

School Improvement Grant's

ANNUAL

PROFESSIONAL PERFORMANCE REVIEW

PLAN (APPR)

Roosevelt Senior High School

2011-2012

Board Approved: December 22, 2011
Readopted with Revisions for SIG #1: February 1, 2012
Readopted with Revisions for SIG #2: March 15, 2012

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Barbara Solomon, Centennial Elementary

APPR SUBCOMMITTEE MEMBERS

Recommended revision provided by the following subcommittee members based upon receipt of NYSED APPR Compliance document on January 3, 2012 for review by APPR Committee Members:

- Robert -Wayne Harris, Superintendent of Schools
- Dr. Marianne Steele, Assistant Superintendent for Curriculum & Instruction
- RG France, Assistant Superintendent for Educational Services
- Darleen Peterson, Director of Grants & Funded Programs
- Dr. Stephen Strachan, High School (SIG School) Principal
- Kevin O'Connell, School Improvement Manager

DISTRICT APPR COMMITTEE MEMBERS

The following committee members worked in collaboration with an external consultant during the (3) days during the summer 2011 and several meeting throughout the 2011-12 school year:

- Mr. Ronald Grotsky, Assistant Superintendent for Human Resources & Professional Development
- Dr. Marianna Steele, Assistant Superintendent for Curriculum & Instruction
- Mrs. Lillian Coggins-Watson, Roosevelt Administrator Association Union President
- Barbara Farbman, Middle School Math Teacher
- Daphne Charles-Brown, Elementary School Teacher
- Kristine Francis, Elementary School Teacher
- Gina Kessler, High School Consumer Science Teacher
- Diane McCarthy, Roosevelt Teachers Union Representative
- Ray Sharon Mintzer, Special Education Teacher
- Dr. Robert Tucker, Middle School Principal
- Dr. Kim Nesbitt, Coordinator of School Counseling
- Michelle Van Eyken, Coordinator of Data & Reporting
- Dr. Larry Aronstein, APPR External Consultant

ANNUAL PROFESSIONAL PERFORMANCE REVIEW

The Annual Professional Performance Review Plan for the Roosevelt Union Free School District has been developed pursuant to a directive from the New York State Education Department to implement New York's teacher and principal evaluation law, Education Law section 3012-c. The new evaluation system is grounded in the New York State Teaching Standards and the ISLLC Educational Leadership Policy Standards. The primary objective of the teacher and principal evaluation system is to foster a culture of continuous professional growth that results in increased student achievement. This is an agreement between the Roosevelt UFSD and the Roosevelt Teachers' Association (RTA).

The Statewide student growth measures will identify those educators whose students' progress exceeds that of their peers, as well as those whose students are falling behind. Measures of student achievement selected by the Roosevelt Union Free School District will reflect the priorities, needs and targets of the Roosevelt Public Schools. Teacher observations and other measures will provide educators with detailed, structured feedback on their professional practice.

This plan was prepared in consultation with central office and building administrators and teachers. Input from each constituent group will continue to be sought on an annual basis. The plan will be revised to reflect the changing needs of the district, staff and students and, where necessary, to correspond with annual district goals.

The Annual Professional Performance Review Plan will be adopted by the Board of Education by September 10th of each school year. The plan will be made available for review upon request and be will posted on the District's website.

STATEMENT OF PURPOSE

The purpose of the Annual Professional Performance Review Plan is to outline a comprehensive plan for the annual review of the professional performance of teachers and principals.

GOAL

The goal of the Annual Professional Performance Review Plan is to improve the quality of teaching and learning to meet the needs of students in the Roosevelt Union Free School District.

OBJECTIVES

The objectives of the Annual Professional Performance Review Plan are to:

- Provide teachers with clear, consistent criteria for performance review
- Ensure that teachers and principals have input into the process
- Use multiple measures for performance review
- Tie performance to district/school priorities
- Increase responsibility for self improvement
- Provide support to teachers and principals in need of improvement
- Provide evidence and data as a basis for the review

GUIDING PRINCIPLES

The following (3) principles reflect the Roosevelt Union Free School District's beliefs about professional growth:

- The goal of evaluation is to provide effective feedback resulting in professional growth and development;
- The only one who is ultimately responsible for one's growth and development is oneself;
- Core beliefs are centered around building trusting relationships, embracing rigor, focusing on relevance, creating a risk-free climate so that experimentation and innovation flourish, and stimulating reflection.

SUPERVISION AND EVALUATION

Since this plan lays out the supervision and evaluation processes, it is important to clearly explain what is meant by each term. The goal of supervision is to provide teachers with frequent, high-quality feedback by knowledgeable professionals with the educational background and expertise necessary to stimulate teachers' and principals' thinking about their educational decisions and professional growth. An important component of supervision involves members of the school community who disseminate a vision of high quality learning and teaching across the entire school. Evaluation is the process of making judgments about teacher and principal performance in order to assess progress, growth and development, and the degree of teacher and principal effectiveness.

Above all, we expect the supervision and evaluation processes to be guided by these principles:

- Supervision of instruction is focused on learning, rather than teaching.
- Teacher effectiveness is validated in both credible and strength-building ways.
- Resources and support systems are available to help teachers and principal(s) think about and plan to meet self-set goals.
- Resources and support systems are available to facilitate teachers'/principals' analyzing and solving of classroom challenges.
- Teachers and principal(s) are able to receive and use feedback to stretch their thinking about instructional decisions

GUIDELINES

- APPR rubrics will be clearly communicated to all staff.
- The status of probationary teacher's/principal's progress toward tenure will be clearly communicated semi-annually.
- Collegial support will be available to all staff through the district's mentoring program in year one of their appointment. Continued support will be encouraged and provided, as needed.
- Staff development regarding rubrics and training in the application of the rubrics will be provided to all staff.
- The Professional Performance Review document will be available to staff on the Opening Day of School and posted on the district's website by September 10th of each year.
- All teachers and principal(s) will receive a hard copy of this document at the beginning of each year.

TEACHER AND STUDENT DATA

The District will report teacher and student data, including enrollment, attendance data and any other student, teacher, school, course and student/teacher linkage data necessary in a format and timeline prescribed by the Commissioner. The information will be submitted through the Student Information Repository System (SIRS), TEACH Online Services and BEDS Online reporting systems. The data elements that will be reported include unique statewide identifiers for all teachers assigned to reported courses, student enrollment in all elementary and middle-level courses linked to a state assessment using the statewide standardized course codes, duration of reported course selection, student-teacher linkage start/end dates, duration of student attendance, student exclusion-from-evaluation flag, student enrollment in all remaining courses using a to-be-determined statewide standardized course codes, evaluation component score, and any other personnel data required by the State Education Department.

Each classroom teacher and building principal will have the opportunity to verify the subjects and/or students assigned to them through the student management system, Power School by August 24, 2012.

It is understood that a number of students will be shared among teachers, i.e. inclusion students. The district will determine who the “teacher of record” is for each of those students at the time the class lists are distributed.

ASSESSMENT DEVELOPMENT, SECURITY AND SCORING PROCESS

The Roosevelt UFSD adheres to all of the procedures for assessment development, security and scoring as indicated in the Commissioner’s Regulations and detailed below. Each building principal maintains test security. This includes inventory upon delivery and secure storage in a safe or vault. All testing materials remain sealed until the dates on which they will be administered. As soon as testing of each booklet is completed, all used and unused test booklets and student answer sheets are collected and securely stored until the official scoring process begins.

The District may choose to utilize student growth percentile or value-added methodologies in assigning evaluation points based on local assessment results if the district or BOCES has the capacity to ensure that the assessments they have selected are suitable for these kinds of measures. (SED regulation- change not permitted)

The Commissioner’s Regulations prohibit teachers and principals from releasing or distributing test items (including pretest items) to students that will later contribute to their annual performance evaluation. As such, a district can release sample items and sample test forms that will help familiarize students with the testing format; however, districts cannot release actual operational test items, including performance tasks and writing prompts to students, ahead of time. Districts or BOCES must describe in their APPR plan their processes for ensuring that any assessments and/or measures used to evaluate their teachers and principals are not disseminated to students before administration.

The Commissioner’s Regulations prohibit teachers and principals from having a vested interest in the outcome of the assessments they score. Teachers should not score their own students examinations, and principals should not score the assessments of the students in their building.

This APPR Plan was developed by the Roosevelt UFSD for the School Improvement Grant (SIG). Permission to share, copy and/or to utilize the Roosevelt UFSD APPR Plan will only be granted upon request. For additional information regarding the Roosevelt UFSD APPR Plan and/or permission to share, copy or to utilize this APPR Plan please contact 516-345-7001. March 9, 2012.

Teachers and principals may only view students' assessments after the assessment scores have been finalized. Districts must provide an assurance in their APPR plan that the district's scoring plans ensure that teachers and principals do not have a vested interest in the outcomes of the assessments they score.

For the administration of State Assessments, the District follows the scoring procedures as outlined in the School Administrator's Manual, Teacher Directions Manual, Scoring Site Operations Manual, and Scoring Leader Handbook provided by CTB/McGraw Hill and the NYS Education Department. These documents detail administration and scoring operations from on-site delivery of students' assessment materials to the conclusion of scoring.

Scoring Site Coordinators supervise all activities related to the scoring facility. While scoring is in progress, all student test books and answer sheets, as well as scoring materials, are regarded as secure and confidential. Scoring Leaders monitor the scoring of student responses. Scorers are teachers, representing grades 3-8, and Scoring Leaders ensure the randomization of test booklets and teachers do not score student test booklets for students of whom they have a vested interest.

The district will report to SED the individual subcomponent score and the total composite effectiveness score for each classroom teacher and building principal in the district in a format and timeline prescribed by the Commissioner.

APPR RATINGS

Pursuant to Commissioners Regulations 100.2, effective July 2011, all teachers serving in a SIG school will receive an annual performance review rating linked to the standards and student performance. The four ratings are as follows: Highly Effective, Effective, Developing, and Ineffective (HEDI). A composite score of 1-100 will provide the basis for the HEDI rating:

- For 2011-2012 school year only, 20 points will be based on School and District identified Student Growth measures. All high school teachers will be evaluated as a group based on the same Student Growth Measures.
- For 2011-2012 school year only, 80 points will be based on *Other Measures of Effectiveness* aligned with Kim Marshall’s Teacher Evaluation Rubric (see appendix) relative to observation of classroom instruction and Portfolio Assessment.

Table 1: NYSED HEDI Point Range for Teacher and Principal Rating:

HEDI Level	Student Growth Measure (20 points)	Other Measures of Effectiveness (80 Points)	*Over-all Composite Score (100 points)
Ineffective	0-2	0-51	0-64
Developing	3-8	52-59	65-74
Effective	9-17	60-72	75-90
Highly Effective	18-20	73-80	91-100

*Established by the New York State Commissioner of Education (APPR Guidance, page 31).

Table 2: HEDI Ratings:

Level	Subcomponent and Composite Score Ranges			
	Highly Effective	Effective	Developing	Ineffective
HEDI Rating Student Growth Measure	Results are well-above state average for similar students (or District goals if no state test).	Results meet state average for similar students (or District goals if no state test).	Results are below state average for similar students (or District goals if no state test).	Results are well-below state average for similar students (or District goals if no state test).
HEDI Rating Other Effective Measures	Performance is well-above District expectations	Performance Meets District Expectations	Performance is below District Expectations	Performance is well-below District Expectations

Student Growth Scores for all teachers in the SIG high school

For all teachers at the high school 20% (20 points) of the composite score will be based on the following measures (1-4):

1. A school-wide increase of three (3) percentage points in the number of students in the 2011 cohort earning sufficient credit to move from grade 9 to grade 10 as compared to students in the 2010 cohort for the same measure: (73% to 76%).
2. A school-wide increase of three (3) percentage points in the number of students in the 2010 cohort earning sufficient credit to move from grade 10 to grade 11 as compared to the students in the 2009 cohort for the same measure: (75% to 78%).
3. A three (3) percent increase in the number of students passing the Integrated Algebra Regents Exam from January 2012 and June 2012 combined compared to the number of students passing the Integrated Algebra Exam from January 2011 and June 2011 combined: (38% to 41%).
4. A twelve (12) percent increase in the number of students passing the English Comprehensive Regents Exam from January 2012 and June 2012 combined compared to the number of students passing the English Comprehensive Regents Exam from January 2011 and June 2011 combined: (58% to 70%).
5. The Over-all composite score for the Growth Measure is equal to the average HEDI rating for each subcomponent: M1 + M2 + M3 + M4 divided by 4.
6. For each subcomponent (M1-M4) the actual HEDI points within the point range of the rating level will be determined proportionately across the bands.

Table 3: Student Growth Measure HEDI Ratings and Point Range:

Level	Actual Increase in % of students		HEDI Points
	Measures 1, 2, 3	Measure 4	
Ineffective	≤ 1.9	≤ 7.5	0-2
Developing	2.0 – 2.9	7.6-8.9	3-8
Effective	3.0 – 3.9	9-12	9-17
Highly Effective	≥ 4.0	13+	18-20

HEDI Ratings: Other Measures of Effectiveness (Teacher Standards)

The HEDI Ratings for *Other Measures of Effectiveness* will be based on the Kim Marshall Teacher Evaluation Rubric. The Teacher Evaluation Rubric consists of six (6) Domains. Each Domain consists of ten (10) criteria. For the purpose of providing a score aligned with the HEDI Ratings each Domain has been assigned a specific point value proportional with its priority in the teaching process (Tables 6-8). The number of points earned per Domain by the teacher is proportional to the number of criteria points earned. Each criteria is assigned by the evaluator 0-3 points according to the HEDI Ratings: Ineffective – Highly Effective (Table 5).

1. There will be a minimum of two (2) formal classroom observations for each **tenured teacher** and three (3) formal classroom observations for **non-tenured teachers**. At least one of the formal classroom observations will be un-announced. Each formal announced clinical observation will have a pre-observation conference and a post observation conference. Classroom observations will be conducted by trained evaluators, with at least one observation conducted by a building administrator. Each formal observation will be at least 30 minutes in length and not more than 45. The formal classroom observations will comprise 40 points of the teacher’s composite score.
2. There will be a minimum of five (5) mini-observations for all teachers, **tenured and non-tenured**. The mini-observations will not be announced. Mini-observations will be conducted by building administration. The mini-observation will be at least 10 minutes in duration but not more than 15. The mini-observations will comprise 20 points of the teacher’s composite score.
3. For the purpose of formally evaluating those criteria of the Kim Marshall Teacher Evaluation Rubric that are not effectively measured through actual classroom observation, each teacher will be responsible for a portfolio developed in alignment with these criteria. The specific criteria for the portfolio will be negotiated by the RTA and the building administration collectively. The portfolio will comprise 20 points of the teacher’s over-all score for the *Other Measures of Effectiveness* component of the APPR.

Table 4: Other Measures of Effectiveness:

Other Measures of Effectiveness			
Observation and Other Measures of Effectiveness		Subcomponent Point Range	
		Tenured Teacher	Non-Tenured Teacher
Mini-Observations		20	20
Formal Observation	Observation 1	40	40
	Observation 2		
	Observation 3	n/a	
Portfolio Assessment		20	20
Total Composite Score		80	80

Table 5: Scoring Range for Criteria Points for Kim Marshall’s Teacher Evaluation Rubric:

HEDI Rating	Highly Effective	Effective	Developing	Ineffective
HEDI Scoring Range	Well-above district expectations	Meets district expectations	Below district expectations	Well-below district expectations
Criteria Points	3	2	1	0

Teacher Evaluation: Mini-Observations

1. Each mini-observation will be evaluated according to the following Kim Marshall Teacher Evaluation Rubric domain and criteria point value: Planning and Preparation for Learning; Classroom Management; Delivery of Instruction; and Monitoring, Assessment, and Follow-up (a-e) – see Table 6.
2. For the purpose of evaluating each mini-observation, the evaluator will provide a score 0-3 (*Ineffective – Highly Effective*) for each criteria listed within the identified domains.
3. The over-all teacher score for the mini-observation is 0-20 based on the percentage of criteria points assigned by the evaluator and Domain points earned.
4. The over-all teacher score for the Mini-observations subcomponent of *Other Measures of Effectiveness* is equal to the average **percentage** of all Mini-observations multiplied by 20.
5. The teacher score for any single mini-observation is equal to the percentage of total Domain points earned: $A + B + C + D/53$. The total points earned for each Domain is **proportional** to the percentage of criteria points assigned by the evaluator for that Domain: $N/30$ (Domains A-E), $N/15$ (Domain D).

Table 6: Component Scoring Ranges for Mini-observation Measure:

Mini-observations	Domain	Points
	A. Planning and Preparation for Learning	5
	B. Classroom Management	10
	C. Delivery of Instruction	30
	D. Monitoring, Assessment, and Follow-up (a-e, only)	8
Total Domain points →		53

Teacher Evaluation: Formal Observation

1. Each Formal Observation will be evaluated according to the Kim Marshall Teacher Evaluation Rubric, Domains A-F.
2. For the purpose of evaluating each formal observation the evaluator will provide a score of 0-3 (*Ineffective – Highly Effective*) for each criteria listed within the domain.
3. The over-all teacher score for the Formal Observation is 0-40 based on the percentage of criteria points assigned by the evaluator and Domain points earned.
4. The over-all teacher score for the Formal Observations subcomponent of *Other Measures of Effectiveness* is equal to the average **percentage** of all Formal Observations multiplied by 40.
5. The teacher score for any single Formal Observation is equal to the percentage of total Domain points earned: A through $F/80$. The total points earned for each Domain is **proportional** to the percentage of criteria points assigned by the evaluator for that Domain: $N/30$.

Table 7: Component Scoring Ranges for Formal Observation Measure:

Formal observations	Domain	Points
	A. Planning and Preparation for Learning	5
	B. Classroom Management	10
	C. Delivery of Instruction	30
	D. Monitoring, Assessment, and Follow-up	15
	E. Family and Community Outreach	10
	F. Professional Responsibilities	10
Total Domain Points →		80

Teacher Evaluation: Portfolio Assessment:

1. The teacher Portfolio Assessment will be developed in alignment with appropriate domains from the Kim Marshall Teacher Evaluation Rubric. For the purpose of developing the portfolio, specific criterion within the Evaluation Rubric, as well as specific documentation and local sources to support Teacher effectiveness relative to the criterion, will be identified collectively between the RTA and the building administration. Each teacher in the SIG-school will be provided a hard copy list of these documents and local sources.
2. For the purpose of evaluating the Portfolio Assessment the evaluator will provide a score of 0-3 (*Ineffective – Highly Effective*) for each criteria aligned with this measure.
3. The Portfolio Assessment will be evaluated as part of the Formal Observation. The over-all teacher score for the Portfolio Assessment (0-20 points) will be proportional to the total number of criteria points earned for this measure.

Determining over-all composite score for the APPR evaluation

1. The Over-all Composite score for the Teacher Evaluation for the APPR is determined by combining the points (0-20) from the Growth Score (20%) with the points (0-80) from Other Multiple Measures (80%). The Total score (0-100) is aligned with the HEDI Ratings to determine the Teacher Rating (*Ineffective – Highly Effective*). (See Table 1.)
2. **Example of proportionality:** A teacher assigned 80% of the criteria points for any particular Domain earns 80% of the point value for that Domain. For example, the Domain *Classroom Management* has a point value of 10. A teacher assigned 24/30 criteria points (80%) for that Domain also earns 8 Domain points (80%).

PROTOCOLS

A teacher's signature is required before a summary can be placed in a teacher's personnel file. A signature does not necessarily mean that he or she agrees with the contents of the summary. It simply means that the teacher is aware of the summary and has been given the opportunity to read and respond to it in writing. If a teacher feels that a written response to the summary is necessary, such responses must be made within seven school days, and included in his or her file. Evaluations without signatures will be filed with a note recognizing refusal to sign.

Feedback

As in effective classrooms, structured feedback will take place within 5 days after observation or other performance evidence is documented. Like other forms of documented evidence feedback should be timely and constructive and can lead to suggestions for self-directed research on teacher effectiveness strategies, recommendations for training and practice and for support from teachers with expertise in specific instructional practices as observed by the evaluator. If a lesson is not viewed *effective* or *highly effective* members have the right to have RTA representation at the post conference.

Documentary Evidence/Artifacts

Teachers are expected to gather artifacts throughout the year that illustrate their areas of performance that are not readily observable or that generally contributes to a more comprehensive picture of a teacher's practice. Artifacts can include achievement data, lesson/unit plans, curriculum, assignments and assessments, student products and accompanying performance criteria, feedback on student work, etc.

FINAL EVALUATION CONFERENCE

The final evaluation conference is an opportunity for evaluators and observers to synthesize and summarize the multiple sources of evidence of teacher effectiveness collected during the year. This is also an opportunity for those being evaluated to share their self-reflection related to their practice, and to bring additional sources of evidence to the table – exemplars of student work, evidence of planning, reflections from the tenured cycle choices (peer observation, videotape self-reflection, lesson study), and the like.

Reserved Prerogative

The administration reserves the prerogative to visit any classroom, for any reason, for any amount of time, for as many times as it sees fit. Nothing in this plan is designed to limit this prerogative. The observer of a clinical observation or any other form of visitation may write a counseling memo which cannot be used as part of the composite score for the APPR evaluation.

Counseling Memo

The administration reserves the prerogative to write a counseling memo to any employee based upon the action of the employee that is deemed unacceptable. The administrators will conference with the employee and invite the employee to bring a RTA representative to the conference in conjunction with an anticipated memo. The employee will receive a copy of the memo and will sign a copy indicating that he/she has received a copy. The memo may be placed in the employee's personnel file and may also be used in conjunction with a TIP.

TIMELY AND CONSTRUCTIVE FEEDBACK

Teachers will receive a comprehensive annual professional performance review and have the opportunity to discuss the review with their supervising administrator. In addition, teachers will have feedback from their supervisors on their evidence binders and self-reflection. In addition, any teacher rated ineffective or developing will begin the Teacher Improvement Plan process. If the teacher receives a *developing* or *ineffective* APPR rating then they have the right to have RTA representation when meet with their supervising administrator.

TRAINING/CERTIFICATION

Two members of the District Network Team Equivalent completed the five day RTTT Network Team Summer institute provided by the State Education Department in Albany. They have been certified as turnkey trainers to implement the goals of the Regents Reform Agenda including Common Core Standards, school-based inquiry, and the new performance evaluations for teachers. The district may also provide training from consultants with appropriate expertise.

All administrators in the district responsible for observing and evaluating teachers will participate in training sessions provided by the Network Team Equivalent trainers or consultants with appropriate expertise designed to sharpen observation skills, review criteria to be evaluated and methods of evaluation in accordance with the State Education Department’s requirements and the requirement within this plan.

The District will ensure the training and certification of its lead evaluators in accordance with the requirements prescribed in the commissioner’s regulations and the requirement within this plan. The District will further ensure that lead evaluators maintain inter-rater reliability and that they are recertified on an annual basis. All evaluators shall be employees of the Roosevelt UFSD.

IMPROVEMENT PLANS

A TIP must be initiated whenever a teacher receives a rating of *developing* or *ineffective* in a year-end evaluation. Both the teacher and administrator will meet for an evaluation conference at the end of the school year where the developing or ineffective evaluation is discussed. A TIP is designed by the building principal/superintendent or designee in collaboration with the teacher and the president of the Roosevelt Teachers’ Association or his/her designee. The TIP must be in place no later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. An initial conference is held at the beginning of the school year where the TIP is discussed, signed and dated at the beginning of its implementation.

The teacher must be offered the opportunity for a peer mentor from the District’s mentor program. Mentors shall offer the services to district and will be compensated. Negotiations will take place to determine the hourly rate of compensation for mentors. The teacher will select the mentor, with the approval of the Superintendent and the Association President. If the teacher cannot decide on a mentor the Superintendent and the Association President or his/her designee will select a mentor. All dealings between the mentor and the teacher/principal will be confidential. The mentor and the teacher will collaborate during the first quarter. During that time, the teacher will be observed by

designated members of the administrative team who will concentrate on observing and evaluating goals identified in the TIP. They will meet with the teacher in a timely manner (within 5 school days) to discuss the observations. Written observation summaries will be provided (within 7 school days) and must be signed by both parties. The teacher will have the right respond to observation summaries and responses will be attached. This signature indicates that the teacher has received the evaluation and has had the opportunity to discuss and review this report with the evaluator. It does not necessarily denote agreement with all factors of the evaluation.

After the first quarter of teacher/principal/mentor collaboration, the administration will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the TIP may be adjusted appropriately and quarterly meetings among all parties will continue. At the end of the year, if the TIP goals are met, it will terminate. The culmination of the TIP will be communicated in writing to the teacher. Both parties will sign the TIP at the end of the school year.

If the teacher is again rated as *developing or ineffective*, a new plan will be developed by the teacher and the building principal/administrator, as appropriate, in collaboration with the Association for the subsequent school year.

The TIP must consist of the following components:

- I. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher/principal to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES:** Identify specific recommendations for what the teacher/principal is expected to do to improve in the identified areas. Delineate specific, realistic achievable activities for the teacher/principal.
- III. **RESOURCES:** Identify specific resources and support systems available to assist the teacher/principal to improve performance. Examples: colleagues; coaching; role playing activities; visitations; courses; workshops; peer visits; materials; modeling by administrators; etc.
- IV. **RESPONSIBILITIES:** Identify responsible administrator(s) and steps to be taken by administrator(s) and the teacher/principal throughout the Plan. Examples: classroom observations of the teacher; supervisory conferences between the teacher/principal and administrator(s); written reports and/or evaluations, etc.
- V. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher/principal is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE:** Provide a specific timeline for implementation of the various components for the TIP/PIP for its final completion. Identify the dates for preparation of written documentation regarding the completion of the Plan.

SAMPLE COMPONENTS OF A TEACHER IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

1. Instructional Planning
2. Student Assessment
3. Classroom Management
4. Fulfillment of Professional Responsibilities
 - A. Attendance
 - B. Communication with colleagues/administration
 - C. Communication with home

II. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section I

III. RECOMMENDED ACTIVITIES

List of specific activities related to targeted goals identified in Section I

- A. Observe colleagues identified by Principal
- B. Attend Workshops related to targeted goals
- C. Meeting with designated members of administrative team on a defined schedule

IV. RECOMMENDED RESOURCES

1. Identify the lead evaluator who has oversight of the TIP/PIP
2. List specific materials, people, workshop to be used to support the TIP/PIP
3. Identify the instrument or rubrics used to monitor progress

V. EVIDENCE OF ACHIEVEMENT

1. Identify how progress will be measured and assessed
2. Specify next steps to be taken based upon progress or lack thereof

VI. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

1. Identify dates for classroom observations consistent with APPR Plan
2. Identify dates for progress meetings with administrators related to each identified targeted goal
3. Identify dates for quarterly assessment of overall progress

APPEALS PROCEDURES

- I. A teacher/principal may challenge their annual professional performance review pursuant to section 3012-c of the Education Law.
 - a. Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective or Developing
 - b. Within five school days of the receipt of an annual evaluation providing a rating as set forth in Subparagraphs (a) above, a teacher may appeal the annual evaluation to a party to be arbiter. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 1. The substance of the annual professional performance review;
 2. The School district’s adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;
 3. The school district’s adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated plans and procedures; and
 4. The school district’s issuance and/or implementation of the terms of teachers or principal’s improvement plan.
 - c. Any issue not raised in the written appeal shall be deemed waived.
 - d. Within five school days of receipt of the appeal, the named party (arbiter) shall render a written determination with respect thereto. The arbiter will be mutually agreed upon by the parties.
 - e. The determination of the arbiter as to the substance of the annual professional performance review shall neither be grievable, arbitral, nor reviewable in any other forum. However, nothing shall prevent a teacher/principal from challenging the substance of an evaluation within the context of a proceeding pursuant to Education Law 3020-Procedural issues that will be set forth in this Article shall be subject to grievance machinery of the contract.

The time frames referred to herein may be extended by mutual agreement of the parties. This agreement is for the 2011-2012 school year only and is subject to further negotiations by the involved parties.

Roosevelt Union Free School District APPR (SIG) Plan – For Teachers (Revised 3/14/12)

This agreement shall sunset on June 30, 2012 and is subject to further negotiations by the involved parties.

Dated: 3/21/12

D. Adedeyi
Daphne Adedeyi, President RTA Unit

Dated: 3/15/12

Robert-Wayne Harris
Robert-Wayne Harris, Superintendent of Schools

Dated: 3/15/12

Frank Scott
Robert Summerville, Board of Education President
or Designee FRANK SCOTT VICE-PRESIDENT

Roosevelt Teachers' Association

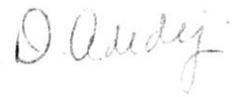
335 East Clinton Avenue
Roosevelt, New York 11575
516-345-7240

Daphne Adedeji- President
Rick Stevens- Treasurer

Diane McCarthy- Vice President
Dawn Wilkes- Secretary

To: Mr. Robert Wayne Harris – Superintendent of Schools

From: Mrs. Daphne Adedeji – President - Roosevelt Teachers' Assn.



Re: Tentative APPR Agreement

Date: March 16, 2012

Cc: Roosevelt Board of Education
RTA Executive Board

The RTA tentatively agrees to, and will endorse, the attached APPR plan subject to the ratification by the membership of the Roosevelt Teachers' Association on Wednesday March 21, 2012.

REFERENCES

Education, N. Y. (2011, September 15). Guidance on New York State’s Annual Professional Performance Review Law and Regulations . New York, New York, United States of America.

Education, N. Y. (2011). Guidance on the New York State District-Wide Growth Goal Setting Process. New York, New York, United States of America.

List of Approved Student Assessments for Use by School Districts and BOCES in Teacher and Principal Evaluations: <http://usny.nysed.gov/rttt/teachers-leaders/assessments/home.html#assess>

Teacher Evaluation Rubrics

by Kim Marshall – Revised August 21, 2011

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a teacher's job performance:

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment, and Follow-Up
- E. Family and Community Outreach
- F. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Developing
- 1 – Ineffective

2. The rubrics are designed to give teachers an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, supervisors need to have been in classrooms frequently throughout the year. It is irresponsible to fill out the rubrics based on one classroom observation. Unannounced mini-observations every 2-3 weeks followed by face-to-face conversations are the best way for supervisors to have an accurate sense of teachers' performance, give ongoing praise and suggestions, and listen to concerns. For a detailed account of the development of these rubrics and their broader purpose, see Kim Marshall's book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2009).

3. The *Effective* level describes solid, expected professional performance; teachers should feel good about scoring at this level. The *Highly Effective* level is reserved for truly outstanding teaching that meets very demanding criteria; there will be relatively few ratings at this level. *Developing* indicates that performance has real deficiencies; no teacher should be content to remain at this level (although some novices might begin here). Performance at the *Ineffective* level is clearly unacceptable should lead to dismissal if it is not improved immediately.

4. When scoring, take each of the ten criteria, read across the four levels (Highly Effective, Effective, Developing, and Ineffective), find the level that best describes the teacher's performance, and circle or highlight that cell. This creates a clear graphic display of areas for commendation and areas that need work. Then give an overall score for that domain at the bottom of the page (averaging the scores on the page) and make brief comments in the space provided. When all six pages have been scored, record the ratings on the summary sheet (page 8).

5. Evaluation conferences are greatly enhanced if the supervisor and teacher fill out the rubrics in advance, then meet and compare scores one page at a time. The supervisor has the final say, of course, but the discussion should aim for consensus based on actual evidence of the more accurate score for each criterion. Supervisors should go into the evaluation process with humility since they can't know everything about a teacher's instructional activities, collegial interactions, parent outreach, and professional growth. Similarly, teachers should be open to feedback from someone with an outside perspective. For a discussion of the role of student achievement in teacher evaluation, see "Merit Pay or Team Accountability" (Education Week, Sept. 1, 2010) by Kim Marshall.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help teachers improve. The kindest thing a supervisor can do for an underperforming teacher is give candid, evidence-based feedback, listen to the teacher's concerns, and provide robust follow-up support.

7. If an entire staff is scored honestly using these rubrics, it's possible to create a color-coded spreadsheet that can serve as a powerful (confidential) road-map for schoolwide professional development (see the sample on page 9).

8. These rubrics are "open source" and may be used and adapted by schools and districts as they see fit.

A. Planning and Preparation for Learning

The teacher:	4 Highly Effective	3 Effective	2 Developing	1 Ineffective
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and external assessments.	Plans the year so students will meet high standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans all units embedding big ideas, essential questions, knowledge, and skill goals that cover all Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, and skill goals and most of Bloom's levels.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating: _____ Comments:

B. Classroom Management

The teacher:	4 Highly Effective	3 Effective	2 Developing	1 Ineffective
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Gets all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

Overall rating: _____ Comments:

C. Delivery of Instruction

	4 Highly Effective	3 Effective	2 Developing	1 Ineffective
The teacher:				
a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks all students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Orchestrates highly effective strategies, materials, and groupings to involve and motivate all students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Nimbleness	Defly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Application	Consistently has all students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating: _____ Comments:

D. Monitoring, Assessment, and Follow-Up

	4 Highly Effective	3 Effective	2 Developing	1 Ineffective
The teacher:				
a. Criteria	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so they all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating:_____ Comments:

E. Family and Community Outreach

4
Highly Effective

3
Effective

2
Developing

1
Ineffective

The teacher:

a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming .	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating: ___ Comments:

F. Professional Responsibilities

	4 Highly Effective	3 Effective	2 Developing	1 Ineffective
The teacher:				
a. Attendance	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
f. Above-and-beyond	Is an important member of grade-teacher teams and committees and frequently volunteers for after-school activities.	Shares responsibility for grade-level and schoolwide activities and takes part in after-school activities.	When asked, will serve on a committee and attend an after-school activity.	Declines invitations to serve on committees and attend after-school activities.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
h. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Overall rating:___ Comments:

Evaluation Summary Page

Teacher's name: _____ School year: _____

School: _____ Subject area: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Highly Effective Effective Developing Ineffective

B. Classroom Management:

Highly Effective Effective Developing Ineffective

C. Delivery of Instruction:

Highly Effective Effective Developing Ineffective

D. Monitoring, Assessment, and Follow-Up:

Highly Effective Effective Developing Ineffective

E. Family and Community Outreach:

Highly Effective Effective Developing Ineffective

F. Professional Responsibilities:

Highly Effective Effective Developing Ineffective

OVERALL RATING:

Highly Effective Effective Developing Ineffective

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY TEACHER:

Principal's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)