

**ARDSLEY UNION FREE SCHOOL DISTRICT**

**APPR PLAN**

**2018-2019**

**PROCEDURES FOR TEACHER EVALUATION**

**BOARD OF EDUCATION**

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**ANNUAL PERSONNEL PERFORMANCE REVIEW**  
**2018-2019**

Teachers will be evaluated annually. The evaluation will reflect data gleaned from multiple classroom visits. These include both formal observations and informal drop-ins. All pedagogical work will be measured against the new NYS Teaching Standards (2011). Only information that has been communicated to the teacher may be used in the APPR Report.

We will be using the rating designations of Highly Effective (H), Effective (E), Developing (D), and Ineffective (I) to rate the performance of all professional staff. APPR requires any teacher who receives a rating of Developing (D) or Ineffective (I) to be placed on a Teacher Improvement Plan (TIP). There is a process in place to appeal these ratings.

## I. GOAL SETTING

All teachers will set a goal off of the Danielson rubric with their evaluator using **Appendix G**. Goals must be set by October 20, 2018. At the end of the year, staff will reflect on their goal using **Appendix H**. This must be completed and submitted to an evaluator by May 31, 2019. Goals are not subject to evaluation under APPR and will not count towards the accrual of points in any component.

## II. STUDENT LEARNING OBJECTIVES (SLOs)

SLOs will be set in accordance with provisions outlined in our negotiated, approved APPR Plan (3012-d). Teachers will set SLOs at the beginning of each year with their building administrator (principal or assistant principal) using the SED template. Progress toward achieving SLOs will be reported at the end of each year using the NYSUT rubric spreadsheet and **Appendix O-APPR Summary Report**.

## III. PRE-TENURED STAFF THREE/FOUR YEAR EVALUATION/OBSERVATION CYCLE

### A. EVALUATION

Teachers appointed on or after July 1, 2015 are subject to a four-year probationary period.

During the first year of service, a probationary teacher will be evaluated twice. The mid-year APPR Report (**Appendix A**) will be done by February 1, 2019 and the end-of-year APPR Report by June 7, 2019 (**Appendix A**).

Teachers who were appointed on or before June 30, 2015 are subject to a three-year probationary period. During year two and year three of a three-year probationary period, the teacher will receive an APPR Report by May 3, 2019.

During the 2018-2019 school year, an APPR Report must be completed for probationary teachers being recommended for tenure by March 8, 2019.

Growth/needs will be noted relative to the NYS Teaching Standards in observation conferences and reports to provide consistency in language and focus of attention.

### B. TEACHER IMPROVEMENT PLAN (TIP)

Teachers will be evaluated in each of the seven required categories. Under our approved APPR Plan (3012-d) an overall rating of Developing (D) may require a written Teacher Improvement. An **overall rating of Ineffective** (I) will require a written Teacher Improvement Plan (TIP) Appendix B will be used as a guideline for the plan. A TIP shall focus on a maximum of three goals drawn from the evaluative criteria of the APPR.

The comments written under a category rated D or I by the administrator will clearly articulate areas requiring growth and improvement. After discussing these areas, specific goals for improvement will be established. Using the TIP form (Appendix B) the teacher, administrator, and an ACT designated representative will meet to design the steps to be taken to achieve the goals and outline what the evidence of growth will be. The plan will be submitted in writing within ten days of the planning meeting. The TIP will be signed by both the teacher and the administrator, and a review date will be determined.

A TIP will usually be done at mid-year or the end-of-year, but can be initiated any time an administrator feels it is necessary. A TIP that will begin in September must be implemented within 10 days of the start of the school year.

### C. OBSERVATION

Pre-tenured staff hired prior to July 1, 2015 are observed four times in each of the three pre-tenure years. Pre-tenured staff hired on or after July 1, 2015 are observed four times in each of the four pre-tenure years. The process is as described below:

#### Year One –

- Two observations by a District Administrator (One observation by the Superintendent, and one observation by the Assistant Superintendent for Curriculum and Instruction, the PPS Director, the Assistant Director of PPS **or** the Athletic Director);
- Two observations by the building's administrators.

#### Year Two –

- Two observations by a District Administrator (One observation by the Superintendent, and one observation by the Assistant Superintendent for Curriculum and Instruction, the PPS Director, the Assistant Director of PPS **or** the Athletic Director);
- Two observations by the building's administrators.

#### Year Three –

- Two observations by a District Administrator (One observation by the Superintendent, and one observation by the Assistant Superintendent for Curriculum and Instruction, the PPS Director, the Assistant Director of PPS **or** the Athletic Director);
- Two observations by the building's administrators.

#### Year Four-

- Two observations by a District Administrator (One observation by the Superintendent, and one observation by the Assistant Superintendent for Curriculum and Instruction, the PPS Director, the Assistant Director of PPS **or** the Athletic Director);
- Two observations by the building's administrators.

#### IV. EVALUATION CYCLE FOR TENURED STAFF

Tenured staff will participate in one formal observation by building administration, the Superintendent of Schools, the Assistant Superintendent for Curriculum and Instruction, the PPS Director, or the Athletic Director.

In addition, each teacher will have two informal observations. These will be conducted by one administrator in the building where the teacher is assigned and by one administrator from a different building or from Central Office. These observations will be unannounced.

All staff will be evaluated according to the New York State Teaching Standards 2011 (Appendix C)

#### V. EVALUATION CYCLE FOR PART-TIME TEACHERS

Part-time teachers will be evaluated with the same frequency as full-time staff.

#### VI. OBSERVATION OF SPECIAL EDUCATION/PPS STAFF (Self -Contained Teachers and Psychologists)

##### A. TEACHERS

Every effort will be made to observe special educators in a variety of settings representative of their assigned roles. Over the course of pre-tenure status, observations will include classroom teaching and parent meetings. Special educators will identify what the evaluator should look for: i.e., one to one support, whole class or small group instruction, modification of tasks, etc.

Pre-tenured special education staff hired prior to July 1, 2015 are observed four times in each of the three pre-tenure years. Pre-tenured special education staff hired on or after July 1, 2015 are observed four times in each of the four pre-tenure years. The process is described as follows:

##### Year One –

- Three observations by the PPS Director or the Assistant Director of PPS;
- One observation by the building’s administrators.

##### Year Two –

- Three observations by the PPS Director or the Assistant Director of PPS;
- One observation by the building’s administrators.

##### Year Three (when Year Three is the final year of probation)-

- One observation by the Superintendent or the Assistant Superintendent for Curriculum and Instruction;
- Two observations by the PPS Director or the Assistant Director of PPS;
- One observation by the building’s administrators.

Year Three (when it is the third year of a four year probationary track)-

- Three observations by the PPS Director or the Assistant Director of PPS;
- One observation by the building's administrators.

Year Four –

- One observation by the Superintendent or the Assistant Superintendent for Curriculum and Instruction;
- Two observations by the PPS Director or the Assistant Director of PPS;
- One observation by the building's administrators.

Pre-tenured guidance counselors/social workers hired prior to July 1, 2015 are observed four times in each of the three pre-tenure years. Pre-tenured guidance counselors/social workers hired on or after July 1, 2015 are observed four times in each of the four pre-tenure years. The process is as follows (Appendix L):

Year One –

- Three observations by the building's administrators;
- One observation by the Assistant Superintendent for Curriculum and Instruction.

Year Two –

- Three observations by the building's administrators;
- One observation by the Assistant Superintendent for Curriculum and Instruction.

Year Three (when Year Three is the final year of probation)-

- One observation by the Superintendent of Schools;
- One observation by the Assistant Superintendent for Curriculum and Instruction;
- Two observations by the building's administrators.

Year Three (when it is the third year of a four year probationary track)-

- Three observations by the building's administrators;
- One observation by the Assistant Superintendent for Curriculum and Instruction.

Year Four -

- One observation by the Superintendent of Schools;
- One observation by the Assistant Superintendent for Curriculum and Instruction;
- Two observations by the building's administrators.

Pre-tenured psychologists hired prior to July 1, 2015 are observed four times in each of the three pre-tenure years. Pre-tenured psychologists hired on or after July 1, 2015 are observed four times in each of the four pre-tenure years. The process is as follows:

**(Appendix K):**

Year One –

- Three observations by the PPS Director;
- One observation by the building administrators.

Year Two –

- Three observations by the PPS Director;
- One observation by the building administrators.

Year Three (when Year Three is the final year of probation)-

- One observation by the Superintendent or the Assistant Superintendent for Curriculum and Instruction;
- One observation by the PPS Director;
- One observation by the building's administrators.

Year Three (when it is the third year of a four year probationary track)-

- Three observations by the PPS Director;
- One observation by the building administrators.

Year Four-

- One observation by the Superintendent or the Assistant Superintendent for Curriculum and Instruction;
- One observation by the PPS Director;
- One observation by the building's administrators.

Principals, assistant principals and the Assistant Superintendent for Curriculum and Instruction will collaborate on the end-of-year APPR Report (end of year evaluation) for the above staff.

Pre-tenured Occupational Therapists, Physical Therapists, Speech/Language Pathologists hired prior to July 1, 2015 are observed four times in each of the three pre-tenure years. Pre-tenured Occupational Therapists, Physical Therapists, Speech/Language Pathologists hired on or after July 1, 2015 are observed four times in each of the four pre-tenure years. The process is as follows **(Appendix M):**

Year One-

- Three observations by the PPS Director or the Assistant Director of PPS;
- One observation by the building administrators.

Year Two-

- Three observations by the PPS Director or the Assistant Director of PPS;

- One observation by the building administrators.

Year Three (when Year Three is the final year of probation)-

- Two observations by the PPS Director;
- One observation by the Superintendent or the Assistant Superintendent for Curriculum and Instruction;
- One observation by the building administrators.

Year Three (when it is the third year of a four year probationary track)-

- Three observations by the PPS Director or the Assistant Director of PPS;
- One observation by the building administrators.

Year Four-

- Two observations by the PPS Director;
- One observation by the Superintendent or the Assistant Superintendent for Curriculum and Instruction;
- One observation by the building administrators.

Principals, assistant principals and the PPS Director will collaborate on the end-of-year APPR Report (end of year evaluation) for the above staff.

#### B. NURSES

Building principals and/or assistant principals will evaluate nurses once a year.

### VII. APPR EVALUATION OF SHARED STAFF

Teachers working in more than one building will be formally evaluated in the building in which they spend the majority of their teaching time. When time is divided equally, the evaluation will be rotated between buildings. The principal that is responsible for the evaluation shall consult with the principal in the second building and incorporate appropriate information. The responsible principal will also set a teacher's SLO.

### VIII. RECORDKEEPING

Timeline for Submission of APPR Composite Reports (Appendix O):

- Annual APPR Composite Reports (Appendix O) for tenured teachers must be completed and forwarded to the Assistant Superintendent for Curriculum and Instruction by June 26, 2019, or as soon as possible thereafter;
- Annual APPR Composite Reports (Appendix O) for all pre-tenured staff in year one must be completed and forwarded to the Assistant Superintendent for Curriculum and Instruction by June 26, 2019, or as soon as possible thereafter.

All documents submitted to the personnel file as part of a teacher's APPR must be an original signed by both the teacher and the evaluator. No signature can be stamped.

## IX. APPEALS PROCEDURE

The negotiated appeals process is detailed in the **Ardsey Approved APPR Plan (3012-d)**, Section 6.3-Additional Requirements-Teachers, Appeals Process.

### **GUIDELINES FOR APPR OF TEACHER PERSONNEL**

#### I. GENERAL GUIDELINES FOR SUPERVISION/APPR

- A. APPR is a collaborative process between teacher and evaluator consisting of both the acknowledgment of those positive activities and practices which should be reinforced and continued and those that should be modified or strengthened. It is designed to improve individual performance and the overall quality of instruction, and assist teachers in reflecting on their practice.
- B. APPR is based on a variety of experiences including: formal and informal classroom observation, which focuses on the preparation, delivery and monitoring of classroom instruction classroom management and environment, interpersonal skills, and professional attitudes and behaviors.
- C. An APPR Report will be based on the overall performance of the teacher during the evaluation period. Teachers will be advised formally, in conferences and writing, of their positive growth, strengths and the use of effective procedures. Similarly, teachers should be informed of procedures and areas in need of modification and/or suggestions for improvement and professional growth.

The year-end APPR Report is based on the categories described in **(Appendix C)**.

#### II. THE PROCESS OF APPR

##### A. PRE-OBSERVATION CONFERENCE

- 1. Formal observations must be preceded by a conference with the observer. Prior to a pre-observation conference, the supervisor may wish to identify the specific aspect(s) of instruction to be observed. The appointment memo should indicate that the teacher will submit a completed pre-observation planning form **(Appendix E)** at least two days in advance of the conference.

2. The pre-observation conference shall include the following:
  - a. The teacher and the administrator will discuss the specific lesson and topics that precede as well as those that will follow the lesson to be observed.
  - b. The teacher and administrator will identify the objectives to be achieved during the lesson(s) to be observed.
  - c. The teacher and administrator will discuss and evaluate the various methods that might be employed to achieve the attainment of objectives.
3. Teachers not having regular classroom teaching responsibilities, i.e. librarian, psychologist, guidance counselor, nurse, will be evaluated on objectives to be mutually agreed upon by the staff and evaluator.

#### B. POST-OBSERVATION CONFERENCE

All formal observations shall be followed by a post-observation conference. Except in the case where observations last more than a day, this conference should occur as soon as possible after the observation, preferably within two (2) days. This post-observation conference must be held prior to any formal written report. Teachers need to come to these meetings prepared to share their self-reflection on the lesson.

#### C. THE WRITTEN OBSERVATION REPORT

The written report (**Appendix F**) following a formal classroom observation shall be submitted within ten (10) working days following the post-observation conference. The report should be an objective account of observable events and activities engaged in by the teacher and students during the lesson observed. The post-observation conference portion of the report should represent the main points discussed by both the teacher and observer during the conference. The analysis and recommendations section should deal objectively with all aspects of the lesson observed. Recommendations should be specific and accompanied by suggestions for improvement along with timelines for implementation. The written report should not contain any major items not discussed in either the pre- or post-observation conferences. The teacher shall sign and return observation reports within ten (10) days of their receipt.

The formal report should contain information concerning the nature of the class observed, especially if the class contains exceptional students who can influence significantly the outcome of the lesson. Such exceptional cases include but are not limited to: Honors classes, students with learning disabilities, and classes with an unusual proportion of mainstreamed students and broadly heterogeneous classes.

Teachers will receive feedback from the two informal drop-in visits. Administrators will provide this feedback within five days of their classroom visit.

### III. THE RIGHTS OF TEACHERS

- A. All classroom observations of any teacher shall be conducted openly and with full knowledge of the teacher.
- B. Teachers shall receive a copy of all observation and APPR Reports placed in their files.
- C. A teacher's signature on the written observation or APPR document does not signify agreement but merely signifies that the teacher has seen and understands the report.
- D. The teacher has the right to file a written response to any written observation or APPR Report. Such a response will be attached to the evaluator's report and will become a part of the teacher's file.
- E. A teacher shall have the right to request another observation from the same or a different observer within 10 days of an unfavorable observation. Such a request must be granted prior to the filing of a formal APPR Report for the period in which the unfavorable observation occurred. Such a request may not necessarily change or replace the unsatisfactory report.

### GUIDELINES FOR EVALUATION OF CURRICULUM LEADERS

The evaluation of the performance of a curriculum leader will be separate from his/her performance as a teacher. Each curriculum leader will be assessed annually by both the building principal and the Assistant Superintendent for Curriculum and Instruction using the *Evaluation of Curriculum Leaders* form ([Appendix I](#)).

**APPENDIX A  
APPR REPORT OF PROBATIONARY TEACHERS**

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Assignment: \_\_\_\_\_ School Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Check the appropriate cycle this evaluation pertains to:

- \_\_\_\_\_ Year 4 (due 3/9/18 with tenure recommendation)
- \_\_\_\_\_ Year 3 (due 3/9/18 probationers on a three year track with tenure recommendation if appropriate)
- \_\_\_\_\_ Year 3 (due 5/4/18 probationers on a four year track)
- \_\_\_\_\_ Year 2 (due 5/4/18)
- \_\_\_\_\_ Year 1 (mid-year due 2/2/18)
- \_\_\_\_\_ Year 1 (end-of-year due 6/8/18)

Overall Rating: \_\_\_\_\_ Recommendation: \_\_\_\_\_

**Ratings:** Highly Effective (H), Effective (E), Developing (D), Ineffective (I)

**Recommendations:** Continued employment, Tenure, Not recommended for continued employment, Place on Teacher Improvement Plan (TIP)

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**I. Knowledge of Students and Student Learning \_\_\_\_\_**

**Standards**

- Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students
- Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels
- Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes
- Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students
- Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning
- Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning
- Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning

**Comments:**

## II. Knowledge of Content and Instructional Planning \_\_\_\_\_

### Standards

- Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students
- Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, (and) structures and current developments within their discipline(s)
- Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts
- Teachers use a broad range of instructional strategies to make subject matter accessible
- Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement
- Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge
- Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals

**Comments:**

## III. Instructional Practice \_\_\_\_\_

### Standards

- Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards
- Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning
- Teachers communicate clearly and accurately with students to maximize their understanding and learning
- Teachers set high expectations and create challenging learning experiences for students
- Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement
- Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology
- Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs

**Comments:**

#### **IV. Learning Environment \_\_\_\_\_**

##### **Standards**

- Teachers work with all students to create a dynamic learning environment that supports achievement and growth
- Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student
- Teachers create an intellectually challenging and stimulating learning environment
- Teachers manage the learning environment for the effective operation of the classroom
- Teachers organize and utilize available resources (e.g. physical space, time, technology) to create a safe and productive learning environment

##### **Comments:**

#### **V. Assessment for Student Learning \_\_\_\_\_**

##### **Standards**

- Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction
- Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning growth
- Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction
- Teachers communicate information about various components of the assessment system
- Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly
- Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated

##### **Comments:**

#### **VI. Professional Responsibilities and Collaboration \_\_\_\_\_**

##### **Standards**

- Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning
- Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities

- Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning
- Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success
- Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations
- Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities

**Comments:**

**VII. . Professional Growth \_\_\_\_\_**

**Standards**

- Teachers set informed goals and strive for continuous professional growth
- Teachers reflect on their practice to improve instructional effectiveness and guide professional growth
- Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies
- Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice
- Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources

**Comments:**

**VII. Additional Comments \_\_\_\_\_**

**VIII. Attendance**

In \_\_\_\_\_, you used \_\_\_\_\_ for personal illness and \_\_\_\_\_ days for personal business. In \_\_\_\_\_ the average teacher/nurse use of personal illness and personal business was \_\_\_\_\_ days. Please note that the statistics for \_\_\_\_\_ reflect attendance through \_\_\_\_\_.

Evaluator \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

I have read and received a copy of this report. I understand that my signature indicates awareness of, but not necessarily agreement with the evaluation.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix B**  
**TEACHER IMPROVEMENT PLAN (TIP)**

**TEACHER:** \_\_\_\_\_ School: \_\_\_\_\_

Evaluator: \_\_\_\_\_ School Year: \_\_\_\_\_

Rating: \_\_\_\_\_ Length of **TIP**: \_\_\_\_\_

\_\_\_\_ Year in Probationary Period

OR

\_\_\_\_ Years of Service in Ardsley

NYS Teaching Standard in need of improvement (check all that apply):

- I. Knowledge of Students and Student Learning
- II. Knowledge of Content and Instructional Planning
- III. Instructional Practice
- IV. Learning Environment
- V. Assessment for Student Learning
- VI. Professional Responsibilities and Collaboration
- VII. Professional Growth

Please thoroughly complete the following for **each** NYS Teaching Standard identified as in need of improvement:

- What standard/area is in need of improvement? Which specific performance indicators of effective instruction are to be targeted (see Appendix B) in this **TIP**?
- What is the improvement timeline for this **TIP**? Describe all actions taken by the teacher and the administrator to monitor change, and the dates to review progress:
- How will improvement be assessed? Describe the necessary data/evidence to be collected to document teacher growth. Indicate which artifacts will be used as benchmarks and which will be used to assess the final stage of the **TIP**:
- Provide the details of all necessary professional learning activities. Describe any differentiated activities the teacher will engage in to support improvement:
- Describe any additional support and assistance needed to support this **TIP**:

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX C

### PERFORMANCE INDICATORS OF EFFECTIVE INSTRUCTION

#### ***I. Knowledge of Students and Student Learning***

1. Teachers describe orally or in writing an understanding of the developmental characteristics of their students.
2. Teachers create developmentally appropriate lessons that address student learning differences and needs.
3. Teachers implement lessons and modify instruction based upon student developmental needs.
4. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student.
5. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student.
6. Teachers explain their instructional decisions citing current research.
7. Teachers vary and modify instruction to meet the diverse learning needs of each student.
8. Teachers create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.
9. Teachers communicate directly with each student's parents, guardians, and/or caregivers.
10. Teachers use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.
11. Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.
12. Teachers incorporate an understanding of their students' strengths and limitations and the environmental factors that influence their students' learning.
13. Teachers attend to individual students' personal and family experiences by incorporating multiple perspectives when discussing content.
14. Teachers use technological tools and a variety of communication strategies to engage each student.
15. Teachers assist students to become knowledgeable and critical consumers and users of quality information.

#### ***II. Knowledge of Content and Instructional Planning***

1. Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.
2. Teachers engage students to use key disciplinary language with comprehension through instruction.
3. Teachers demonstrate the effective use of current developments in pedagogy and content.
4. Teachers design learning experiences that foster student understanding of key disciplinary themes.
5. Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and practice.

6. Teachers facilitate students' ability to develop diverse social and cultural perspectives.
7. Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.
8. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
9. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration.
10. Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.
11. Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students.
12. Teachers adapt instruction in response to various levels of student understanding.
13. Teachers make meaningful connections between content and students' life experiences.
14. Teachers create opportunities for students to engage in self-directed learning.
15. Teachers design learning experiences that are aligned with learning standards.
16. Teachers articulate clear learning objectives that align with learning standards.
17. Teachers include opportunities for students to achieve learning goals in a variety of ways.
18. Teachers determine current levels of student understanding and knowledge of content through questioning techniques, discussion, and other methods.
19. Teachers address common misconceptions in the content area through instructional methods.
20. Teachers design learning experiences that connect students' prior knowledge and instruction to new content.
21. Teachers organize physical space to reflect an awareness of learner needs and curricular goals.
22. Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.
23. Teachers organize and effectively use time to achieve learning goals.
24. Teachers select and adapt curricular materials to align with state standards and meet diverse learning needs.
25. Teachers access appropriate resources to meet specific learning differences or needs.

### ***III. Instructional Practice***

1. Teachers align instruction to standards.
2. Teachers implement instruction proven to be effective in prior research.
3. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.
4. Students understand directions and procedures.
5. Teachers use a variety of questioning techniques to advance student learning and reflection.
6. Students' comments and questions are acknowledged and utilized to advance learning.
7. Students understand lesson content through teachers' use of oral, written and graphic methods.

8. Teachers adjust communication in response to student needs.
9. Teachers articulate high expectations for all students.
10. Students have a clear understanding of measures of success.
11. Teachers challenge and support all students by incorporating various instructional strategies, experiences and resources.
12. Teachers use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction.
13. Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.
14. Teachers incorporate into instruction motivating and meaningful opportunities to engage students in learning experiences.
15. Students synthesize and express ideas both in written and oral formats.
16. Students work effectively with others, including those from diverse groups and with opposing points of view.
17. Students make decisions, solve problems, and take actions as appropriate.
18. Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.
19. Students utilize technologies and resources to solve real world problems.
20. Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.
21. Teachers seek and provide feedback during and after instruction.
22. Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on student progress.

#### ***IV. Learning Environment***

1. Teachers are caring and respectful in their interactions with students.
2. Teachers embrace student diversity as an asset in the classroom.
3. Teachers recognize and reinforce positive interactions among students.
4. Teachers create a climate of acceptance and respect.
5. Teachers create an environment where students show responsibility to and for one another.
6. Teachers encourage students to set high standards and expectations for their own performance.
7. Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.
8. Teachers promote students' curiosity and enthusiasm for learning.
9. Students are actively engaged in learning.
10. Students openly express their ideas.
11. Students show pride in their work and accomplishments.
12. Teachers establish, communicate, and maintain clear standards and expectations for student behavior.
13. Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.
14. Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.
15. Students exhibit respectful classroom interactions.

16. Teachers arrange and adapt the physical environment to accommodate individual and group learning needs.
17. Teachers ensure that all students have equitable access to available resources and technologies.
18. Teachers effectively use the services and skills of available volunteers and paraprofessionals.
19. Teachers know and implement policies and procedures to ensure student safety.

#### ***V. Assessment for Student Learning***

1. Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.
2. Teachers use formative assessment to inform teaching and learning.
3. Teachers use summative assessment to measure and record student achievement.
4. Teachers design assessments that are aligned with curricular and instructional goals.
5. Teachers design and adapt assessments that accurately determine mastery of student skills and knowledge.
6. Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance.
7. Teachers implement required assessment accommodations and modifications.
8. Teachers analyze data accurately.
9. Teachers provide timely feedback to engage students in self-reflection and self-improvement.
10. Teachers use assessment data to set goals and design and differentiate instruction.
11. Teachers engage students in self-assessment of their learning goals, strategies and outcomes.
12. Teachers provide access to information on student assessments.
13. Teachers provide appropriate information and interpretation of various assessment data.
14. Teachers demonstrate an understanding of assessment measures, grading, and procedures.
15. Teachers develop a plan for their overall assessment system.
16. Teachers use their plans and assessment data to adjust teaching and assessment practices.
17. Teachers communicate the purposes of the assessments they use.
18. Teachers prepare all students for the demands of particular assessment formats, and appropriately modify assessments or testing conditions for students with exceptional learning needs.
19. Teachers articulate assessment criteria to students and provide parameters for success.
20. Teachers equip students with assessment skills and strategies.
21. Students practice various formats of assessments using authentic curriculum.

#### ***VI. Professional Responsibilities and Collaboration***

1. Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.
2. Teachers are proactive and advocate to meet the needs of students.
3. Teachers use self-reflection and stakeholder feedback to inform and adjust professional behavior.

4. Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.
5. Teachers complete training in response to State and local requirements and jurisdictions.
6. Teachers support and promote the shared school and district vision and mission to support school improvement.
7. Teachers participate actively as part of an instructional team.
8. Teachers share information and best practices with colleagues to improve practice.
9. Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context.
10. Teachers collaborate with others both within and outside the school to support student growth, development, and learning.
11. Teachers collaborate with the larger community to access and share learning resources.
12. Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement.
13. Teachers communicate student performance and progress in various ways and provide opportunities for discussion.
14. Teachers suggest strategies and ways in which families can participate in and contribute to their student's education.
15. Teachers collect required data and maintain timely and accurate records (e.g. planbooks, lunch counts, attendance records, student records, etc.)
16. Teachers manage time and attendance in accordance with established guidelines.
17. Teachers maintain classroom and school resources and materials.
18. Teachers participate in school and district events.
19. Teachers communicate relevant regulations and policies to stakeholders.
20. Teachers maintain confidentiality regarding student records and information.
21. Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies.
22. Teachers adhere to board policies, district procedures, and contractual obligations.
23. Teachers access resources to gain information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities.

### ***VII: Professional Growth***

1. Teachers examine and analyze formal and informal evidence of student learning.
2. Teachers recognize the effect of their prior experiences and possible biases on their practice.
3. Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.
4. Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice.
5. Teachers engage in opportunities for professional growth and development.
6. Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice.
7. Teachers participate actively as part of an instructional team to improve professional practice.

8. Teachers receive, reflect and act on constructive feedback from others in an effort to improve their own professional practice.
9. Teachers benefit from, contribute to, or become members of appropriate professional organizations.
10. Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.
11. Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.

**This report is currently not used as part of our APPR process. Tenured teachers are evaluated according to the NYSUT rubric. Scores in all APPR components are reported on Appendix O-APPR Summary Report**

**APPENDIX D**

**END-OF-YEAR APPR REPORT  
(Tenured staff on formal evaluation)**

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Assignment:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Overall Rating:** \_\_\_\_\_

**Ratings:** Highly Effective (H), Effective (E), Developing (D), Ineffective (I)

**I. Knowledge of Students and Student Learning**

**II. Knowledge of Content and Instructional Planning**

**III. Instructional Practice**

**IV. Learning Environment**

**V. Assessment for Student Learning**

**VI. Professional Responsibilities and Collaboration**

**VII. Professional Growth**

**VIII. Additional Comments**

**IX. Attendance**

In \_\_\_\_\_, you used \_\_\_\_\_ for personal illness and \_\_\_\_\_ days for personal business. In \_\_\_\_\_ the average teacher/nurse use of personal illness and personal business was \_\_\_\_\_ days. Please note that the statistics for \_\_\_\_\_ reflect attendance through \_\_\_\_\_.

Evaluator \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

I have read and received a copy of this report. I understand that my signature indicates awareness of, but not necessarily agreement with the evaluation.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX E

### **PRE-OBSERVATION PLANNING FORM** *(Please type)*

Teacher's Name:

Date of Conference:

Grade Level/Curriculum Area Observed:

Date of Observation:

- 1. Describe the students in your class.**
- 2. What is/are the learning objective(s) for this lesson?**
- 3. Briefly summarize what you will be doing and what students will be doing during the lesson.**
- 4. Does this lesson lend itself to differentiation? If so, what and how will you differentiate?**
- 5. How will you assess student achievement of your stated goals?**
- 6. What would you like me to look for? What specific feedback/data will help you?**

**APPENDIX F  
OBSERVATION REPORT**

**TEACHER'S NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_  
**GRADE:** \_\_\_\_\_ **SUBJECT/DEPT.:** \_\_\_\_\_  
**NUMBER OF STUDENTS:** \_\_\_\_\_ **CLASS CHARACTERISTICS:** \_\_\_\_\_

*This report is to be used by the Supervisor to report: (a) details of the observation conferences held; (b) details of classroom activities observed and; (c) the supervisor's analysis and recommendations.*

**DATES:**  
**Pre-Observation Conference:**  
*(See attached Pre-Observation Form)*

**Observation:** \_\_\_\_\_ **Post-Observation Conference:** \_\_\_\_\_

-----  
**NYS TEACHING STANDARDS DOMAINS:**  
(Please reference any standards observed where appropriate in this document)

- I. Knowledge of Students and Student Learning
- II. Knowledge of Content and Instructional Planning
- III. Instructional Practice
- IV. Learning Environment
- V. Assessment for Student Learning
- VI. Professional Responsibilities and Collaboration
- VII. Professional Growth

**OVERVIEW OF LESSON OBSERVED:**

**SUMMARY STATEMENT: LESSON DESIGN & IMPLEMENTATION**

(Please include comments regarding Content Planning, Instructional Strategies and Classroom Management)

**LESSON STRENGTHS:**

**AREAS FOR CONTINUED FOCUS & REFLECTION:**

-----  
*This report is to be signed and dated by both the teacher and the observer.*

Observer \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

*The teacher's signature does not necessarily signify agreement with the statements in this report. The teacher has the right to file a written response, which will be part of the teacher's file. A copy of this report is to be given to the teacher.*

**APPENDIX G**  
**GOAL SETTING (All Staff)**

Teacher \_\_\_\_\_

Year \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

**Note: Goals must be set from the Danielson Rubric**

Goals for the year:

Plans to achieve the stated goals:

Methods for Measuring Progress Toward or Accomplishing Goals:

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**APPENDIX H**  
**END-OF-YEAR APPR EVALUATION OF GOALS**  
**(All Staff)**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Please evaluate the progress you made for your goal set from the Danielson Rubric.

Teacher's Signature \_\_\_\_\_

Evaluator Comments:

Evaluator Approval \_\_\_\_\_ Date \_\_\_\_\_

Evaluator Approval with specific recommendations

Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX I**  
**EVALUATION OF CURRICULUM LEADERS**

Curriculum Leader:

School:

Subject Area:

School Year:

Evaluators:

Rating:

Recommendation:

**Ratings: Highly Effective (H), Effective (E), Developing (D), Ineffective (I)**

**Recommendations: *Continued Appointment, Not recommended for appointment***

**I. LEADERSHIP RESPONSIBILITIES:**

- Provides curricular and instructional leadership to the department and colleagues
- Plans and conducts subject area meetings within the building
- Meets regularly with other curriculum/team leaders and building administrators to share information and coordinate activities across grades and/or disciplines
- Meets regularly with the Assistant Superintendent for Curriculum and Instruction and comparable curriculum leaders to assure K-12 curriculum articulation
- Assists in the recruitment and employment of new staff
- Supports and encourages positive climate among teachers as well as between teachers and administrators
- Assists in the development and implementation of District and building goals and yearly projects
- Assists in orienting new teachers (TA/Aides)
- Supports and facilitates mentoring program

Comments:

**II. CURRICULUM AND STAFF DEVELOPMENT RESPONSIBILITIES:**

- Works with staff to develop and implement course outlines, parent-student

information sheets and other curriculum documents that are aligned with the State standards

- Recommends and implements staff development programs
- Works closely with department colleagues to ensure coordination of the curriculum
- Assists in the development and monitoring of the long range plan for curricular and instructional evaluation and improvement
- Recommends textbooks, software and other supporting instructional materials
- Maintains an inventory of textbooks and instructional supplies and materials when appropriate

Comments:

### **III. INTERPERSONAL RESPONSIBILITIES:**

- Is a supportive and constructive member of the school and District community
- Supports the mission statement of the District and the building goals and objectives
- Communicates effectively with department members, administrators and parents
- Attends to curriculum leader responsibilities with reliability and dependability
- Maintains records and completes reports accurately and with attention to detail
- Has a positive attitude toward change

Comments:

### **IV. ADDITIONAL PERFORMANCE RESPONSIBILITIES: (as appropriate)**

- Oversees the development of mid-term and final examinations
- Assists in the development of course placement criteria and student placement
- Assists in the development of the master schedule; makes recommendations based on faculty strengths in order to meet student course selection needs
- Assists in the design of special education program

Comments:



**The self-evaluation cycle is not currently part of the approved Ardsley APPR plan.**

## APPENDIX J

### Self-Evaluation Cycle

#### Possible Projects

**Action Research:** Teachers research and collect data to study a specific aspect of content, classroom practice, or pedagogy.

**Critical Friends:** Small group of staff designs a program of activities aimed at improving classroom practice. This group will meet at least 8 times a year.

**Peer Observation:** Two or three teachers observe and provide feedback to each other on the observation. This should occur at least 5 times yearly. The district will provide release time for actual observations.

**Unit Design to Support Curriculum:** Teachers collaboratively or individually design new units or program.

**National Board Certification:** Teachers pursue this national certification process as a multi-year evaluation option.

**Parent Education Courses:** Teachers work individually or collaboratively to design and implement workshops for parents.

**Innovation:** Implementing and evaluation a new program/approach. (i.e. Balanced Literacy at the middle school, writing conferences at the high school.)

**Portfolio (paper/digital):** A selection of artifacts and reflective entries representing a teacher's professional experiences, competencies, and growth over a period of time.

**Study Groups:** Small groups of staff read about and discuss a specific topic at least 8 times a year. For example, Brian Research, Teaching Reading in Content Areas, Multiple Intelligences, Understanding by Design, balanced literacy, differentiation, specific areas of content, etc.

**Writing Articles:** Staff member writes, hopefully for publication, and shares articles about pedagogy, classroom practice, and/or content.

**APPENDIX K**

**PSYCHOLOGIST OBSERVATION/EVALUATION REPORT**

**Psychologist:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Assignment:** \_\_\_\_\_

**School Year:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

***DATES:***

***Pre-Observation Conference:***

***Observation:***

***Post-Observation Conference:***

\_\_\_\_\_ Year of \_\_\_\_\_ Year Probationary Period

**Ratings: Ratings: Highly Effective (H), Effective (E), Developing (D), Ineffective (I)**

-----  
General Description of Observation Setting:

**I. Interaction with Students \_\_\_\_\_**

School Psychologist must have the ability to establish a working relationship and facilitate growth in academic, social, emotional and/or behavioral areas.

- Shows sympathetic understanding of and respect for students.
- Elicits pupil trust and participation.
- Helps students understand issues that interfere with school success.
- Helps students deal with crises in their lives.
- Provides individual and/or group counseling for students when mandated and/or requested.

Comments:

**II. Communication, Collaboration and Consultation with School Personnel \_\_\_\_\_**

School Psychologist must have the ability to listen well, participate in discussions, convey information and work together with others at individual, group, and systems level.

- Applies psychological understandings and skills effectively.
- Maintains good relationships with staff.
- Communicates successfully with school personnel on all levels.
- Works well with other team members.
- Works collaboratively/consultatively in the classroom setting.
- Exerts positive influence on morale of associates.

Comments:

### **III. Home/School/Community Collaboration \_\_\_\_\_**

School Psychologist must demonstrate knowledge of significant outside influences that effect students' wellness, learning, and achievement, and be able to collaborate with outside specialists, agencies, and the community.

- Works respectfully and communicates effectively with parents.
- Helps students understand issues that interfere with school success.
- Consults with specialists as appropriate.

Comments:

### **IV. Assessment \_\_\_\_\_**

School Psychologist must be able to define current problem areas, strengths, and needs at individual, group, and systems level through assessment.

- Reports provide specific interventions and recommendations.
- Comprehensive evaluations are completed in a timely fashion.
- Effectively communicates test results to parents, teachers and students.

Comments:

### **V. Prevention and Crisis Intervention \_\_\_\_\_**



**APPENDIX L  
SCHOOL COUNSELOR/SOCIAL WORKER  
OBSERVATION/EVALUATION REPORT**

Name: \_\_\_\_\_

School: \_\_\_\_\_

Assignment: \_\_\_\_\_

School Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_

**DATES:**

*Pre-Observation Conference:*

*Observation:*

*Post-Observation Conference:*

\_\_\_\_\_ Year of \_\_\_\_\_ Year Probationary Period

**Ratings: Highly Effective (H), Effective (E), Developing (D), Ineffective (I)**

Recommendations: Continued employment, Tenure, Not recommended for continued employment

-----  
General Description of Observation Setting:

**I. Interaction with Students/Parents \_\_\_\_\_**

A School Counselor/Social Worker must have the ability to establish a working relationship and facilitate growth in academic, social, emotional and/or behavioral areas.

- Shows empathetic understanding of and respect for students/parents.
- Seeks to establish students'/parents' trust and participation.
- Helps students/parents understand issues that interfere with school success.
- Helps students/parents deal with crises in their lives.
- Provides individual and/or group counseling for students/parents when requested.
- Provides high school seminars relating to transitional issues, the college process, high school pressures, etc.

Comments:

**II. Communication, Collaboration and Consultation with School Personnel \_\_\_\_\_**

A School Counselor/Social Worker must have the ability to listen well, participate in discussions, convey information and work together with others at individual, group, and systems level.

- Applies counseling (instead of therapeutic) understandings and skills effectively.
- Maintains good relationships with staff.
- Communicates successfully with school personnel on all levels.
- Works well with other members of the PPS staff.
- Works collaboratively/consultatively in the school.
- Contributes to a positive school climate.
- Coordinates academic scheduling with faculty/administration.
- Tracks graduation requirements, regents' results and diploma status for each student.

Comments:

**III. Home/School/Community Collaboration \_\_\_\_\_**

A School Counselor/Social Worker must demonstrate knowledge of significant outside influence that affect students' wellness, learning, and achievement, and be able to collaborate with outside, specialists, agencies, and the community.

- Works respectfully and communicates effectively with parents.
- Helps students understand issues that interfere with school success.
- Consults with specialists/parents and makes referrals as appropriate.
- Coordination of parent presentations.
- Knowledge of regents' requirements and ability to assess appropriate course levels and diploma status.

Comments:

#### **IV. Student Assessment \_\_\_\_\_**

A School Counselor/Social Worker must be able to define current problem areas, strengths, and needs at individual, group, and systems level through assessment.

- Screens and assesses to determine student needs and progress.
- Assesses the family's dynamics and its impact on the learning process.
- Analyzes and integrates student achievement data to assist teachers and families in understanding the child.
- Create and monitor all student schedules.

Comments:

#### **V. Prevention and Crisis Intervention \_\_\_\_\_**

A School Counselor/Social Worker must have knowledge of child development in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders.

- Mediates conflicts
- Contributes to a safe school environment
- Plays a leadership role in handling issues at individual and systems level.
- Provides positive strategies for social interaction.
- Coordinates proactive programs for targeted at-risk behaviors.

Comments:

#### **VI. Practice and Professional Development \_\_\_\_\_**

A School Counselor/Social Worker must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and to protect the rights of all parties.

- Uses good judgment in matters involving ethics.
- Demonstrates initiative and willingness to undertake responsibilities relating to the needs of students.

- Has a flexible and positive attitude toward professional responsibilities.
- Organizes time appropriately.
- Has established himself/herself as an integral part of the school community.
- Displays professional growth.
- Provides professional development programs for building staff as needed.
- Knowledge of college admission requirements, trends and policies.
- Maintain knowledge of current state mandates.

Comments:

**VII. . Guidance Teaching Curriculum \_\_\_\_\_**

A school counselor must have the ability to develop and implement a guidance program in line with the emotional and intellectual development of students in K-6.

- Demonstrates an understanding of lesson objectives and where they fit into the overall curriculum.
- Connects with students during the lesson and elicits their trust and participation.
- Checks for understanding through varied modalities and activities.
- Models and provides opportunities for students to practice and reinforce the skills being taught.

Comments:

-----

Observer \_\_\_\_\_ Date \_\_\_\_\_

School Counselor/Social Worker \_\_\_\_\_ Date \_\_\_\_\_

*The school counselor/social worker's signature does not necessarily signify agreement with the statements in this report. The school counselor/social worker has the right to file a written response, which will be part of the file.*

*A copy of this report is to be given to the school counselor/social worker.*

**APPENDIX M**

**SPEECH/LANGUAGE PRE-OBSERVATION FORM**

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Observation Date: \_\_\_\_\_

Setting:

A. Student's Background Information

B. What are the goals/objectives of the lesson?

C. What activities/materials are planned to achieve these objectives?

D. What teacher methodologies and/or strategies will be used?

E. How will achievement of goals be assessed?

F. How will carryover be implemented?

G. How will this lesson be the foundation for future lessons?

## APPENDIX N

### TEACHER INFORMATION/INPUT FOR EVALUATION

Teacher:

School:

School Year:

-----  
The final evaluation document offers a comprehensive view of a teacher's practice. As such, it is important to elicit input from staff around particular domains of the Danielson Revised Rubric 2011 that are difficult to assess through informal or formal observation. **Please provide information on the domains indicated below and return this form to your evaluator by \_\_\_\_\_.**

**1. Using Assessment in Instruction (3d)**

Assessment of student learning plays an important role in instruction. *In one succinct paragraph discuss:*

- How you give feedback to students to help them improve their performance;
- How you encourage student self-assessment and monitoring of progress.

**2. Participating in a Professional Community (4d)**

To promote student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students.

*In one succinct paragraph, describe your:*

- Collaboration with colleagues;
- Service to the school;
- Participation in school and district projects.

**3. Growing and Developing Professionally (4e)**

As in other professions, the complexity of teaching requires continued growth and development, in order to remain current. Networking with colleagues through such activities as joint planning, study groups, lesson study, academic and professional reading, and participation in learning networks and professional organizations provide opportunities for teachers to learn from one another.

Describe *in one succinct paragraph* how you enhance your content knowledge and pedagogical skill (You may wish to include: courses & workshops, academic reading, participation in professional organizations, study groups, learning networks, consulting, etc.).

**APPENDIX O  
APPR SUMMARY REPORT  
Basic Plan**

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Assignment: \_\_\_\_\_

School Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Overall Rating: \_\_\_\_\_

**Ratings:** Highly Effective (H), Effective (E), Developing (D), Ineffective (I)

**Measure**

**Points Received**

**Student Performance Category**

\_\_\_\_\_/50

**Observation/School Visit Category**

\_\_\_\_\_/50

**Total Points Received**

\_\_\_\_\_/100

**Teacher Improvement Plan Needed:** Yes No

Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

I have read and received a copy of this report. I understand that my signature indicates awareness of, but not necessarily agreement with the evaluation.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX P  
REGISTERED NURSE (SCHOOL) EVALUATION FORM**

REGISTERED NURSE:

EVALUATOR:

NAME OF SCHOOL:

YEARS IN DISTRICT:

DATE:

**PURPOSE:** To take personal inventory, to pinpoint areas of strengths and weaknesses and to outline and agree upon a practical improvement program.

**GUIDELINES FOR THE EVALUATOR:** Listed below are a number of traits, abilities, and characteristics that are important for success as a registered school nurse. Carefully evaluate each of the qualities separately. Code: E - Excellent, G - Good, IN - Improvement Needed

<b>PERSONAL QUALITIES</b>	<b>E</b>	<b>G</b>	<b>IN</b>
PERSONALITY: has a good disposition, temperament and character			
APPEARANCE: is neat and well-groomed			
HEALTH AND VIGOR: approaches the work day with vitality			
COOPERATION: is dependable and works in harmony with others			
PUNCTUALITY: is responsible, prompt for assigned duties			
PROFESSIONAL GROWTH: strives for professional self-improvement			
RESOURCEFULNESS: is adaptable, uses initiative			

<b>PROFESSIONAL QUALITIES:</b>	<b>E</b>	<b>G</b>	<b>IN</b>
PLANNING: plans and completes periodic examinations and screening procedures as required by New York State law			
UNDERSTANDING: monitors and responds to the health and safety needs of students and staff			
EFFICIENCY: utilizes time and equipment efficiently			
NURSING PROCEDURES: uses proper techniques within framework of accepted school policy			
COMMUNICATION: acts as a resource person for the sharing of and interpretation of medical/health information to parents, staff and the administration			
RECORDS AND REPORTS: maintains health and immunization records, completes surveys and reports as required by the New York State Health Department; is accurate in recording student attendance			
HEALTH OFFICE MANAGEMENT: keeps a clean, pleasant environment, orders, inventories, and oversees storage of first-aid and health supplies and equipment			
PROFESSIONAL ATTITUDE: accepts and acts upon suggestions and constructive criticism; maintains positive relationships with parents, staff and the community service workers			

EVALUATOR COMMENTS:

---

EVALUATOR'S SIGNATURE/DATE

I received a copy of this report:

---

REGISTERED NURSE'S SIGNATURE/DATE

REGISTERED NURSE'S COMMENTS: