

Ravena-Coeymans-Selkirk Central Schools

Annual Performance Review for UPK Teachers

Name: _____ Date: _____

Position: _____ Building: _____

Administrator: _____

APR for school year: _____ - _____

Probationary only	
Certification (specify area)	
<input type="checkbox"/>	transitional or initial
<input type="checkbox"/>	provisional
<input type="checkbox"/>	professional
<input type="checkbox"/>	permanent
Date Hired	Anticipated Tenure Date
<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>

ASSIGNMENT (INCLUDE GRADE-LEVEL AND/OR SUBJECT)

SPECIAL ASSIGNMENT(S) AND/OR RESPONSIBILITIES

Tenured				
List the date, time, and subject for which this staff member has been observed.				
	Pre	Observation	Post	Subject
1.	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Probationary				
	Pre	Observation	Post	Subject
2.	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
3.	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>

Evaluator, do you recommend that this staff member continue in the RCS School District?

Yes

Provisionally, based on completion of the proposed activities and improvement in the areas documented below

No

PURPOSE OF ANNUAL PERFORMANCE REVIEW

The purpose of this annual performance review is to help improve performance or potential for performance by assessing strengths and identifying areas for improvement and growth.

GENERAL DIRECTIONS

This review, when completed, is to be discussed at a conference with the staff member and evaluator. A copy of the proposed review should be provided no later than two school days prior to the conference. Further, a maximum of five school days should be given to the teacher, following the conference, to respond in writing if so desired.

A personal copy of this review, in its completed state, is to be provided to the staff member when it becomes part of the teacher's personnel file. All correspondence related to this review should be included with the original document when it is filed.

Pre-K teachers will utilize the currently agreed upon APPR MOA Teacher Observation Scoring Worksheet for a formal announced observation ("Form B" for Teachers) and Evidence Binder elements and End of Year Self-Reflection ("Form C" for teachers). Pre-K teachers will also complete Pre-Conference and Post-Conference questions that need to be submitted to the evaluator no later than one (1) school day prior to his/her pre and post conferences respectively. There will be no unannounced observations for Pre-K teachers. The average of these combined elements will equal 100% of the each pre-K teacher's APR score.

QUESTIONS FOR PRE-CONFERENCE MEETING Revised 2014

QUESTIONS	ANSWERS
How were the objectives established? What data and sources informed their selection?	
How will the teacher know and how will students demonstrate achievement of the instructional objectives?	
How does the lesson plan connect other learning opportunities?	
How do those strategies promote high levels of cognition?	
How is this lesson organized to address short- and long-term learning objectives?	
How has student achievement data informed the instruction, and how does this lesson specifically address the identified student?	
How will instruction be differentiated to meet the needs of all students?	
What is the pre- and post-requisite knowledge related to this lesson?	
What misconceptions may students have related to this topic?	
How might these learning obstacles be addressed?	
How will student learning be assessed, including both formative and summative assessments?	
How might instruction be modified if students have not demonstrated the expected level of understanding during the lesson?	

QUESTIONS FOR POST-CONFERENCE MEETING Revised 2014

QUESTIONS	ANSWERS
As you reflect on the lesson, were the students cognitively engaged in the work? How do you know?	
How did the instructional strategies you chose support student learning? How do you know?	
What have you done to promote a culture for learning in your classroom?	
Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how, and for what reason?	

Form B: Pre-K Teacher Observation Scoring Worksheet

Teacher:

Date:

Subject:

Time:

Evaluator:

Element	Evaluator Evidence/Notes	HEDI Scoring				Teacher Comments/Responses
		Highly Effective	Effective	Developing	Ineffective	
		4	3	2	1	
2.1 Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3 Teachers use a broad range of instructional strategies to make subject matter accessible.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5 Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.1 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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 Teachers communicate clearly and accurately with students to maximize their understanding and learning.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Element	Evaluator Evidence/Notes	HEDI Scoring				Teacher Comments/Responses
		Highly Effective	Effective	Developing	Ineffective	
		4	3	2	1	
3.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2 Teachers create an intellectually challenging and stimulating learning environment.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3 Teachers manage the learning environment for the effective operation of the classroom.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.1 Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Key

- 4 Highly Effective** means well advanced in the profession showing through evidence of improved professional practice; utilizes ongoing professional development and reflection.
- 3 Effective** means more advanced in a profession; it implies a competence derived from training and practice.
- 2 Developing** means having requisite or adequate ability or qualities of knowledge or skill.
- 1 Ineffective** means lacking in necessary knowledge and/or required demonstration of skill.

Overall Score (check one): 4 3 2 1

HEDI Rating (check one): Highly Effective Effective Developing Ineffective

Additional comments by evaluator (if needed):

Additional comments by staff member (if needed):

Probationary Only

Identified area(s) in need of improvement:

Suggestions for improvement:

Date	Proposed Activity	Documentation of Progress/Improvement

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Administrator Signature

Date

Staff Member Signature*

Date

* The signature of the staff member indicates that he/she has read this review and has knowledge of, but not necessarily agreement with, its content

Form C: Evidence Binder Pre-K Teacher

Element	Evaluator Evidence/Notes	HEDI Scoring				Teacher Comments/Responses
		Highly Effective	Effective	Developing	Ineffective	
		4	3	2	1	
1.1 Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 & 7.4 Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes./ Utilize professional resources		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3 Teachers demonstrate knowledge of and are responsive to diverse learning needs, interests, and experiences of all students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4, 6.2 & 6.3 Teachers acquire knowledge of individual students, families, guardians, and/or caregivers to enhance student learning./ Culture that supports high expectations for student learning.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5 & 6.1 Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

1.6 Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.1& 7.2 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth. Teachers set goals.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Overall Score (check one): 4 3 2 1

HEDI Rating (check one): Highly Effective Effective Developing Ineffective

End of Year Self Reflection

(Each response should not exceed 250 words)

How did the objectives and activities/strategies improve my practice and increase learning for all students, particularly the performance of students with disabilities, underachieving populations and/or the performance of high performing students?

How did changes in curriculum or developments in my content area contribute to my professional growth as a teacher and were you able to incorporate what you learned into your teaching and professional practice?

What resources, strategies/skills, or support is necessary for me to make professional growth?

Staff member, in this space, please identify your professional development goal for the coming year (probationary goals should be developed in collaboration with the evaluator).

Administrator Signature

Date

Staff Member Signature*

Date

* The signature of the staff member indicates that he/she has read this review and has knowledge of, but not necessarily agreement with, its content