

Annual Professional Performance Review

WHEREAS paragraph (o) of Section 100.2 of the Regulations of the Commissioner of Education requires the governing body of each school district to develop procedures for the annual review of the performance of all professional personnel except evening school teachers of nonacademic, vocational subjects; and

WHEREAS subdivision (1) of paragraph (o) Section 100.2 of such regulations requires the approval of such procedures by the Board of Education of each district; therefore it is

RESOLVED, that the following procedure shall be adopted for the Annual Professional Performance Review of all professional personnel including teachers providing instructional services or professionals providing pupil personnel services.

Purpose

The Annual Professional Performance Review (APPR) is a collaborative process which contributes to a teacher's professional growth thereby improving instruction and increasing student learning. The APPR provides a structured and positive forum allowing instructional staff and pupil personnel services staff the opportunity to have their strengths acknowledged and at the same time provide a definitive and specific foundation for improvement. The review protocol insures an acceptable level of performance by probationary teachers while recognizing that beginning teachers may not be expected to attain the distinguished level. While providing evidence of poor performance, the APPR further develops ongoing self-evaluation.

Definitions

Pupil Personnel Services: Part 80 of the Commissioners Rules and Regulations include the titles of school counselor, school psychologist, and school social worker in its definition of pupil personnel services providers. The title of school nurse is included in the definition of pupil personnel services.

Self-directed Professional Development Process: A plan of professional growth developed between teacher(s)/PPS providers and his/her administrator and written by the teacher(s)/PPS providers.

TIP: Teacher Improvement Plan initiated as a result of an unsatisfactory evaluation.

Observation: The procedure of observing unit members within an instructional situation.

Evaluation: A yearly assessment of the unit member's professional performance.

I. Performance Review of Probationary (Non-Tenured) Teachers/PPS Providers

Formal observations are required of all probationary teachers.

- A. (1) Each probationary unit member shall be formally observed in the classroom at least three times each school year with at least one observation each semester.

- (2) In lieu of any or all formal observations Pupil Personnel Service Providers may be given a general performance assessment consistent with Form 4 to cover a three month period of time.
- B. For the first observation of the year the unit member may select the lesson to be observed. There will be a pre-observation conference between the teacher and administrative observer. No later than 24 hours prior to the pre-observation conference the teacher will submit the completed Pre-Observation Data Report (Form 1).

For the second observation of the year, the week prior to the week in which the unit member is to be observed, the observer will notify the teacher that an observation will occur.

The third observation and all observations thereafter will be unannounced.

The Pre-Observation form and conference will not be necessary for any observations after the first.

- C. The results of each observation shall be recorded on the Teacher Observation Process Form (Form 2) using Observation Criteria (Form 3) or the Pupil Personnel Services Employee Evaluation Form (Form 4). No later than six school days after the observation the observer will provide to the teacher/PPS provider a copy of the completed form.
- D. The Observer shall meet with the professional personnel no later than six school days from receipt of the form(s) to review the lesson/services performed, commend strengths and, if any, identify areas on which to focus improvement.

II. Performance Review of Tenured Teachers/PPS Providers

- A. Each tenured unit member shall be observed at least once each school year using the process outlined in I.B. above unless the tenured unit member chooses to use the Self-Directed Professional Development Process (Form 5).
- B. (1) By October 1st of each year the tenured unit member shall notify the district of his/her intent to use the Self-Directed Professional Development Process (Form 5).

- (2) At least once prior to February 1st, and if needed during the remainder of the school year, the unit member shall participate with his or her administrator in conference to assess progress toward completion of the Self-Directed Process.
- (3) By June 1st of each year, the unit member and administrator will complete a final conference to assess success in completing the Self-Directed Process.

III Annual Professional Performance Review

Each teacher will complete and submit pages 1, 2, 3 and 4 of the Summative Evaluation Form (Form 6) no later than May 1st. Pupil Personnel Service Providers will complete and submit Forms 4 and 7 no later than May 1st.

No later than June 15th administrators will complete and return Forms 4, 6 and 7 as appropriate. Either party may request a follow-up conference by the end of the school year. Forms should be signed by unit member after the document is completed by administrator.

IV. Teacher Improvement Plan

For any unit member whose performance is evaluated as unsatisfactory consistent with Forms 2 and 4, a Teacher Improvement Plan will be developed between the administrator and the unit member. (Form 8). The limitation of an administrator choosing only one area for improvement on a teacher improvement plan shall not apply to non-tenured teachers and PPS providers.

V. Training in Performance Evaluation

All District personnel responsible for the supervision of teachers providing instructional services or Pupil Personnel Services shall review these procedures annually to ensure adherence to the APPR process and consistency of interpretation of that process. The District shall provide to all newly appointed supervisors in-service training in performance evaluation.

VI. Evaluation of Annual Professional Performance Review

During the first year of implementation all aspects of the APPR will be reviewed no later than January 31st and again no later than June 30th by the APPR committee. Each year thereafter the APPR Committee must review the process no later than June 30th.

Forms used in the Annual Professional Performance Review Process

To access blank forms:

1. Click on my computer.
2. Click on "Forms" on elecurre02 (M:).
3. Click on observation forms.
4. Click on the form you want to bring up.

Form 1

Filled out by teacher prior to the first observation, which is announced.

Form 2

Filled out by administrator following observation of a teacher.

Form 3

Reference containing criteria used during an observation of a teacher.

Form 4

Used for structured observation, evaluation in lieu of structured observation, summative evaluation and self-evaluation for Pupil Personnel Services professionals.

Form 5

Filled out by tenured teachers and pupil personnel service providers who choose a self-directed professional development process (goal setting) in lieu of a formal observation. Must be submitted by **October 1st**.

Form 6

The summative evaluation filled out by all teachers by **May 1st** and administrators by **June 15th**. Teacher should sign the completed form after the administrator has completed their portion.

Form 7

Filled out by all pupil personnel service providers by **May 1st** and submitted with Form 4.

Form 8

Filled out by administrator in conjunction with teacher who receives an unsatisfactory rating.

**Important Dates to Note in the
Annual Professional Performance Review Process**

October

October 1st

Tenured unit members who choose to use the Self-Directed Professional Development Process must notify the district of his or her intent to do so using Form 5.

February

February 1st

Last date by which unit members using the Self-Directed Professional Development Process will participate with the administrator in a conference to assess progress toward completion of the goal.

May

May 1st

Last day by which each unit member will complete and submit the Summative Evaluation Form.

June

June 1st

Last day by which unit members using the Self-Directed Professional Development Process will complete a final conference with the administrator to assess success in completing goal.

June 15th

Last day by which administrators will complete and return Summative Evaluation Forms to unit members.

FORM 2

**GREENVILLE CENTRAL SCHOOL DISTRICT
Teacher Observation Process**

Teacher: _____ Curricular Area: _____

Administrator: _____ Date: _____

Evaluation Rubrics

AREA: CONTENT

- Unsatisfactory
 - Lesson indicates inadequate knowledge of the subject matter by the instructor.
 - Objectives for this lesson are inappropriate, unclear, and/or not standards driven.
 - Materials and learning activities do not connect to the stated objectives.

- Developing
 - Lesson indicates some awareness of understanding of prerequisite knowledge for student learning of lesson's content, though such knowledge may be incomplete or inaccurate.
 - Some of the objectives for this lesson are inconsistent and/or not standards-driven
 - Some of the materials and learning activities do not connect to the stated objectives.

- Proficient
 - Lesson reflects an understanding of prerequisite knowledge and [as well as] relationships among topics and concepts.
 - Objective(s) and content are appropriate and link with students' knowledge and experience.
 - Objectives for this lesson are appropriate for most students in the class.
 - The bulk of the materials and learning activities support the stated objectives.

- Distinguished
 - Lesson displays an active awareness of prerequisite knowledge and concept relationship, and indicates a pro-active approach to potential student misunderstanding.
 - Objectives for this lesson establish high expectations clearly related to state standards.
 - Objective(s) and content are appropriate, link well with students' knowledge and experience, and draw from a variety of sources.
 - All of the materials and learning activities support the stated objectives, and reflect varying learning needs, speeds and styles.

CHECK THE APPROPRIATE BOX ABOVE. A check in the Unsatisfactory or Developing category requires a comment/an explanation:

Area: PREPARATION

- Unsatisfactory
 - Lesson implies [displays] inadequate understanding of prerequisite knowledge for student learning of lesson's content.
 - Materials and learning activities may not be suitable to these students for lesson objectives, and/or may not have been adequately structured and sequenced.
 - Lesson may contain inadequate structure, or may not reflect current professional research.
 - Some materials may not have been readily available, or may have been handled inefficiently.

- Developing
 - Lesson indicates instructor's awareness of prerequisite knowledge for student learning of lesson's content, though such awareness may be incomplete or inaccurate.
 - While some of the materials and learning activities appear suitable to these students for lesson objectives, others are not.
 - Lesson appears to contain adequate structure and sequence for learning.
 - Routines for handling materials and supplies appear to function moderately well.

- Proficient
 - Lesson indicates instructor's understanding of prerequisite knowledge among topics and concepts.
 - Materials and learning activities appear suitable to these students for the stated lesson objectives.
 - Lesson contains clear structure, organized activities, and reasonable time allocations.
 - Materials and supplies are handled smoothly, with little loss of instructional time.

- Distinguished
 - Lesson indicates the instructor's thorough understanding prerequisite knowledge among topics and concepts.
 - Materials and learning activities appear to be highly relevant to these students as well as the stated objectives; activities progress smoothly and consistently, leading to a well-defined endpoint.
 - Lesson's structure is well-defined and clearly organized; adequate time has been allotted for activities, including reflection and closure.
 - Materials and supplies are handled efficiently and are distributed without interrupting the instructional flow.

[critiqued at pre- and post-observation conferencing]

CHECK THE APPROPRIATE BOX ABOVE. A check in the Unsatisfactory or Developing category requires a comment/an explanation.

AREA: DELIVERY OF INSTRUCTION

Unsatisfactory

- Instructor's directions and procedures may have been excessive or confusing to students
- Lesson does not acknowledge students' prior knowledge and experience, nor their strengths and weaknesses.
- Instructional strategies chosen for this lesson may have been inappropriate or unclear, or did not engage students in active learning, or did not link concepts to previous lessons.
- Instructor responded inadequately to student's questions or concerns, and/or provided inadequate feedback.
- Instructor's interactions with students indicated an inadequate understanding of the students' developmental needs.
- Lesson may have been awkwardly paced, or may not have been adjusted based on students needs.
- Questions may have been poorly designed, represented low expectations, and/or may have included inadequate response time.
- Material/supplies and their management did not appear to support lesson's objectives.

Developing

- Instructor may have attempted to clarify directions and procedures after indications of student confusion.
- Lesson sometimes acknowledges students' prior knowledge, experience, strengths and weakness.
- While some of the instructional strategies chosen for this lesson may have been appropriate to engage students in active learning, others were not.
- Instructor made an effort to provide feedback for students' questions or concerns.
- Instructor's interactions with students indicated an increasing understanding of their developmental needs.
- Pacing of the lesson may have been inconsistent, or the instructor's attempt(s) to adjust the lesson may have met with only limited success.
- Questions may have been a mix of high-low quality design, or may have been intended for limited response.
- Materials/supplies and their management sometimes appeared to support lesson's objectives.

Proficient

- Instructor's directions and procedures were provided in a clear and appropriate manner.
- Lesson acknowledges student's prior knowledge, experience, strengths and weaknesses.
- Instructional strategies appeared to be appropriate and linked to previous instruction, engaging most students in active learning and indicating a strong understanding of their developmental needs.
- Instructor consistently provide timely, focused feedback in response to students' questions and concerns, and actively encouraged original thinking.
- Instructor's interactions with students indicated an understanding of their developmental needs.

- The consistent pacing of the lesson was not impaired by minor adjustments made by the instructor.
- Most questions were of high quality and provided a variety of opportunities for response, allowing the instructor to successfully engage the students in discussion.
- The majority of the materials and learning activities appear suitable to these students; activities seem well-paced and planned for differentiation when appropriate.



Distinguished

- Instructor's directions and procedures were clearly presented, and also anticipated potential student misunderstanding.
- Lesson actively builds upon students' prior knowledge and experience, and recognizes students' strengths and weaknesses with differentiated instruction as appropriate.
- Instructional strategies were clearly chosen based on previous instruction, with an eye toward reaching students with different learning styles, allowing the instructor to engage students' curiosity, active participation, and attention to detail; all of this, indicating the instructor's personal enthusiasm.
- Feedback was frequent and focused, designed to allow students to put the information to immediate use in their learning.
- Instructor's interactions with the students indicate a deep understanding of the students' developmental needs.
- Feedback allowed the instructor to adjust the pace and presentation of the lesson to include students' spontaneous and original thinking.
- Questions were of consistently high quality and design provoking students to participate in the lesson not only through their responses, but also through their own questions.
- The materials and learning activities were designed to enhance the lesson's objective(s)

CHECK THE APPROPRIATE BOX ABOVE. A check in the Unsatisfactory or Developing category requires a comment/an explanation:

AREA: CLASSROOM MANAGEMENT

- Unsatisfactory
 - Instructor may utilize physical resources poorly or inappropriately.
 - Instructor may be unaware of student misconduct due to inadequate monitoring of student behavior.
 - Instructor may have inadequate standards for student conduct, may not respond to misbehavior, and/or may respond inconsistently or inappropriately.

- Developing
 - Instructor utilizes physical resource appropriately.
 - Instructor appears to have established standards for student conduct, and most students appear to understand and follow them.
 - Instructor responds to student misconduct consistently, appropriately, and successfully.

- Proficient
 - Instructor utilizes physical resources skillfully, creating a safe and adequate learning space.
 - Instructor has made student conduct standards clear to all students, and the instructor is constantly alert to student behavior.
 - Instructor responds to student misconduct consistently, appropriately, and successfully.

- Distinguished
 - Instructor utilizes physical resources creatively, creating safe and useful learning space.
 - Instructor has developed clear student conduct standards, and monitors student behavior in subtle and proactive ways, creating an environment of mutual respect.
 - Instructor's response to student misconduct is highly effective while also remaining sensitive to individual students' needs, leading to student self-monitoring.

CHECK THE APPROPRIATE BOX ABOVE. A check in the Unsatisfactory or Developing category requires a comment/an explanation:

AREA: STUDENT ASSESSMENT

- Unsatisfactory
 - Objectives may not present opportunities for viable methods of assessment.
 - Chosen assessment criteria indicate inadequate knowledge of assessment technique by the instructor.
 - Assignments are inappropriate to the students' level of learning.
 - Chosen assessment(s) may not be adequately linked to objectives, knowledge and/or skills.

- Developing
 - While some objectives may present viable assessment opportunities, others may not.
 - Chosen assessment criteria indicate growing knowledge of assessment techniques by the instructor.
 - Lesson structure may promote the use of assignments linked to new knowledge and/or skills.
 - Some chosen assessment(s) may be based on criteria established within the lesson objective(s); others are not.

- Proficient
 - Objectives present opportunities for viable methods of assessment.
 - Chosen assessment criteria indicate knowledge of assessment techniques by the instructor.
 - Lesson structure promotes the use of assignments linked to new knowledge and/or skills
 - Chosen assessment(s) are based on criteria established within the lesson objective, and provide evidence of the degree to which the objectives are being met.

- Distinguished
 - Objectives present opportunities for viable methods of assessment.
 - Chosen assessment criteria indicate a deep knowledge of assessment techniques by the instructor
 - Lesson structure promotes the use of assignments linked to new knowledge and/or skills, and recognizes the differing levels of student ability.
 - Chosen assessment(s) are based on criteria established within the lesson objective, providing evidence of the degree to which the objectives are being met, and allow instructor the opportunity to adjust lesson review as well as provide appropriate feedback.

CHECK THE APPROPRIATE BOX ABOVE. A check in the Unsatisfactory or Developing category requires a comment/an explanation:

Please sign here and return the form. Your signature here indicates that you have reviewed the completed document, but does not necessarily mean that you agree with it.

Administrator's Signature

date

Employee's Signature

date

Note: If you do not accept the administrator's comments, you may attach your own statement.

FORM 3

GREENVILLE CENTRAL SCHOOL DISTRICT Teacher Observation Process

Observation Criteria

AREA: CONTENT

- A. The objectives for the lesson are...
 - 1. clearly identified by the instructor.
 - 2. appropriate for this group of students.
 - 3. relevant to the NYS Curriculum Standards for this grade level.

- B. The instructor's knowledge of the subject matter is evidenced by...
 - 1. the selection of the appropriate teacher/student materials: manuals, texts, visuals, tech, etc.
 - 2. the presentation of content to this group of students.
 - 3. the connections made between this content and the other parts of the discipline.
 - 4. the connections made between this content and other disciplines.

- C. Instructor applies current research on best practices.

AREA: PREPARATION

[observed and critiqued at pre- and post-observation conferencing]

- A. The lesson was developed based upon the students' prior knowledge and experience.
- B. The instructor specified any procedures, content, materials, and media needed for the lesson.
- C. The instructor exhibited proof of short-range planning that relates to the curriculum.
- D. The instructor exhibited proof of long-range planning that relates to the curriculum.
- E. Components of the lesson were structured...
 - 1. sequentially and developmentally.
 - 2. with adequate time allocations.
- F. The instructor planned to evaluate the lesson's effectiveness, using multiple measures of assessment when appropriate.
- G. All materials needed were readily available.

AREA: DELIVERY OF INSTRUCTION

- A. Directions, procedures and expectations are clearly presented to the students.
- B. To meet the needs of all students in the group, the instructor...
 - 1. identifies all the students' strengths and weaknesses.
 - 2. plans differentiated instruction at a variety of levels.
- C. Teaching strategies chosen/utilized by the instructor...
 - 1. require students to use skills.
 - 2. actively engage them in the learning process.
 - 3. are designed to keep students involved.

- D. In all communications with the students, the instructor...
 - 1. speaks clearly and articulately.
 - 2. is easily heard by students.
 - 3. is easily understood by students.
 - 4. uses spelling and vocabulary that is correct, clear and appropriate for that group of students.
 - 5. uses grammar that is correct, clear, and appropriate for that group of students.

- E. The instructor encourages original thinking and/or incorporates it into the lesson.

- F. Feedback is...
 - 1. frequent.
 - 2. focused.
 - 3. timely.

- G. The instructor's personal enthusiasm for learning is modeled for the students.

- H. All students in the group are encouraged to participate in the lesson and/or discussion.

- I. The instructor monitors and adjusts the lesson based upon students needs.

- J. The pace of the lesson is appropriate to its stated objective(s).

- K. The instructor...
 - 1. manages transitions between activities in a smooth fashion.
 - 2. employs efficient routines to distribute materials and supplies.

- L. Questions posed to the students...
 - 1. are of high quality.
 - 2. utilize appropriate technique.
 - 3. allow for adequate response time.

- M. The instructor...
 - 1. begins with a review of concepts from earlier lessons.
 - 2. applies a variety of approaches to successfully reach students with different learning skills.
 - 3. employs activities that appropriately challenge this group of students.
 - 4. utilizes assignments that appropriately challenge this group of students.
 - 5. provides students with opportunities to proactive newly-learned knowledge and/or skills.

- N. The instructor's interactions with the students reflect an understanding of developmental needs at this level.

AREA: CLASSROOM MANAGEMENT

- A. The physical classroom setting...
 - 1. is appropriate to the learning task.
 - 2. is conducive to learning.
 - 3. promotes student safety.

- B. Students have a clear understanding of behavioral expectations/consequence with the instructors' classroom.

- C. The instructor...
 - 1. establishes and exercises clear and appropriate control within the classroom.
 - 2. promotes a positive and nurturing atmosphere for the students.
 - 3. treats all students fairly.
 - 4. monitors student behavior.
 - 5. remains aware of what students are doing.
 - 6. manages appropriate student behavior effectively.
 - 7. is consistent.
 - 8. maintains open lines of communication with the students.

- D. The instructional *milieu* promotes efficient/productive use of...
 - 1. co-teacher(s) within the classroom (as appropriate).
 - 2. teaching assistants/aides within the classroom (as appropriate).

AREA: STUDENT ASSESSMENT

- A. The structure of the lesson promotes the use of...
 - 1. in-class assignments(s).
 - 2. homework assignment(s).

- B. The objective(s) of the lesson present opportunities for viable methods of assessment.

- C. Assessment techniques employed...
 - 1. are based on criteria established within the lesson's objective(s).
 - 2. check for understanding of new knowledge or skill(s).
 - 3. provide constructive evidence of the degree to which stated objective(s) are being met.
 - 4. allow the instructor the opportunity to adjust lesson review to ensure that stated objective(s) are accomplished.
 - 5. include timely and appropriate feedback.

FORM 4

**GREENVILLE CENTRAL SCHOOL DISTRICT
Evaluation: Pupil Personnel Services**

Employee: _____ Title: _____

Administrator: _____ Date: _____

PLEASE CHECK USE OF THIS FORM:

- Structured observation of a non-tenured employee.
Date of observation: _____
Period of observation: _____
- Structured observation of a tenured employee.
Date of observation: _____
Period of observation: _____
- Evaluation of the employee in lieu of a structured observation.
Date completed: _____
- Summative evaluation of employee.
Date completed: _____
- Employee's self-evaluation.
Date completed: _____

Rating Scale:

- UNS Unsatisfactory – This objective was not effectively met.**
- DEV Developing – Shows potential for improvement on this objective.**
- PRO Proficient – Competent, satisfactory performance on this objective.**
- DIS Distinguished – This objective has been met and performed at an exemplary level.**
- N/A Not applicable**

Note: A check in UNS or DEV requires that a comment or explanation be added.

PPS Provider: _____

- ✓ = Administrator
- X = PPS Provider

Rubric:

- | | | | |
|-----|----------------|-----|---------------|
| UNS | Unsatisfactory | PRO | Proficient |
| DEV | Developing | Dis | Distinguished |
| N/A | Not Applicable | | |

Note: A check in UNS or DEV requires that a comment or explanation be added.

PROFESSIONAL EXPERTISE:

	UNS	DEV	PRO	DIS	N/A
Demonstrates clear foundation of knowledge for effective practice.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in professional development activities to improve knowledge and skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements knowledge and skills acquired through ongoing professional development.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of a variety of theories, models, and techniques to apply when working with students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge about community agencies and resources.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes positive self-esteem, personal growth, and self-understanding with students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes effective listening, conflict resolution, and group facilitation skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively participates on relevant Teams.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

PPS Provider: _____

- ✓ = Administrator
- X = PPS Provider

Rubric:
 UNS Unsatisfactory PRO Proficient
 DEV Developing Dis Distinguished
 N/A Not Applicable

Note: A check in UNS or DEV requires that a comment or explanation be added.

PREPARATION & PROGRAM PLANNING:

	UNS	DEV	PRO	DIS	N/A
Maintains thorough records and utilizes them for program planning.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages time effectively and provides services on schedule.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assesses needs, sets goals, and formulates action plans.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains ongoing dialogue with administrators and colleagues in preparation for program planning and delivery of services.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

KNOWLEDGE OF STUDENT NEEDS:

	UNS	DEV	PRO	DIS	N/A
Uses appropriate diagnostic and assessment procedures to determine and structure services.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Views students holistically while recognizing individual differences (e.g., cultural influences, cognitive functioning, social skills).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assists students to achieve academic and personal growth.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works with students on an individual/group basis toward resolution of personal problems (e.g., home and family relations, health, emotional adjustment) as they affect educational functioning.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

PPS Provider: _____

- ✓ = Administrator
- X = PPS Provider

Rubric:

- UNS Unsatisfactory
- DEV Developing
- N/A Not Applicable
- PRO Proficient
- Dis Distinguished

Note: A check in UNS or DEV requires that a comment or explanation be added.

INTERACTION WITH STUDENTS:

	UNS	DEV	PRO	DIS	N/A
Promotes a safe, confidential setting in which students present their needs and concerns.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates empathy, encouragement, and understanding of the student's needs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates respect for the uniqueness of each student.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies a variety of approaches to successfully reach students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactions reflect an understanding of students' needs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remains readily available to students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

DELIVERY OF SERVICES:

	UNS	DEV	PRO	DIS	N/A
Provides professional services in a coordinated, organized, and effective manner.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively delivers the following professional services:					
◆ <i>Consultation</i> – communicates with all relevant members of the school community when appropriate to aid in assessment, intervention, and evaluation.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ <i>Assessment</i> – assesses all aspects of a problem/situation, and uses that information to formulate an intervention plan.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PPS Provider: _____

- ✓ = Administrator
- X = PPS Provider

Rubric:

UNS Unsatisfactory PRO Proficient
 DEV Developing Dis Distinguished
 N/A Not Applicable

Note: A check in UNS or DEV requires that a comment or explanation be added.

	UNS	DEV	PRO	DIS	N/A
◆ <i>Intervention</i> – uses appropriate intervention processes and techniques.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ <i>Evaluation</i> - monitors, adjusts, evaluates services; when appropriate, follows up with individuals/groups to monitor progress.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides written documentation of services when appropriate.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When appropriate, makes presentations to school board, committees, and/or at conferences.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

STUDENT ASSESSMENT:

	UNS	DEV	PRO	DIS	N/A
Uses a variety of appropriate instruments, procedures, and techniques (e.g. interviews, observations, record review, standardized and non-standardized tools, analysis of test data) to gather information in an efficient, non-intrusive manner.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is thorough, yet efficient, in the use of testing procedures with students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

PPS Provider: _____

- ✓ = Administrator
- X = PPS Provider

Rubric:

- UNS Unsatisfactory PRO Proficient
- DEV Developing Dis Distinguished
- N/A Not Applicable

Note: A check in UNS or DEV requires that a comment or explanation be added.

COLLABORATION

	UNS	DEV	PRO	DIS	N/A
Shares materials, information, and expertise with colleagues when appropriate.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consults and communicates in a timely manner with colleagues, administrators, students and parents.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks input from teachers and staff in making decisions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regularly models and/or facilitates resolution of issues.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works toward resolving conflicts at the lowest possible level.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborates with, acts as liaison to and/or makes referrals to outside agencies.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides information and consultation to the larger community regarding health and educational issues.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

REFLECTIVE & RESPONSIVE PRACTICE:

	UNS	DEV	PRO	DIS	N/A
Regularly attends meetings, and uses information gained from those meetings to guide daily practice and program planning.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates the effectiveness of intervention efforts and other services provided, and uses records and information to modify practice.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PPS Provider: _____

- ✓ = Administrator
- X = PPS Provider

Rubric:

- UNS Unsatisfactory PRO Proficient
- DEV Developing Dis Distinguished
- N/A Not Applicable

Note: A check in UNS or DEV requires that a comment or explanation be added.

	UNS	DEV	PRO	DIS	N/A
Has a realistic appraisal of his/her own strengths and weaknesses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflects on the needs, both as individuals and as members of groups.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses feedback and evaluation data to improve skills and increase effectiveness.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes the initiative to fill existing needs within the educational setting.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

PROFESSIONAL RESPONSIBILITY

	UNS	DEV	PRO	DIS	N/A
Adheres to professional codes of ethics.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains professionalism through all interactions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains confidentiality of student information and shares with others on a "need to know" basis.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes priorities for, and participates in, professional development activities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in in-service training and conferences to extend knowledge base.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PPS Provider: _____

- ✓ = Administrator
- X = PPS Provider

Rubric:

UNS	Unsatisfactory	PRO	Proficient
DEV	Developing	Dis	Distinguished
N/A	Not Applicable		

Note: A check in UNS or DEV requires that a comment or explanation be added.

	UNS	DEV	PRO	DIS	N/A
Stays informed of, and develops, skills in new intervention techniques, assessment procedures, and other advances in the field.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains an organized, functional, and up-to-date office/center.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains active membership in professional organizations, reads professional literature, and discusses professional issues with colleagues.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adheres to federal and state laws and regulations related to professional practice and education, child protection and confidentiality.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocates for the best practices of the profession.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is punctual and efficient.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Please sign here and return the form. Your signature here indicates that you have reviewed the completed document, but does not necessarily mean that you agree with it.

Administrator's Signature date

PPS Provider's Signature date

Note: If you do not accept the administrator's comments, you may attach your own statement.

FORM 5

GREENVILLE CENTRAL SCHOOL DISTRICT Self-Directed Professional Development Process

Goal Setting Option

1. Please complete all appropriate sections of this form. Attach additional sheets as needed.
2. Return the completed form to the main office by October 1st. Thank you!

School Year: _____

Unit Member: _____ Admin. Resource: _____

Self-directed professional development is an option offered to tenured teachers. Using this process, individuals work independently, directing their own professional growth. Such professional growth is characterized by these features:

- ◆ The individual (or group) works independently on a program of professional improvement with a member of the administration as a resource. The individual (or Group) may decide to use a wide variety of resources and experiences.
- ◆ The individual (or group) develops and follows an objective-oriented program of professional improvement. The objective(s) directing this program stem from the individual's (or group's) own assessment of professional need.

The Process

1. Prior to October 1st, any tenured unit member wishing to take advantage of this option will identify goal(s) to work on throughout the year. The goal(s) should focus on areas of the curriculum, instructional improvement, or any other goal(s) consistent with building or District goals.

2. Since the administrator acts as a resource for the individual(s), informal conferences may occur throughout the year to offer support by suggesting sources, exchanging ideas and discussing issues with the individual(s) involved with each goal. However, a formal conference between the parties will be scheduled no later than February 1st. At this time, the individual(s) and the administrator will review progress, determine the degree of validity of the goal(s), and decide whether the means of achieving the goals remain appropriate. A brief summary of this conference will be recorded on Form 5, page 2.

3. The annual evaluation (Form 6) will provide an opportunity for review of this goal(s).

School Year: _____

Unit Member: _____ Admin. Resource: _____

Please use a separate page for each goal.

1. GOALS/TARGETS: Goal No. _____

2. ACTIVITIES:
Please include time frame, projected dates – completion and projected checkpoint dates.

3. FORMAL CONFERENCE: (By February 1st) Date: _____
Used to review progress, reactions, feedback, revisions with supervisor.
Notations:

4. MEANS OF EVALUATION/EVIDENCE OF COMPLETION: (By June 1st)

5. SIGNATURES:

Administrator's Signature date

Unit Member's Signature date

FORM 6

**GREENVILLE CENTRAL SCHOOL DISTRICT
Summative Evaluation Form**

Teacher: _____ Curricular Area: _____

Administrator: _____ Date: _____

Rating Scale:

- 3. I address this consistently and effectively.
- 2. I address this adequately.
- 1. I need to work on this.

	Teacher			Administrator			Comments
	3	2	1	3	2	1	
INSTRUCTION:							
I challenge students to achieve the learning standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
I assess students according to the standards criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
I develop and sequence lesson content...							
• in daily lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
• through my curriculum arc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
I integrate knowledge and skills from various disciplines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
I challenge students at instructional levels appropriate for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
I present opportunities to use higher-level understanding and critical thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Teacher: _____ Curricular Area: _____

Administrator: _____ Date: _____

Rating Scale:

3. I address this consistently and effectively.

2. I address this adequately.

1. I need to work on this.

	Teacher			Administrator			Comments
	3	2	1	3	2	1	
I present opportunities for students to apply knowledge in meaningful ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
I use assessment and clear feedback to assist students in taking a pro-active role in their own learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
I use motivational techniques which keep students engaged in lessons and receptive to [future] learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
I use discipline techniques which encourage individual responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
I maintain an environment conducive to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
I use appropriate teaching aids (media, technology, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
I modify materials and activities to accommodate student diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
I manage time to achieve...							
• daily goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
• curricular goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
• annual goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Teacher: _____ Curricular Area: _____

Administrator: _____ Date: _____

Rating Scale:

3. I address this consistently and effectively.

2. I address this adequately.

1. I need to work on this.

	Teacher			Administrator			Comments
I prepare materials in advance to better utilize class time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
	3	2	1	3	2	1	
<u>PROFESSIONAL CONDUCT:</u>							
<i>How would I assess my:</i>							
◆ frequency and promptness in communicating with parents regarding achievement or problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
◆ frequency and promptness in communicating with peers, administrators and other staff member regarding student needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
◆ receptive and professional attitude towards students, parent, and school staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
◆ punctuality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
◆ contributions at professional meetings (e.g., grade level, team and department meetings)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Teacher: _____ Curricular Area: _____

Administrator: _____ Date: _____

Rating Scale:

3. I address this consistently and effectively.
2. I address this adequately.
1. I need to work on this.

STUDENT GROWTH & PROGRESS:

Please give a few examples of student achievement:

NOTEWORTHY HIGHLIGHTS OF THE SCHOOL YEAR:

If Professional Goalsetting was used, please include here:

PROFESSIONAL GROWTH:

Please include...

- ◆ Conferences, workshops, post-graduate courses which you attended or presented at during this school year.
- ◆ Current memberships in educational organizations, building-level and District committees.
- ◆ Periodicals and other media in which you have been published during this school year.

TENTATIVE AREA OF FOCUS FOR NEXT SCHOOL YEAR:

Your signature here indicates that you have reviewed the completed document, but does not necessarily mean that you agree with it.

Administrator's Signature date

Note: If you do not accept the administrator's comments,
you may attach your own statement.

Teacher's Signature date

FORM 7

**GREENVILLE CENTRAL SCHOOL DISTRICT
Summative Evaluation Form: Pupil Personnel Services Providers**

Noteworthy Highlights of the School Year:

(If Professional Goal Setting was used, please include that here.)

Professional Growth:

- Conferences, workshops, post graduate courses, which you presented or attended during this school year.
- Current membership in professional organizations, teams and other committee work.
- Periodicals and other media in which you have been published during the school year.

Tentative area of focus for next school year.

Administrator's Signature date

PPS Provider's Signature date

Your signature here indicates that you have reviewed the completed document, but does not necessarily mean that you agree with it. (NOTE: If you do not accept the administrator's comments, you may attach your own statement.)

FORM 8

GREENVILLE CENTRAL SCHOOL DISTRICT Teacher Observation Process

ADMINISTRATIVE GUIDELINES FOR USE OF A TIP

Using the appropriate forms, a standard observation is conducted. This will include both Pre-and Post-Observation conferencing between the teacher and the administrator.

For all Teachers and PPS Providers:

If an Unsatisfactory rating is considered for any area, the formal observation is not written up but is noted by the administrator who will then perform a counseling step at the Post-Observation Conference. Another formal observation is scheduled to be performed within the next ten school days. In the event that such a follow-up observation does not contain any Unsatisfactory rating, the matter is considered resolved. If the new observation still contains an Unsatisfactory rating, a Teacher Improvement Plan ("TIP") must be developed.

For each observation thereafter:

When a unit member receives Unsatisfactory rating(s), the administrator will initiate a Teacher Improvement Plan ("TIP"). The procedure will be as follows:

1. The administrator will choose only a single Unsatisfactory area for improvement on the TIP. The limitation of an administrator choosing only one area for improvement on a teacher improvement plan shall not apply to non-tenured teachers and PPS providers.
2. In consultation with the unit member, the administrator will identify steps and strategies to assist the unit member in addressing this area to be improved. The administrator shall act in a supportive role.
3. The timeline to monitor identified steps and strategies should be designed for completion in a timely manner consistent with page 2 of form 8.
4. Evidence of improvement will be demonstrated through a follow-up observation.
5. TIP is completed when follow-up observations are noted at a proficiency level no less than developing.
6. If, after following the terms of the TIP, the unit member does not achieve a proficiency level no less than developing, the administrator and unit member shall meet to amend and/or modify the TIP. The amendment(s) to the TIP will be noted on the initial form (Page 2, Form 8).

NOTE: Use of a TIP should be considered only as a last resort.

Prior to invoking Education Law 3031 and consistent with Article 6, a teacher improvement plan will be implemented.

GREENVILLE CENTRAL SCHOOL DISTRICT
Observation Process

Teacher Improvement Plan

Administrator to complete in consultation with teacher/PPS provider.

Please check the appropriate box:

Instructional Staff

Pupil Personnel Services Staff

Unit Member: _____

Admin. Observer: _____

1. Area identified as Unsatisfactory by APPR:

2. Steps and strategies designed to address this area identified as Unsatisfactory by APPR: (May include Professional Development)

3. Timeline for meeting between unit member and administrator to monitor improvement in this area identified as Unsatisfactory by APPR:

4. Evidence demonstrating satisfactory completion of this Teacher Improvement Plan:

5. Signatures:

Administrator's Signature date

Unit Member's Signature date

