent for Curriculum & Instruction - Secondary

CALL TO ORDER: The special meeting held at Samoset Middle School was called to order at 7:30pm by Vice President Tripi.

PLEDGE OF ALLEGIANCE: Mr. Tripi opened the meeting with the Pledge of Allegiance and a moment of silent meditation.

EXECUTIVE SESSION: Upon the recommendation of the Superintendent of Schools, a **Motion** was made by Ms. Ahearn, seconded by Ms. Roberts, and carried unanimously (6-0) to convene into Executive Session at 7:31pm to discuss personnel matters.

OPEN SESSION: Upon the recommendation of the Superintendent of Schools, a **Motion** was made by Mr. Isernia, seconded by Ms. Ahearn, and carried unanimously (6-0) to reconvene into Open Session at 8:15pm.

RESOLUTION: Upon the recommendation of the Superintendent of Schools, a **Motion** was made by Mr. Isernia, seconded by Ms. Roberts, and carried unanimously (6-0) to approve the following resolution:

RESOLVED, that the Board of Education herewith adopts the attached documents in compliance with Education Law Section 3012-c, 8 N.Y. C. R. R. 30-2 and 8 N. Y. C. R. R. 100.2; and

BE IT FURTHER RESOLVED, that the Superintendent of Schools is directed to file the foregoing documents in the Office of the District Clerk and post the attached documents on the District website, on or after September 1, 2011 but before September 10, 2011.

BOARD OF EDUCATION – SPECIAL MEETING – AUGUST 30, 2011

ADJOURN:

Upon the recommendation of the Superintendent of Schools, A **Motion** was made by Mr. Duncan, seconded by Mr. Isernia, and carried unanimously (6-0) to adjourn at 8:17pm.

Respectfully submitted,



Carol Adelberg
District Clerk



Sachem Central School District at Holbrook

JAMES J. NOLAN
SUPERINTENDENT OF SCHOOLS

GAIL A. GRENZIG
ASSISTANT SUPERINTENDENT FOR PERSONNEL

245 Union Avenue
Holbrook, New York 11741
(631) 471-1309 Office

August 30, 2011

Ms. Christine DiPaola
SAA Vice-President
Wenonah Elementary School
251 Hudson Avenue
Lake Grove, NY 11755

Re: **APPR**

Dear Ms. DiPaola:

We have reached out to you in your capacity as acting SAA President. As you are aware, in the Spring of 2010, Education Law Section 3012-c was enacted requiring the issuance of comprehensive regulations by the Commissioner of Education establishing extensive modifications to the District's existing APPR Plan, including the establishment of a one hundred point comprehensive teacher effectiveness score, new categories of teacher performance, the introduction of student performance data for the evaluation of teachers, among many other items. On May 16, 2011, the Commissioner issued his regulations respecting the requirements of the new APPR Program applicable both to classroom teachers and building principals. In order for the Sachem School District to comply with all aspects of the new requirements required by 3012-c and 8 NYCRR 30, the District realizes its obligation to negotiate certain critical aspects of the required amendments to its APPR Plan.

As you know, we have begun the process of negotiating this item and we have an additional date scheduled for September 14, 2011. We hope to continue with the necessary negotiations at that time.

Very truly yours,

A handwritten signature in black ink, appearing to read "J. Nolan", with a long, sweeping underline that extends across the width of the signature area.

James J. Nolan
Superintendent of Schools

cc: Gail Grenzig



Sachem Central School District at Holbrook

JAMES J. NOLAN
SUPERINTENDENT OF SCHOOLS

GAIL A. GRENZIG
ASSISTANT SUPERINTENDENT FOR PERSONNEL

245 Union Avenue
Holbrook, New York 11741
(631) 471-1309 Office

August 30, 2011

Mr. John Heslin
SCTA President
500 Portion Rd # 11
Ronkonkoma, NY 11779-4587

Re: **APPR**

Dear Mr. Heslin:

As you are aware, in the Spring of 2010, Education Law Section 3012-c was enacted requiring the issuance of comprehensive regulations by the Commissioner of Education establishing extensive modifications to the District's existing APPR Plan, including the establishment of a one hundred point comprehensive teacher effectiveness score, new categories of teacher performance, the introduction of student performance data for the evaluation of teachers, among many other items. On May 16, 2011, the Commissioner issued his regulations respecting the requirements of the new APPR Program applicable both to classroom teachers and building principals. In order for the Sachem Central School District to comply with all aspects of the new requirements required by 3012-c and 8 NYCRR 30, the District realizes its obligation to discuss certain critical aspects of the required amendments to its APPR Plan.

As you know, we have engaged in many dialogues and consulted about this issue. At this time it will be necessary for you to contact my office as soon as possible so that we may continue the necessary consultation.

Very truly yours,

A handwritten signature in black ink, appearing to read "James J. Nolan", with a long, sweeping underline.

James J. Nolan
Superintendent of Schools

cc: Gail Grenzig

ANNUAL PROFESSIONAL PERFORMANCE REVIEW POLICY

EVALUATION OF PROFESSIONAL STAFF

Teacher Evaluation Program

The primary purpose of the evaluation of teachers shall be to ensure the highest quality of education being offered to students. This requires the development of a process whereby all staff members may increase the effectiveness of their services to the educational program. A broader purpose of the evaluation process is to assess teacher competence, to make decisions regarding the assignment and employment of staff, and to verify that district educational goals are being implemented and achieved.

I. Program Assumption

The Teacher Evaluation Program is based upon the following assumptions:

- A. Teachers and other instructional personnel have a responsibility to demonstrate interest in their own development by acquiring new knowledge and skills.
- B. Teachers and other instructional personnel have a commitment to work effectively with their colleagues and welcome regular feedback about the quality of their work.
- C. Teachers understand their professional expectations and responsibilities.
- D. A proper climate exists to encourage the self-development of each teacher.
- E. Professional goals of teachers shall be compatible with organizational goals.

II. Responsibility for Supervision and Evaluation

All staff members will be evaluated on an annual basis. It is the responsibility of the building principal to inform each staff member of this policy and to review with staff the procedures for evaluation.

The principal holds the primary responsibility for teacher supervision and evaluation. Principals are assisted in this function by supervisors, directors, Assistant Principals and additional administrative/supervisory personnel as designated by the Superintendent of Schools. Annual evaluation reports are the responsibility of the principal(s) with input from other administrative/supervisory personnel. Classroom observation reports are the responsibility of the administrator or supervisor observing the lesson.

III. Staff Members Possessing a Transitional or Initial Certificate

For individuals possessing a transitional or initial certificate, an evaluation of the "teacher's portfolio" (components of the teaching/learning process) will be required. The portfolio may include any of the following: formal and informal observations, a sample of lesson plans, a sample of student work and student assessment instruments, and the teacher's reflection of his/her classroom performance in the post observation conference.

IV. Teacher Improvement Plans

Individuals whose overall performance is evaluated as unsatisfactory by a school administrator will be required to undertake a teacher improvement plan established by the district in consultation with the teacher.

V. Evaluation of Student Services Staff

The performance review criteria and evaluation reports set forth in this policy and regulation may be altered by the district in order to meet the needs of student services professionals or other professional staff.

VI. All principals and supervisory personnel engaged in performance reviews of teachers and student services staff shall participate in training on performance evaluation pursuant to a program established by the Superintendent of Schools.

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

EVALUATION OF PROFESSIONAL STAFF REGULATION

I. The Process of Evaluation

A. Planning Conferences and Setting Objectives

The building principal and/or the principal's designee shall hold meetings prior to October 15 to review general evaluation procedures, assess responsibilities of positions, and review district, building and individual objectives. This may be accomplished by individual, grade level, department and/or faculty meetings.

B. Classroom Observations

Administrators who are responsible for supervision and evaluation will conduct classroom observations.

Regular substitute (leave replacements) and probationary teachers shall be observed at least three times each during each *full* year of employment. A minimum of one of these observations is to be performed by the principal(s). At least one of these observations shall be completed by December 15. Regular substitute (leave replacement) and probationary teachers serving less than a full year should be observed at least once during the year.

Part-time and tenured teachers should be observed at least once during the year.

Formal classroom observations will be followed by a post-observation conference. Following the conference, a classroom observation report shall be completed by the observer. The teacher shall be provided a copy of the report, and will sign an original indicating receipt of a copy. The post observation conference and teacher receipt of the classroom observation report will occur within ten (10) school days of the observation.

C. End-of-Year Conference

A year-end conference may be held with each teacher by the last work day of that school year. This conference should be viewed as a summation of the entire evaluation process. The primary purpose of this conference is to review performance relative to the individual's duties and responsibilities. In addition, the outcome(s) of this conference may serve the district as the basis for identifying immediate and long-range staff development needs.

Following this conference, an Annual Evaluation Report will be prepared and presented to the individual teacher. The teacher shall be provided a copy of the report, and will sign an original indicating receipt of a copy.

II. Criteria for Evaluation

In evaluating a teacher's overall performance, the listing of Performance Areas for Teacher Evaluation (attached) is to be considered significant. These criteria are divided into four major categories, each containing several sub-statements, which further define the tasks and expectations in that area. Separate criteria will apply for guidance counselors, social workers, school psychologists and other support personnel as deemed appropriate. (Attached)

III. Evaluation Reports

A. Annual Evaluation Report

1. Designated administrative/supervisory personnel on the attached forms provided by the district for such purposes will complete annual evaluation reports.
2. An annual evaluation report covering the performance of regular substitutes (leave replacement) and probationary personnel will be submitted by the principal to the Personnel Office no later than the end of the school year.
3. An annual evaluation report covering the performance of part-time and tenured personnel will be submitted by the principal to the Personnel Office no later than the end of the school year.
4. In any case where a teacher has multiple building assignments, the principal of the building where the teacher spends the greatest portion of time will be responsible for the annual evaluation report.

B. Tenure Recommendation Letter

1. Teachers in the final year of their probationary period shall be recommended by the principal for tenure or for discontinued service in a tenure letter submitted to the Personnel Office. This report will be an assessment of overall performance in the individual's area of responsibility, based upon a review of the full probationary period.
2. In those cases where the known tenure eligibility date of an individual is September 1, the tenure report will be submitted to the Personnel Office no later than this April 15, immediately preceding the September 1, tenure-eligibility date.

3. In those cases where the known tenure eligibility date of an individual is other than September 1, the tenure report will be submitted to the Personnel Office no later than 90 calendar days prior to the tenure eligibility date.

C. Report Procedures

1. Each teacher evaluated shall receive a copy of any evaluation report. The signature of the teacher evaluated will appear on the report to indicate the receipt of such report. The individual evaluated may submit a written response to any evaluation report.
2. Upon request, an individual shall be permitted to examine the evaluation report on file in the building or in the District Office.

EVALUATION OF PROFESSIONAL STAFF

PERFORMANCE AREAS FOR TEACHER EVALUATION

A. Instructional Performance

1. Demonstrates thorough knowledge of subject matter area and curriculum.
2. Plans for instruction.
3. Lessons reflect curriculum including scope and sequence and are aligned with stated district goals and standards.
4. Sets challenging but attainable expectations for student achievement.
5. Establishes and achieves lesson and unit aims.
6. Uses a variety of appropriate instructional materials and strategies for the benefit of all students
7. Utilizes technology to achieve instructional goals and objectives.
8. Establishes classroom environment conducive to learning and student safety.
9. Delivers instruction that encourages and results in active student involvement, teacher/student interaction and student interest in learning.
10. Uses and allocates instructional time effectively.
11. Establishes effective classroom procedures, including smooth transitions and timely accomplishment of non-instructional tasks.
12. Demonstrates clarity in the presentation of the curriculum.
13. Employs sound questioning techniques and timely feedback to students.
14. Assesses student achievement and attainment of New York State Standards.
15. Prepares appropriate substitute lesson plans.

B. Teacher-Student-Parent Relationships

1. Develops mutual respect between teacher and students.
2. Displays knowledge of student development.
3. Displays an understanding and appreciation of diversity and the need to provide opportunities for all students to be successful.
4. Makes provisions for being available to assist students.
5. Maintains communications with parents concerning students' academic performance and school behavior.
6. Respond to students', colleagues', and parents' questions, comments and/or concerns in a professional manner.
7. Communicates instructional and behavioral expectations and requirements clearly.
8. Respects confidential information and the privacy of students, colleagues and parents.

C. Professional Attributes

1. Contributes to achievement of school and district goals.
2. Communicates appropriately with supervisor(s) on a regular basis.
3. Implements and complies with district policies and school regulations.
4. Uses appropriate and clear language in written and oral form.
5. Fosters collaborative relationships with staff and support personnel.
6. Participates in various school and district meetings.
7. Maintains records and submits reports as required.
8. Maintains personal attendance and punctuality.

D. Professional Growth

1. Accepts constructive criticism and considers advice and suggestions from others.
2. Participates in professional development activities as a means of self-improvement and professional growth.
3. Keeps current in areas of knowledge pertinent to professional practice.

EVALUATION OF PROFESSIONAL STAFF

PERFORMANCE AREAS FOR (GUIDANCE COUNSELORS, SOCIAL WORKERS AND PSYCHOLOGISTS) EVALUATION

A. Professional Performance

1. Demonstrates thorough knowledge of and competency in professional responsibilities.
2. Plans for delivery of student services/guidance.
3. Plans for student evaluation and counseling.
4. Adheres to appropriate district procedures for student services/guidance.
5. Establishes communication between school personnel and students to facilitate learning.
6. Establishes positive rapport with students.
7. Demonstrates clarity in presentation to parents before CSE, CST, CPSE, or individual counselor meetings.
8. Meets student evaluation, counseling, and/or programming deadlines.
9. Uses a variety of appropriate strategies, methods, and counseling and/or diagnostic techniques.
10. Assesses and monitors student progress.
11. Utilizes community and school services to facilitate student needs.

B. Professional Staff-Student-Parent Relationships

1. Develops mutual respect between (psychologist, social worker, guidance counselor) and students.
2. Displays knowledge of student development.
3. Displays an understanding and appreciation of diversity and the need to provide opportunities for all students to be successful.
4. Makes provisions for being available to assist students.
5. Maintains communications with parents concerning students' overall school performance (e.g. academic, social, behavioral...)
6. Respond to students', colleagues', and parents' questions, comments and/or concerns in a professional manner.
7. Respects confidential information and the privacy of students, colleagues and parents.

C. Professional Attributes

1. Contributes to achievement of school and district goals.
2. Communicates appropriately with supervisor(s) on a regular basis.
3. Implements and complies with district policies and school regulations.
4. Uses appropriate and clear language in written and oral form.
5. Fosters collaborative relationships with staff and support personnel.
6. Participates in various school and district meetings.
7. Maintains student records (personal and/or academic) and submits reports as required.

8. Maintains personal attendance and punctuality.

D. Professional Growth

1. Accepts constructive criticism and considers advice and suggestions from others.
2. Participates in professional development activities as a means of self-improvement and professional growth.
3. Keeps current in areas of knowledge pertinent to professional practice.

Sachem Central School District

Holbrook, New York

ANNUAL EVALUATION REPORT

| | | | |
|--|--|-------------|--------------------------------------|
| Teacher: | | Assignment: | |
| School: | | TENURE | Status (Circle) PROB LR PART-TIME |
| Supervisor/Administrator | | DATE | |
| Teacher's Signature <small>(signature indicates receipt of this report)</small> | | DATE | |

Levels of Performance

Each element of a domain has four levels of performance: unsatisfactory, basic, proficient, and distinguished. The levels range from describing teachers who are still striving to master the rudiments of teaching (unsatisfactory) to highly accomplished professionals who are able to share their expertise (distinguished).

Ineffective:

The teacher does not yet appear to understand the concepts underlying the element. Working on the fundamental practices associated with the element should enable the teacher to grow and develop in this area.

Developing

The teacher appears to understand and implement the concepts underlying the element. Implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor) should enable the teacher to become proficient in this area. This level is minimally competent and improvement is likely with additional effort and/or experience.

Effective:

The teacher clearly understands and successfully implements the concepts underlying the element.

Highly Effective:

Teachers at this level are master teachers and make a contribution to the field, both in and out of their school.

| A. INSTRUCTIONAL PERFORMANCE | Ineffective | Developing | Effective | Highly Effective | N/A |
|---|--|---|---|---|---------------------------------|
| <p>1. Demonstrates knowledge of subject matter and curriculum.</p> | <p><input type="checkbox"/> Teacher demonstrates inaccurate knowledge of subject matter and curriculum. The teacher makes no connections within the discipline.</p> | <p><input type="checkbox"/> Teacher demonstrates some knowledge of subject matter and curriculum. The teacher makes limited connections within the discipline.</p> | <p><input type="checkbox"/> Teacher demonstrates accurate knowledge of subject matter and curriculum. The teacher makes purposeful connections within the discipline.</p> | <p><input type="checkbox"/> Teacher demonstrates thorough knowledge of subject matter and curriculum. The teacher makes purposeful connections within the discipline and with other disciplines.</p> | <p><input type="checkbox"/></p> |
| <p>2. Plans for instruction, including preparing substitute lesson plans.</p> | <p><input type="checkbox"/> Teacher chooses methods, activities, and/or instructional materials that are unrelated to the goals of the lesson and not appropriate to the students.</p> | <p><input type="checkbox"/> Teacher writes lesson plans at the appropriate developmental level of learners. Teacher differentiates instruction, where appropriate, based on lesson objectives.</p> | <p><input type="checkbox"/> Teacher writes lesson plans designed to accommodate all learners. Teacher plans for a variety of presentation and response formats based on students' learning styles.</p> | <p><input type="checkbox"/> Teacher writes effective lesson plans which address the full range of students' abilities. Differentiation is clearly evident for all learners. Teacher plans for a wide range of learning styles and engages students in both presentation and response formats.</p> | <p><input type="checkbox"/></p> |
| <p>3. Lessons reflect curriculum sequence and are aligned with district/departmental goals, and New York State Standards.</p> | <p><input type="checkbox"/> Teacher's lessons are missing instructional objectives, are not aligned with the district/departmental goals and NYS Standards, or frequently do not match the lesson plans.</p> | <p><input type="checkbox"/> Teacher's lessons have instructional objectives but are not fully aligned with the district/departmental goals and NYS Standards, and occasionally do not match the lesson plan.</p> | <p><input type="checkbox"/> Teacher's lessons are clear and have measurable instructional objectives that are aligned with the district/departmental goals and NYS Standards.</p> | <p><input type="checkbox"/> Teacher's lessons are clear and measurable with instructional objectives that reflect curriculum and are aligned with the district/departmental goals and NYS Standards. The NYS Standards for the objectives are identified.</p> | <p><input type="checkbox"/></p> |
| <p>4. Sets challenging, but attainable expectations for student achievement.</p> | <p><input type="checkbox"/> Teacher selects instructional activities that set minimal expectations and do not provide for progress toward meeting the district/departmental goals and NYS Standards.</p> | <p><input type="checkbox"/> Teacher selects instructional activities that set modest expectations and provide limited opportunities for students to make continuous progress towards meeting the district/departmental goals and NYS Standards.</p> | <p><input type="checkbox"/> Teacher selects or designs instructional activities that establish high expectations for student performance and provide opportunities for students to make continuous progress toward meeting the district/departmental goals and NYS Standards. Makes connections within or across disciplines.</p> | <p><input type="checkbox"/> Teacher selects and designs instructional activities that establish high and challenging expectations for student performance and provide opportunities for students to make continuous progress toward meeting and exceeding the district/departmental goals and NYS Standards. Makes connections within and across disciplines.</p> | <p><input type="checkbox"/></p> |

| A. INSTRUCTIONAL PERFORMANCE | Ineffective | Developing | Effective | Highly Effective | N/A |
|---|---|--|--|--|--------------------------|
| 5. Establishes and achieves lesson and unit objectives. | <input type="checkbox"/> Teacher's lessons and units did not achieve their objectives. | <input type="checkbox"/> Teacher's lessons and units adequately achieve their objectives. | <input type="checkbox"/> Teacher's lessons and units effectively achieve their objectives. | <input type="checkbox"/> Teacher's lessons and units effectively achieve their objectives providing additional opportunities and resources for further study. | <input type="checkbox"/> |
| 6. Use of instructional materials and strategies. | <input type="checkbox"/> Teacher chooses methods, activities, or materials that are unrelated to the goals of the lesson and are not appropriate to the students. | <input type="checkbox"/> Teacher chooses a limited number of activities, materials, or methods that are appropriate to the students. | <input type="checkbox"/> Teacher chooses methods, activities, and materials that are aligned with the objectives of the lesson and are appropriate to the students. The instructional materials and strategies allow for a differentiated learning experience for individuals or groups of students. | <input type="checkbox"/> Teacher chooses methods, activities, and materials that are aligned with the objectives of the lesson and are appropriate to the students. The instructional materials and strategies maximize the opportunity for differentiated learning and interdisciplinary experiences. | <input type="checkbox"/> |
| 7. Utilizes technology to achieve instructional objectives. | <input type="checkbox"/> Teacher's instructional planning and implementation do not incorporate the use of technology. | <input type="checkbox"/> Teacher incorporates limited use of technology into research activities or instructional planning. | <input type="checkbox"/> Teacher incorporates technology into research activities and classroom implementation. | <input type="checkbox"/> Teacher incorporates technology into research activities and classroom implementation for both students and teacher. | <input type="checkbox"/> |
| 8. Makes the physical environment safe and conducive to learning. | <input type="checkbox"/> Teacher allows the physical environment to be unsafe or the teacher allows the physical environment to interfere with learning. | <input type="checkbox"/> Teacher creates a physical environment that is safe but does not necessarily enhance learning. | <input type="checkbox"/> Teacher creates a physical environment that is safe and conducive to learning. | <input type="checkbox"/> Teacher uses the physical environment as a resource to facilitate learning. Provisions are made to accommodate all students, including those with special needs. If the teacher cannot control the physical environment, he or she effectively adjusts the activities to the existing physical environment. | <input type="checkbox"/> |
| 9. Delivers instruction that results in student involvement, teacher/student interaction, and student interest in learning. | <input type="checkbox"/> Teacher does not productively engage the students in learning. There is no evidence of student involvement. | <input type="checkbox"/> Teacher partially organizes student tasks, resulting in some off-task behavior. There is limited evidence of student involvement. | <input type="checkbox"/> Teacher organizes and manages student tasks so that most students are engaged. There is frequent evidence of student involvement. | <input type="checkbox"/> Teacher productively engages students at all times. There is strong and consistent evidence of student involvement. | <input type="checkbox"/> |

| A. INSTRUCTIONAL PERFORMANCE | Ineffective | Developing | Effective | Highly Effective | N/A |
|---|--|---|---|--|--------------------------|
| 10. Use an allocation of instructional time. | <input type="checkbox"/> Teacher's lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed. Students are constantly off-task with too much time wasted. | <input type="checkbox"/> Teacher's lesson has a recognized structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent, with some off-task time. | <input type="checkbox"/> Teacher's lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent and reasonable with students frequently engaged. | <input type="checkbox"/> Teacher's lesson structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students with students consistently engaged. | <input type="checkbox"/> |
| 11. Establishes classroom procedures, including transitions and accomplishments of non-instructional tasks. | <input type="checkbox"/> Teacher does not use procedures for managing student groups/supplies or establish procedures for transitions, resulting in a considerable loss of instructional time. | <input type="checkbox"/> Teacher uses routines and procedures for managing student groups/supplies. However, transitions have resulted in occasional loss of instructional time. | <input type="checkbox"/> Teacher establishes and uses effective routines and procedures for managing student groups/supplies while providing transitions with minimal loss of instructional time. | <input type="checkbox"/> Teacher establishes and uses effective routines and procedures that incorporate student responsibility for managing student groups/supplies providing seamless transitions with no loss of instructional time. | <input type="checkbox"/> |
| 12. Demonstrates clarity in the presentation of the curriculum. | <input type="checkbox"/> Teacher does not communicate instructional content or procedures clearly and/or accurately. | <input type="checkbox"/> Teacher communicates instructional content and procedures, yet the presentation is unclear. | <input type="checkbox"/> Teacher clearly and accurately communicates instructional content and procedures, resulting in effective instruction. | <input type="checkbox"/> Teacher clearly and accurately communicates detailed instructional content resulting in successful instruction, to avert possible misunderstanding. | <input type="checkbox"/> |
| 13. Employs questioning techniques and provides feedback to students. | <input type="checkbox"/> Teacher does not ask questions or check for understanding during lesson. | <input type="checkbox"/> Teacher asks questions and/or assess understanding. Feedback may be inconsistent in quality and timeliness. | <input type="checkbox"/> Teacher's questions are formulated clearly and are used to assess understanding during the lesson. There is evidence that the teacher uses student responses to adjust teaching and the feedback is specific and timely. | <input type="checkbox"/> Teacher's questions are formulated to assess understanding at a variety of hierarchical levels of thinking during the lesson. The feedback is highly specific, timely, and there is evidence that the teacher uses student responses to adjust teaching and pacing. | <input type="checkbox"/> |

| A. INSTRUCTIONAL PERFORMANCE | Ineffective | Developing | Effective | Highly Effective | N/A |
|--|---|---|--|---|--------------------------|
| 14. Assesses student achievement and attainment of New York State Standards. | <input type="checkbox"/> Teacher uses limited assessment tools which are inconsistently applied to content curriculum and/or not relevant to NYS Standards. | <input type="checkbox"/> Teacher uses appropriate assessment tools content curriculum and NYS Standards but not clearly communicated to students. | <input type="checkbox"/> Teacher develops and uses appropriate assessment tools to measure student performance relevant to content curriculum and NYS Standards. Assessments are clearly communicated to students and instruction is adjusted based on assessment results. | <input type="checkbox"/> Teacher develops and uses extensive and varied forms of assessment to measure student performance relevant to content curriculum and NYS Standards. Assessments are clearly communicated to students and assessment results are consistently used to adjust instruction. | <input type="checkbox"/> |
| NARRATIVE A (Optional): | | | | | |

| B. TEACHER-STUDENT-PARENT RELATIONS | Ineffective | Developing | Effective | Highly Effective | N/A |
|--|---|---|--|---|--------------------------|
| 1. Develops mutual respect between teacher and students. | <input type="checkbox"/> Teacher interactions with students are negative and/or inappropriate. | <input type="checkbox"/> Teacher interactions with students are generally appropriate but may reflect occasional inconsistencies. | <input type="checkbox"/> Teacher interactions with students are consistently appropriate and respectful. | Teacher interactions with students are consistently appropriate and respectful serving as an exemplary model for students. | <input type="checkbox"/> |
| 2. Displays an understanding and appreciation of diverse student needs and provides opportunities for students to be successful. | <input type="checkbox"/> Teacher fails to recognize and/or respond to differences in student needs. | <input type="checkbox"/> Teacher inconsistently recognizes and/or responds to the differences in student needs. | <input type="checkbox"/> Teacher consistently recognizes and responds to the differences in student needs. | <input type="checkbox"/> Teacher consistently recognizes and responds to the differences in student needs and communicates these recognized needs to parents and/or appropriate school personnel. | <input type="checkbox"/> |
| 3. Makes provisions for being available to assist students. | <input type="checkbox"/> Teacher makes no provisions for being available to assist students. | <input type="checkbox"/> Teacher makes some provisions for being available to assist students. | <input type="checkbox"/> Teacher makes consistent provisions for being available to assist students. | <input type="checkbox"/> Teacher makes consistent provisions for being available to assist students and accommodates individual student needs. | <input type="checkbox"/> |

| B. TEACHER-STUDENT-PARENT RELATIONS | Unsatisfactory | Developing | Effective | Highly Effective | N/A |
|--|---|--|--|---|---------------------------------|
| <p>4. Maintains communications with parents concerning students' academic performance and school behavior.</p> | <p><input type="checkbox"/> Teacher provides minimal information to parents and does not effectively respond to parental concerns.</p> | <p><input type="checkbox"/> Teacher provides information to parents as required by district policy. Parental contact is limited.</p> | <p><input type="checkbox"/> Teacher communicates with parents about students' performance on a regular basis and is available as needed to respond to parental concerns.</p> | <p><input type="checkbox"/> Teacher frequently provides information to parents on all aspects of students' performance. Responses to parental concerns are handled professionally.</p> | <p><input type="checkbox"/></p> |
| <p>5. Responds to students' questions, comments, and/or concerns in a professional manner.</p> | <p><input type="checkbox"/> Teacher provides minimal feedback to students about their academic/social performance and/or feedback is not provided in a timely manner.</p> | <p><input type="checkbox"/> Teacher provides general feedback to students about academic/social performance in a timely manner.</p> | <p><input type="checkbox"/> Teacher provides constructive, specific, and timely feedback to students about academic/social performance.</p> | <p><input type="checkbox"/> Teacher consistently provides substantive, specific, and timely feedback to students about academic/social performance.</p> | <p><input type="checkbox"/></p> |
| <p>6. Establishes, communicates, and implements behavioral expectations and requirements.</p> | <p><input type="checkbox"/> Teacher has not established, communicated, and/or implemented standards of conduct/behavior.</p> | <p><input type="checkbox"/> Teacher has established standards of conduct/behavior; standards are inconsistently communicated and/or implemented.</p> | <p><input type="checkbox"/> Teacher has established standards of conduct/behavior; standards are consistently communicated and implemented.</p> | <p><input type="checkbox"/> Teacher has assumed a leadership role in establishing standards of conduct/behavior that are effectively and consistently communicated and implemented.</p> | <p><input type="checkbox"/></p> |
| <p>7. Respects confidential information and the privacy of students.</p> | <p><input type="checkbox"/> Teacher does not maintain privacy of confidential student information.</p> | | <p><input type="checkbox"/> Teacher maintains privacy of confidential student information.</p> | | <p><input type="checkbox"/></p> |
| <p>NARRATIVE B (Optional):</p> | | | | | |
| C. PROFESSIONAL ATTRIBUTES | Ineffective | Developing | Effective | Highly Effective | N/A |
| <p>1. Contributes to achievement of school and district goals.</p> | <p><input type="checkbox"/> Teacher does not participate or contribute to the achievement of school and district goals.</p> | <p><input type="checkbox"/> Teacher participates or contributes, when specifically asked, to the achievement of school and district goals.</p> | <p><input type="checkbox"/> Teacher volunteers and actively contributes to the achievement of school and district goals.</p> | <p><input type="checkbox"/> Teacher volunteers, actively contributes and takes a leadership role in school and district goals.</p> | <p><input type="checkbox"/></p> |

| C. PROFESSIONAL ATTRIBUTES | Ineffective | Developing | Effective | Highly Effective | N/A |
|---|--|--|---|--|--------------------------|
| 2. Communicates appropriately with supervisor(s) on an as-needed basis. | <input type="checkbox"/> Teacher does not communicate with supervisors resulting in avoidable problems. | <input type="checkbox"/> Teacher has limited communication with supervisors, sometimes resulting in avoidable problems. | <input type="checkbox"/> Teacher effectively communicates with supervisors and makes them aware of student concerns and potential issues. | <input type="checkbox"/> Teacher effectively anticipates and communicates issues and student concerns to supervisors resulting in a positive learning environment. | <input type="checkbox"/> |
| 3. Implements and complies with district policies and school regulations. | <input type="checkbox"/> Teacher disregards implementation of, and/or compliance with, publicized district policies and school regulations. | <input type="checkbox"/> Teacher usually implements and complies with district policies and school regulations. | <input type="checkbox"/> Teacher consistently implements and complies with district policies and school regulations. | <input type="checkbox"/> Teacher takes a leadership role in implementing and complying with district policies and school regulations. | <input type="checkbox"/> |
| 4. Uses appropriate and clear language in written and oral form. | <input type="checkbox"/> Teacher language in written and oral form is not clear and/or appropriate. | <input type="checkbox"/> Teacher language in written and oral form is usually clear and appropriate. | <input type="checkbox"/> Teacher language in written and oral form is consistently clear and appropriate. | <input type="checkbox"/> Teacher language in written and oral form is clear and appropriate. Words are well-chosen to avert possible misunderstanding. | <input type="checkbox"/> |
| 5. Fosters collaborative relationships with staff and support personnel. | <input type="checkbox"/> Teacher does not collaborate with colleagues to enhance professional growth and student learning. | <input type="checkbox"/> Teacher sometimes collaborates with colleagues to enhance professional growth and student learning. | <input type="checkbox"/> Teacher frequently collaborates with colleagues, resulting in a positive impact on professional growth and student learning. | <input type="checkbox"/> Teacher assumes a leadership role with colleagues, having a positive impact on professional growth and student learning. | <input type="checkbox"/> |
| 6. Participates in various school and district meetings. | <input type="checkbox"/> Teacher does not always participate in required school events and/or committees. | <input type="checkbox"/> Teacher participates in required school events and/or committees. | <input type="checkbox"/> Teacher actively participates in school events and/or committees in addition to those required. | <input type="checkbox"/> Teacher actively participates in school events and/or committees making positive contributions by assuming leadership roles. | <input type="checkbox"/> |
| 7. Maintains records and submits reports as required. | <input type="checkbox"/> Teacher's system for maintaining records lacks organization, resulting in errors and/or confusion. Reports are incomplete and/or frequently late. | <input type="checkbox"/> Teacher's system for maintaining records is adequate but requires review to avoid errors. Reports are incomplete and/or sometimes late. | <input type="checkbox"/> Teacher's system for maintaining records is effective. Reports are complete and submitted in a timely manner. | <input type="checkbox"/> Teacher's system for maintaining records is effective and accurate. Reports are complete, and submitted in a timely manner. | <input type="checkbox"/> |

| C. PROFESSIONAL ATTRIBUTES | Ineffective | Developing | Effective | Highly Effective | N/A |
|------------------------------------|---|---|---|--|--------------------------|
| 8. Maintains personal punctuality. | <input type="checkbox"/> Teacher is frequently late for meetings and/or building assignments. | <input type="checkbox"/> Teacher is occasionally late for meetings and/or building assignments. | <input type="checkbox"/> Teacher is consistently punctual for meetings and/or building assignments. | <input type="checkbox"/> Teacher demonstrates exemplary punctuality in attending meetings and/or building assignments. | <input type="checkbox"/> |

NARRATIVE C (Optional):

| D. PROFESSIONAL GROWTH | Ineffective | Developing | Effective | Highly Effective | N/A |
|---|---|--|---|--|--------------------------|
| 1. Accepts constructive criticism and considers advice and suggestions from others. | <input type="checkbox"/> Teacher disregards criticism and/or advice and makes no effort to implement the suggestions to improve. | <input type="checkbox"/> Teacher accepts some constructive criticism, making minimal effort to implement the suggestions to improve. | <input type="checkbox"/> Teacher accepts constructive criticism, making an effort to implement the suggestions to improve. | <input type="checkbox"/> Teacher accepts constructive criticism, seeking advice and support in making effective and positive changes in performance. | <input type="checkbox"/> |
| 2. Participates in professional development activities as a means of self-improvement and keeps current in areas of knowledge pertinent to professional practice. | <input type="checkbox"/> Teacher does not participate in professional development activities to improve content knowledge and pedagogical skills. | <input type="checkbox"/> Teacher participates in professional development activities as required to improve content knowledge or pedagogical skills. | <input type="checkbox"/> Teacher participates in professional development activities designed to improve content knowledge or pedagogical skills beyond what is required. | <input type="checkbox"/> Teacher participates in professional development activities designed to improve content knowledge or pedagogical skills beyond what is required. Teacher applies current professional practices in the classroom. | <input type="checkbox"/> |

NARRATIVE D (Optional):

E. ATTENDANCE

Sick days used during the current school year: _____

Personal days used during the current school year: _____

Total sick and personal days used during the current school year: _____

NARRATIVE E (Optional):

SUMMARY OF OVERALL PERFORMANCE

RECOMMENDATION TO THE SUPERINTENDENT FOR REEMPLOYMENT

DIRECTIONS The information below to be completed for non-tenured employees only.

_____ Recommended for continued employment

_____ Not recommended for continued employment

ADMINISTRATOR/SUPERVISOR EVALUATION FORM

Name:

Evaluator:

Position:

Location:

Date:

Number of Years in Position:

Tenure Date:

Recommendation for Tenure:

A. Describe to what degree he/she carries out his/her job description effectively.

A.1. Areas of Strength

A.2. Areas of Weakness/Need for Improvement

ADMINISTRATOR/SUPERVISOR EVALUATION FORM

Page 2

B. Assessment of Necessary Behaviors and Skills

The evaluatee demonstrates these skills:

| | Always | Most of Time | Occasionally | Rarely | Never |
|--|--------|--------------|--------------|--------|-------|
| 1. Demonstrates effective LEADERSHIP behavior | | | | | |
| 2. Demonstrates effective ORGANIZATIONAL skills | | | | | |
| 3. Demonstrates effective MANAGEMENT skills | | | | | |
| 4. Demonstrates sensitivity to students, parents and staff | | | | | |
| 5. Demonstrates good oral and written communication skills | | | | | |
| 6. Motivates staff/students | | | | | |
| 7. Assesses student performance | | | | | |
| 8. Observes and evaluates staff | | | | | |
| 9. Gathers information for effective decision-making | | | | | |
| 10. Analyzes and solves problems effectively | | | | | |
| 11. Exhibits decisiveness | | | | | |
| 12. Demonstrates good public relation skills | | | | | |
| 13. Uses good judgment | | | | | |
| 14. Delegates authority and responsibility | | | | | |
| 15. Demonstrates planning skills | | | | | |

Employee's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____