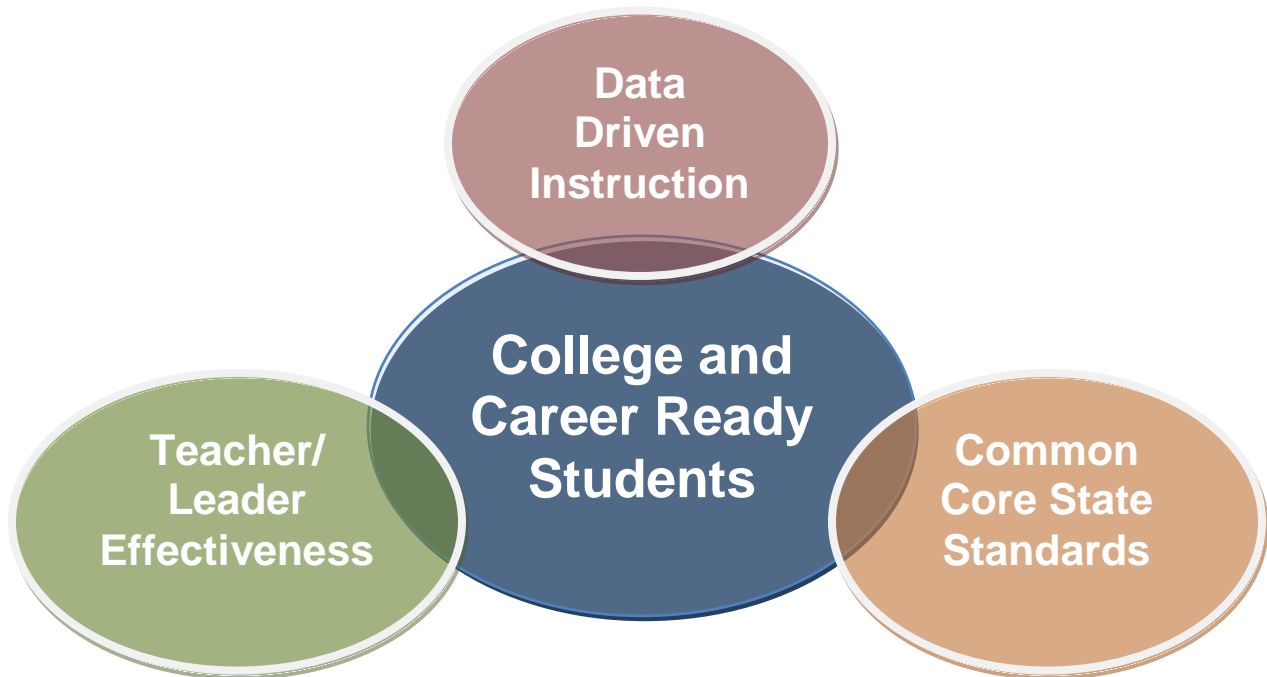


# **ANNUAL PROFESSIONAL PERFORMANCE REVIEW**



*Depew Union Free School District  
591 Terrace Blvd., Depew, New York 14043*



## ***Mission Statement:***

***Challenge and inspire students to achieve at the highest level and become responsible citizens***

Approved by Board of Education: June 19, 2012

# **Table of Contents**

Acknowledgements	Page 3
Depew Union Free School District APPR Plan	Page 4
APPR Due Dates For Staff	Page 5
Required Components	Page 6
<b>I. 60 Points Multiple Measure</b>	Page 7-8
Professional (SMART) Goal (Due October 1 <sup>st</sup> )	Page 9
Professional Goal Reflection Form (Due May 15 <sup>th</sup> )	Page 10-11
Expectation for Quality Instruction	Page 12
Walkthrough: Minimum 20 Minutes	Page 13
Lesson Plan Template	Page 14
Pre Observation Conference Form	Page 15
Post Observation Conference Form	Page 16
Professional Responsibilities – Staff	Page 17-18
<b><u>CLASSROOM TEACHERS:</u></b>	
– Pre Observation Conference Summary	Page 19-21
– Classroom Observation Report	Page 22-25
– Post Observation Summary	Page 26
– Professional Responsibilities – Administrator Rubric	Page 27-29
<b><u>SPECIAL AREA STAFF REPORTS:</u></b>	
• Instructional Specialist	
– Pre Observation Conference Summary	Page 30
– Observation Report	Page 31-32
– Post Observation Summary	Page 33
– Professional Responsibilities – Administrator Rubric	Page 34-35
• Library Media Specialist	
– Pre Observation Conference Summary	Page 36
– Observation Report	Page 37-38
– Post Observation Summary	Page 39
– Professional Responsibilities – Administrator Rubric	Page 40-41
• Psychologist	
– Pre Observation Conference Summary	Page 42
– Observation Report	Page 43-44
– Post Observation Summary	Page 45
– Professional Responsibilities – Administrator Rubric	Page 46-47

• School Counselor	
– Pre Observation Conference Summary	Page 48
– Observation Report	Page 49-50
– Post Observation Summary	Page 51
– Professional Responsibilities – Administrator Rubric	Page 52-53
• School Nurse	
– Pre Observation Conference Summary	Page 54
– Observation Report	Page 55-56
– Post Observation Summary	Page 57
– Professional Responsibilities – Administrator Rubric	Page 58-59
• Speech	
– Pre Observation Conference Summary	Page 60
– Observation Report	Page 61-62
– Post Observation Summary	Page 63
– Professional Responsibilities – Administrator Rubric	Page 64-65
APPR Scoring Bands for the 60 Points Multiple Measures	Page 66-67

<b>II. Student Learning Objectives (20-25 Points)</b>	Page 68
• SLO Template	Page 69-70
• Guideline to the Development of Quality SLO Elements	Page 71-74
• Student Growth Target Setting Worksheet	Page 75-76
<b>III. Local Measure of Student Achievement (15-20 points)</b>	Page 77-78
<b>IV. Teacher Improvement Plan</b>	Page 79-83
<b>V. APPR Appeals Process</b>	Page 84-85
<b>VI. My Learning Plan/OASYS Tutorial</b>	Page 86-90

## Acknowledgments

The development of the Depew Union Free School District Annual Professional Performance Review (APPR) has been a collaborative effort. The teachers, administration and Board of Education of Depew UFSD commit to developing and supporting quality instruction for all students. The Annual Professional Performance Review was designed and developed by a team of individuals which includes:

**Marcia Andolina**

Teacher, Cayuga Heights Elementary

**Michelle Kudla**

Acting Principal, Cayuga Heights Elementary

**Joseph D'Amato**

Principal, Depew Middle School

**Jeffrey R. Rabey**

Superintendent of Schools

**Susan Frey**

Assistant Superintendent for Curriculum,  
Instruction and Personnel

**Janet Reinhart**

Teacher, Cayuga Heights Elementary

**Janet Gajewski**

Director, Special Education

**Carol Townsend**

Principal, Depew High School

**Leslie Gracz**

Teacher, Depew Middle School

**Kathleen Ward**

President, Depew Teachers Organization


**Steven Kolbert**

Teacher, Depew High School

**Gina Zawistowski**

Teacher, Depew High School

**Approved by:**

  
**Jeffrey R. Rabey**  
Superintendent of Schools

  
**Janet Reinhart**  
DTO Chief Negotiator

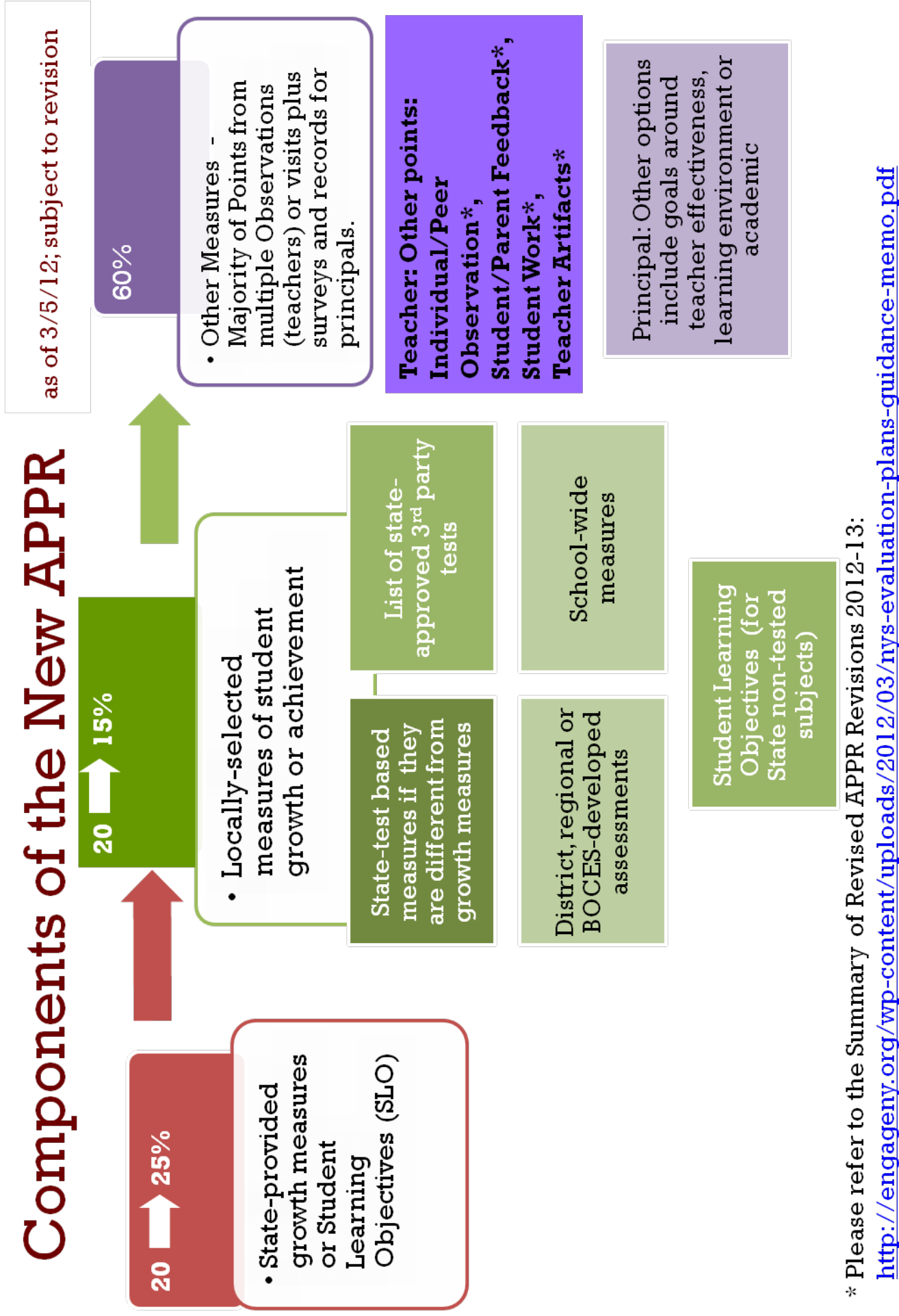
# Depew Union Free School District APPR Plan

<b>APPR Components:</b> Total Composite Effective Score (CES) out of 100		<b>District Plan</b>	<b>APPR Committee Progress</b>
<b>60% Other</b>	Teacher practice rubric <b>Allocation of 60-point selection</b>	Danielson- Enhancing Professional Practice: A Framework for Teaching <b>5 Points:</b> Professional Goal/Reflection on Achievement of Goal (Due Oct 15) <b>50 Points:</b> Observation: 10 Points Pre/Post Conference 40 Points Classroom Observation Domains 1,2 and 3 (NY Teaching Standards 1,2,3,4 and 5) <b>5 Points</b> Professional Growth/Responsibilities Domain 4 (NY Teaching Standard 7)	Point Allocation and Rubric agreed upon April 2012  As per NYSED regulation, one observation must be unannounced. (See unannounced Walkthrough on Page 13)
<b>Local Measure (20%)</b>	Locally selected measure	<b>Single District Measure of Achievement</b> School-wide measure based on NYS ELA and NYS Math Performance Index and HS Graduation Rate (from NYS Report Card)	Agreed Upon May 2012
<b>State Growth (20%)</b>	STATE PROVIDES FOR ELA/MATH 4-8 SLOs for all other teachers		Process in place as per SED guidelines, training will occur for SLO target setting
<b>TIP process</b>	Document being reviewed by APPR committee		Agreed Upon May 2012
<b>Appeal Process</b>	Document being reviewed by APPR committee		Agreed Upon May 2012

## 2012-13 APPR Due Dates

<b>Item</b>	<b>Due Date</b>
<b>Professional Goal</b>	<b>October 15, 2012</b>
<b>Unannounced Walkthrough</b>	<b>To be completed by administrator by December 2012</b>
<b>Professional Responsibilities</b>	<b>May 15, 2013 (teacher info to administrator) June 1, 2013 (administrator completes Summative rubric - Domain 4)</b>
<b>Formal Observation cycle, including Post Observation</b>	<b>May 15, 2013</b>
<p style="text-align: center;"><b>Professional Goal Reflection</b></p> <p style="text-align: center;">Submit whatever evidence you have showing goal was completed. Files can be uploaded on the bottom of reflection form</p>	<b>June 1, 2013</b>

# Components of the New APPR



\* Please refer to the Summary of Revised APPR Revisions 2012-13:

<http://engageny.org/wp-content/uploads/2012/03/nys-evaluation-plans-guidance-memo.pdf>

## Step 1: Select a teacher practice rubric from the State-approved list or apply for a variance.

Does the district already use a rigorous rubric for teacher evaluation or wish to apply to use a new, innovative rubric?

No

Yes  
Your district can apply for a rubric variance if it already has made a significant time and financial investment in the rubric and can demonstrate a history of effectiveness in differentiating teachers into multiple categories **or** if your district wishes to use a new, innovative rubric.

More information about the rubric variance process:  
<http://usny.nysed.gov/rttt/teachers-leaders/rubricvariance/>

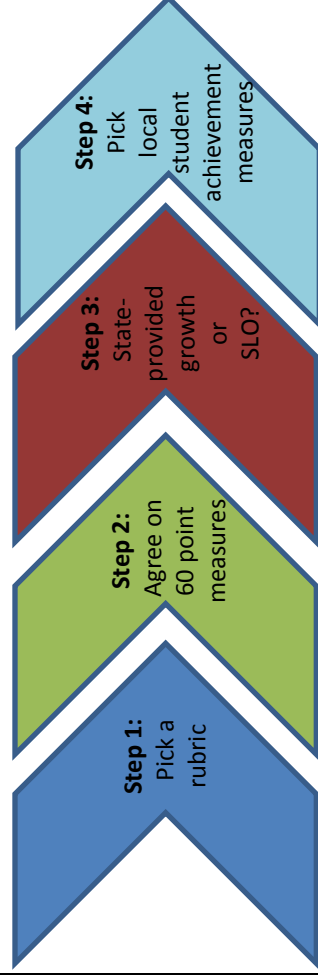
Choose a rubric from the State-approved list.

The list of rubrics can be found here and will be updated if new rubrics are approved:

<http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics>

### Keep in Mind:

- Districts should consider which rubric captures what they think is important to teacher practice.
- Some of the currently approved rubrics do not require implementation support from the provider, districts may choose to do this on their own.
- More rubrics will be added to this list on a rolling submission/approval basis.
- ↘ Collective bargaining considerations.





## Step 2: Agree on classroom observations and any additional measures in the 60 point other category.

Agree on classroom observation procedures and points (at least 31 of 60 must be conducted by principal, or other trained administrator). Are there any points left?

Yes

No

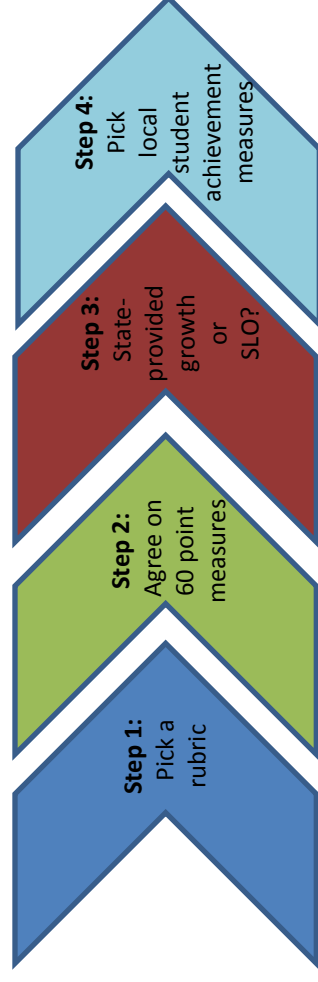
You're done with Step 2.

**Choose one or more of the following other measures of teacher practice and assess using the practice rubric:**

1. Observation(s) by trained independent evaluators
2. Observation(s) by trained in-school peer teachers
3. Feedback from students and/or parents using a State-approved survey tool
4. Structured review of lesson plans, student portfolios, and/or other teacher artifacts

### Keep in Mind:

- Multiple observations (at least two) must be conducted by principal, or other trained administrator. At least one observation must be unannounced.
- Observations may be done in different formats (i.e., they do not need to all be in-person, they can be done through video as well; there are no prescribed lengths).
- Any remaining teaching standards not addressed in classroom observation must be assessed at least once a year.
- ∞ Collective bargaining considerations.





## Professional Goal Form

**STATE YOUR PROFESSIONAL GOAL USING THE SMART GOAL FORMAT:**

- S**pecific and **S**trategic
- M**easurable
- A**chievable
- R**esults-based
- T**imebound

**STEP 1 – Write your Smart Goal here:**

**1. What did I (or my students) struggle with in the past?**

**2. What have I wanted to learn or try? Why? How will/can this benefit Depew UFSD students?**

**3. What needs improvement? What might work? And, what can I do about it?**

**STEP 2 – Describe the actions that you will be taking and articulate your rationale.**

**1. What are the specific action(s) that you will need to take in order for you to be successful?**

**2. Why is the proposed action likely to improve student success?**

**3. Do your experiences or the reading/research that you have done relate?**

**STEP 3– Describe your plan for artifact/evidence collection to demonstrate that you met the goal and how Depew UFSD students were benefited during the school year.**

**1. What evidence will you collect along the way to demonstrate your learning and/or the positive impact your goal has had for Depew students**

**STEP 4 – What artifacts/evidence will you provide that demonstrates achievement of your goal?**



## Professional Goal Reflection Form

Grade Level / Subject Area:

1. What did you learn from the Goal Setting experience?

2. Explain the impact your goal had on student learning.

3. List any evidence here or attach below to document success in achieving your goal.

4. Rate your success in meeting your professional goal?

4. Would you do things differently next time?

5. Upon Reflection, what have been your professional successes this year?

6. Please describe the ways in which you believe you might improve professionally and how you could help to improve the achievement of the Depew Union Free School District students?

**7. What are your thoughts/ideas for continuous improvement for the coming year?**

**File List**

File Name	Date Uploaded	Size		
-----------	---------------	------	--	--

# DEPEW UNION FREE SCHOOL DISTRICT

## Expectations for Quality Instruction

### 1. Classroom management

- Active student engagement
- Classroom rules posted/evident

### 2. Content planning

- Learning goals and/or essential questions are posted in the classroom
- Learning objectives are aligned to the standards
- Vocabulary word walls are posted in classroom
- A review of previous content is evident
- Teacher questioning encourages students to think at higher levels of Blooms taxonomy

### 3. Instruction

- Explicit instructional strategies are evident
- Instruction actively engages students in learning
- Teacher adjusts lesson based on students' response/understanding of material

### 4. Assessment for learning

- Teacher clearly describe the lesson's learning target
- Student is able to restate learning target in their own words
- Teacher effectively uses checks for understanding to gauge how well students are learning content
- Formative measures are used to assess learning and redirect instruction

# Walkthrough (Minimum 20 Minutes)

<p><b>CLASSROOM MANAGEMENT:</b></p> <p>Were classroom interruptions handled appropriately?</p> <p style="text-align: center;"><input type="radio"/> Yes <input type="radio"/> No</p> <p>Were appropriate strategies used to direct off-task behavior?</p> <p style="text-align: center;"><input type="radio"/> Yes <input type="radio"/> No</p> <p>Were expectations clearly posted or stated?</p> <p style="text-align: center;"><input type="radio"/> Yes <input type="radio"/> No</p> <p>Was respect shown toward teacher and other students?</p> <p style="text-align: center;"><input type="radio"/> Yes <input type="radio"/> No</p>	<p><b>INSTRUCTION:</b></p> <p><i>Check which of the following teaching practices were present (appropriate) or needs improvement:</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 5%;">CHECK</th> <th style="width: 45%;">PRACTICE/ACTIVITY</th> <th style="width: 10%;">APPROPRIATE</th> <th style="width: 10%;">NEEDS IMPROVEMENT</th> </tr> </thead> <tbody> <tr><td><input type="checkbox"/></td><td>1. Beginning routine</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td>2. Stories</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td>3. Thinking prompts</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td>4. Cooperative learning</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td>5. Experimental learning</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td>6. Labs</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td>7. Seat work</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td>8. Direct instruction</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 5%;">CHECK</th> <th style="width: 45%;">PRACTICE/ACTIVITY</th> <th style="width: 10%;">APPROPRIATE</th> <th style="width: 10%;">NEEDS IMPROVEMENT</th> </tr> </thead> <tbody> <tr><td><input type="checkbox"/></td><td> </td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td> </td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td> </td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td> </td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td> </td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td> </td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td> </td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td> </td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th colspan="2" style="text-align: center;"><i>Individual Questions</i></th> </tr> <tr> <th style="width: 50%;"># OF STUDENTS</th> <th style="width: 50%;"># ANSWERING</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;"><i>Group Questions</i></th> </tr> <tr> <th style="width: 50%;"># OF STUDENTS</th> <th style="width: 50%;"># ANSWERING</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	CHECK	PRACTICE/ACTIVITY	APPROPRIATE	NEEDS IMPROVEMENT	<input type="checkbox"/>	1. Beginning routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Thinking prompts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Cooperative learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Experimental learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Labs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Seat work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Direct instruction	<input type="checkbox"/>	<input type="checkbox"/>	CHECK	PRACTICE/ACTIVITY	APPROPRIATE	NEEDS IMPROVEMENT	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<i>Individual Questions</i>		# OF STUDENTS	# ANSWERING			<i>Group Questions</i>		# OF STUDENTS	# ANSWERING		
CHECK	PRACTICE/ACTIVITY	APPROPRIATE	NEEDS IMPROVEMENT																																																																																		
<input type="checkbox"/>	1. Beginning routine	<input type="checkbox"/>	<input type="checkbox"/>																																																																																		
<input type="checkbox"/>	2. Stories	<input type="checkbox"/>	<input type="checkbox"/>																																																																																		
<input type="checkbox"/>	3. Thinking prompts	<input type="checkbox"/>	<input type="checkbox"/>																																																																																		
<input type="checkbox"/>	4. Cooperative learning	<input type="checkbox"/>	<input type="checkbox"/>																																																																																		
<input type="checkbox"/>	5. Experimental learning	<input type="checkbox"/>	<input type="checkbox"/>																																																																																		
<input type="checkbox"/>	6. Labs	<input type="checkbox"/>	<input type="checkbox"/>																																																																																		
<input type="checkbox"/>	7. Seat work	<input type="checkbox"/>	<input type="checkbox"/>																																																																																		
<input type="checkbox"/>	8. Direct instruction	<input type="checkbox"/>	<input type="checkbox"/>																																																																																		
CHECK	PRACTICE/ACTIVITY	APPROPRIATE	NEEDS IMPROVEMENT																																																																																		
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>																																																																																		
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>																																																																																		
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>																																																																																		
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>																																																																																		
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>																																																																																		
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>																																																																																		
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>																																																																																		
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>																																																																																		
<i>Individual Questions</i>																																																																																					
# OF STUDENTS	# ANSWERING																																																																																				
<i>Group Questions</i>																																																																																					
# OF STUDENTS	# ANSWERING																																																																																				

**CONTENT PLAN**

	Yes	No	N/A
9. Teacher explains what will be learned/taught today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Teacher explains why the day's learning is important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Teacher explains what students need to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Teacher explains how lesson fits into a larger unit plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. There is evidence teacher has a plan for the unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. There is evidence of a vocabulary word wall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ASSESSMENT FOR LEARNING**

	Yes	No	N/A
15. Teacher uses informal assessment at least twice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. All students respond to informational assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>COMMENTS:</b>
------------------



## Lesson Plan Template

Date:

Time:

By participating fully in this class, learner will be able to:

Materials, Resources, etc

Which Standard:

Anticipatory Set/Warm Up:

Teaching/ Instructional Process (Input, modeling, checking for understanding):

Guided Practice/monitoring:

Closure/Reflect:

Evidence of Learning (Assessment ) / Independent Practice:

Notes & Checks:



## Pre-Observation Conference

1. What is the content for today's lesson? Where is it in the unit for this subject?

2. What is the big idea (essential questions) for today's lesson or unit? In other words, what one thing would you want your students to remember about this unit one year from now?

3. What will the students "be doing" during the class period (active learning/engagement)?

4. How will students know the criteria for success and how will you measure it?

5. What type of data or feedback will you provide to help students understand if they are successful?

6. What will you bring to the post observation conference as an artifact of the students' learning (student work) that will demonstrate the extent to which learning occurred?

### File List

File Name	Date Uploaded	Size		
-----------	---------------	------	--	--





## Post Observation Conference

1. What learning took place? (Were essential questions answered?)

2. How do you know that the intended learning took place? What artifact (student work) did you bring?

3. Of the multiple strategies you used, which were the most successful and why?

4. Were your students successful based on the criteria you developed? (Please explain.)

5. In reflecting on this lesson, what adjustments could be made to improve its effectiveness?

6. How can you demonstrate that you continually review and improve your professional practice? (Reflective Practice)

### File List

File Name	Date Uploaded	Size		
-----------	---------------	------	--	--



## PROFESSIONAL RESPONSIBILITIES (Staff)

List all the professional activities you have been involved in this school year. This information will assist in the completion of your annual evaluation. Please submit by May 15th to your principal/administrator.

### 1. School/District Committees

### 2. Leadership roles:

### 3. Extracurricular/Advisor

### 4. Service to School/Participation in School or District Projects

### 5. Conferences/Professional Meetings/Workshops attended

### 6. Professional Org. Memberships

### 7. Professional Development Activities (i.e. curriculum work, shadowing, mentoring)

**8. Communication with parents/families**

File List				
File Name	Date Uploaded	Size		



## Pre Observation Conference Summary (Administrator)

Date:

### 1a Demonstrating Knowledge of Content and Pedagogy

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Knowledge of content and the structure of the discipline</b>	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
<a href="#">Enter Notes</a>				
<b>Knowledge of prerequisite relationships</b>	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
<a href="#">Enter Notes</a>				
<b>Knowledge of content-related pedagogy</b>	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

### 1b Demonstrating Knowledge of Student

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Knowledge of child and adolescent development</b>	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
<b>Knowledge of the learning process</b>	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
<b>Knowledge of students' skills, knowledge, and language proficiency</b>	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
<b>Knowledge of students' interests and cultural heritage</b>	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
<b>Knowledge of students' special needs</b>	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

### 1c. Setting Instructional Outcome

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Value, sequence, and alignment</b>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
<b>Clarity</b>	Outcomes are either not clear or	Outcomes are only moderately	All the instructional outcomes	All the outcomes are clear,

	are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	are clear, written in the form of student learning. Most suggest viable methods of assessment.	written in the form of student learning, and permit viable methods of assessment.
<b>Balance</b>	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
<b>Suitability for diverse learners</b>	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

### 1d. Demonstrating Knowledge of Resources

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Resources for classroom use</b>	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<b>Resources to extend content knowledge and pedagogy</b>	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<b>Resources for students</b>	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

### 1e. Designing Coherent Instruction

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Learning activities</b>	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners
<b>Instructional materials and resources</b>	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student adapting materials.
<b>Instructional groups</b>	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
<b>Lesson and unit structure</b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

### 1f. Designing Student Assessments

Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Congruence with instructional outcomes</b>	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students,

				as needed.
<b>Criteria and standards</b>	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
<b>Design of formative assessments</b>	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
<b>Use for planning</b>	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

**Comments:**



## Classroom Observation Report

Time Period:

Subject Area:

Script of Lesson:

### 2a. Creating Environment of Respect and Rapport

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Teacher interaction with students</b>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
<a href="#">Enter Notes</a>				
<b>Student interactions with other students</b>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
<a href="#">Enter Notes</a>				

### 2b Establishing a Culture for Learning

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Importance of the content</b>	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
<a href="#">Enter Notes</a>				
<b>Expectations for learning and achievement</b>	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
<a href="#">Enter Notes</a>				
<b>Student pride in work</b>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.
<a href="#">Enter Notes</a>				

### 2c. Managing Classroom procedures

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Management of instructional groups</b>	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
<a href="#">Enter Notes</a>				
<b>Management of transitions</b>	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
<a href="#">Enter Notes</a>				
<b>Management of materials and supplies</b>	Materials and supplies are handled inefficiently, resulting in significant loss of instructional	Routines for handling materials and supplies function moderately well, but with some	Routines for handling materials and supplies occur smoothly, with little loss of instructional	Routines for handling materials and supplies are seamless, with students assuming some

	time.	loss of instructional time.	time.	operation.
	<a href="#">Enter Notes</a>			
<b>Performance of noninstructional duties</b>	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
	<a href="#">Enter Notes</a>			
<b>Supervision of volunteers and paraprofessionals</b>	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.
	<a href="#">Enter Notes</a>			

## 2d. Managing Student Behavior ▲

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Expectations</b>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
	<a href="#">Enter Notes</a>			
<b>Monitoring of student behavior</b>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
	<a href="#">Enter Notes</a>			
<b>Response to student misbehavior</b>	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
	<a href="#">Enter Notes</a>			

## 3a. Communicating with Students. ▲

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Expectations for learning</b>	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
	<a href="#">Enter Notes</a>			
<b>Directions and procedures</b>	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
	<a href="#">Enter Notes</a>			
<b>Explanations of content</b>	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
	<a href="#">Enter Notes</a>			
<b>Use of oral and written language</b>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.
	<a href="#">Enter Notes</a>			

## 3b. Using Questioning and Discussion Techniques. ▲

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Quality of questions</b>	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
	<a href="#">Enter Notes</a>			
<b>Discussion techniques</b>	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
	<a href="#">Enter Notes</a>			



<b>Student participation</b>	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.
<a href="#">Enter Notes</a>				

### 3c Engaging Students in Learning. ▲

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Activities and assignments</b>	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
<a href="#">Enter Notes</a>				
<b>Grouping of students</b>	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
<a href="#">Enter Notes</a>				
<b>Instructional materials and resources</b>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
<a href="#">Enter Notes</a>				
<b>Structure and pacing</b>	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.
<a href="#">Enter Notes</a>				

### 3d. Using Assessments in Instructions ▲

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Assessment criteria</b>	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
<a href="#">Enter Notes</a>				
<b>Monitoring of student learning</b>	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
<a href="#">Enter Notes</a>				
<b>Feedback to students</b>	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
<a href="#">Enter Notes</a>				
<b>Student self- assessment and monitoring of progress</b>	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.
<a href="#">Enter Notes</a>				

### 3e Demonstrating Flexibility and Responsiveness ▲

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Lesson adjustment</b>	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
<a href="#">Enter Notes</a>				
<b>Response to students</b>	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
<a href="#">Enter Notes</a>				
<b>Persistence</b>	When a student has difficulty learning, the teacher either	Teacher accepts responsibility for the success of all students	Teacher persists in seeking approaches for students who	Teacher persists in seeking 24 effective approaches for

gives up or blames the student or the student's home environment.

but has only a limited repertoire of instructional strategies to draw on.

have difficulty learning, drawing on a broad repertoire of strategies.

students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

[Enter Notes](#)

**Overall Evaluator's Comments:**



## Post Observation Summary (Administrator)

Date:

### 4a. Reflecting on Teaching

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Accuracy</b>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
	<a href="#">Enter Notes</a>			
<b>Use in future teaching</b>	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
	<a href="#">Enter Notes</a>			

**Comments:**



## PROFESSIONAL RESPONSIBILITIES TEACHER (Admin)

### Professional Development History

Activity	Form	Hours	Credits	Completed	Recommended
NONE					

### Text Field Summary

NONE
------

### 4b Maintaining Accurate Records

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Student completion of assignments</b>	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
<b>Student progress in learning</b>	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
<b>Noninstructional records</b>	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.

### 4c. Communicating with Families

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Information about the instructional program</b>	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in pre-paring materials for their families.
<b>Information about individual students</b>	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
<b>Engagement of families in the instructional program</b>	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

### 4d. Participating in a Professional Community

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Relationships with colleagues</b>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
<b>Involvement in a culture of professional inquiry</b>	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
<b>Service to the school</b>	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.

**Participation in school and district projects**

Teacher avoids becoming involved in school and district projects.

Teacher participates in school and district projects when specifically asked.

Teacher volunteers to participate in school and district projects, making a substantial contribution.

Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

**4e. Growing and Developing Professionally.**

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Enhancement of content knowledge and pedagogical skill</b>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
<b>Receptivity to feedback from colleagues</b>	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
<b>Service to the profession</b>	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

**4f. Showing Professionalism.**

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>Integrity and ethical conduct</b>	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.

**1. School/District Committees****2. Leadership roles:****3. Extracurricular/Advisor****4. Service to School/Participation in School or District Projects****5. Conferences/Professional Meetings/Workshops attended**

Empty rectangular box at the top of the page.

**6. Professional Org. Memberships**

Large empty rectangular box for entering information about professional organization memberships.

**7. Professional Development Activities (i.e. curriculum work, shadowing, mentoring)**

Large empty rectangular box for entering information about professional development activities.

**8. Communication with parents/families**

Large empty rectangular box for entering information about communication with parents/families.



## Instructional Specialists Pre Observation Conference Summary (Administrator)

Date:

### Instructional Specialist: Planning

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>Ia: Demonstrating knowledge of current trends in specialty area and professional development</b>	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
<a href="#">Enter Notes</a>				
<b>Ib: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program</b>	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
<a href="#">Enter Notes</a>				
<b>Ic: Establishing goals for the instructional support program appropriate to the setting and the teachers served</b>	Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
<a href="#">Enter Notes</a>				
<b>Id: Demonstrating knowledge of resources, both within and beyond the school and district</b>	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
<a href="#">Enter Notes</a>				
<b>Ie: Planning the instructional support program, integrated with the overall school program</b>	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
<a href="#">Enter Notes</a>				
<b>If: Developing a plan to evaluate the instructional support program</b>	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
<a href="#">Enter Notes</a>				

Comments:

A signature represents that you received and read the report.

Clicking the Acknowledgment Button is equivalent to an electronic signature.



## Instructional Specialist Observation Report

Date:

Time Period:

Subject Area:

**Script of Lesson:**

### Instructional Specialist: The Environment

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>2a: Creating an environment of trust and respect</b>	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.
<a href="#">Enter Notes</a>				
<b>2b: Establishing a culture for ongoing instructional improvement</b>	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
<a href="#">Enter Notes</a>				
<b>2c: Establishing clear procedures for teachers to gain access to instructional support</b>	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.
<a href="#">Enter Notes</a>				
<b>2d: Establishing and maintaining norms of behavior for professional interactions</b>	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
<a href="#">Enter Notes</a>				
<b>2e: Organizing physical space for workshops or training</b>	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.
<a href="#">Enter Notes</a>				

**Overall Evaluator's Comments:**

### Instructional Specialist: Delivery of Service

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>3a: Collaborating with teachers in the design of instructional units and lessons</b>	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.



		<u>Enter Notes</u>		
<b>3b: Engaging teachers in learning new instructional skills</b>	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas, for growth.
	<u>Enter Notes</u>			
<b>3c: Sharing expertise with staff</b>	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.
	<u>Enter Notes</u>			
<b>3d: Locating resources for teachers to support instructional improvement</b>	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
	<u>Enter Notes</u>			
<b>3e: Demonstrating flexibility and responsiveness</b>	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.
	<u>Enter Notes</u>			

**Overall Evaluator's Comments:**

**A signature represents that you received and read the report.**

**Clicking the Acknowledgment Button is equivalent to an electronic signature.**



## Instructional Specialist Post Observation Summary (Administrator)

Date:  

### Instructional Specialist: 4a

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>4a: Reflecting on practice</b>	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective with-out citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.

[Enter Notes](#)

Comments:

**A signature represents that you received and read the report.**

**Clicking the Acknowledgment Button is equivalent to an electronic signature.**



## PROFESSIONAL RESPONSIBILITIES Instructional Spec. (Admin)

### Professional Development History

Activity	Form	Hours	Credits	Completed	Recommended
NONE					

### Text Field Summary

NONE
------

### Instructional Specialist: Professional Responsibility

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>4b: Preparing and submitting budgets and reports</b>	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
<a href="#">Enter Notes</a>				
<b>4c: Coordinating work with other instructional specialists</b>	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
<a href="#">Enter Notes</a>				
<b>4d: Participating in a professional community</b>	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
<a href="#">Enter Notes</a>				
<b>4e: Engaging in professional development</b>	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
<a href="#">Enter Notes</a>				
<b>4f: Showing professionalism, including integrity and confidentiality</b>	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.
<a href="#">Enter Notes</a>				

### 1. School/District Committees

### 2. Leadership roles:

### 3. Extracurricular/Advisor

**4. Service to School/Participation in School or District Projects**

**5. Conferences/Professional Meetings/Workshops attended**

**6. Professional Org. Memberships**

**7. Professional Development Activities (i.e. curriculum work, shadowing, mentoring)**

**8. Communication with parents/families**

**A signature represents that you received and read the report.  
Clicking the Acknowledgment Button is equivalent to an electronic signature.**



## LMS Pre Observation Conference Summary (Administrator)

Date:

### LMS: Planning and Preparation

Criteria	Ineffective	Developing	Efficient	Highly Efficient
<b>1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology</b>	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
<a href="#">Enter Notes</a>				
<b>1b: Demonstrating knowledge of the school's program and student information needs within that program</b>	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
<a href="#">Enter Notes</a>				
<b>1c: Establishing goals for the library/media program appropriate to the setting and the students served</b>	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
<a href="#">Enter Notes</a>				
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan</b>	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program
<a href="#">Enter Notes</a>				
<b>1e: Planning the library/media program integrated with the overall school program</b>	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
<a href="#">Enter Notes</a>				
<b>1f: Developing a plan to evaluate the library/media program</b>	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
<a href="#">Enter Notes</a>				

Comments:

A signature represents that you received and read the report.

Clicking the Acknowledgment Button is equivalent to an electronic signature.



## Library Media Specialist Observation Report

Date:

Time Period:

Subject Area:

Script of Lesson:

LMS: The Environment

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>2a: Creating an environment of respect and rapport</b>	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
	<a href="#">Enter Notes</a>			
<b>2b: Establishing a culture for investigation and love of literature</b>	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
	<a href="#">Enter Notes</a>			
<b>2c: Establishing and maintaining library procedures</b>	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.
	<a href="#">Enter Notes</a>			
<b>2d: Managing student behavior</b>	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
	<a href="#">Enter Notes</a>			
<b>2e: Organizing physical space to enable smooth flow</b>	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.
	<a href="#">Enter Notes</a>			

Overall Evaluator's Comments:

**LMS: Delivery of Service**

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations</b>	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
<a href="#">Enter Notes</a>				
<b>3b: Collaborating with teachers in the design of instructional units and lessons</b>	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<a href="#">Enter Notes</a>				
<b>3c: Engaging students in enjoying literature and in learning information skills</b>	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
<a href="#">Enter Notes</a>				
<b>3d: Assisting students and teachers in the use of technology in the library/media center</b>	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
<a href="#">Enter Notes</a>				
<b>3e: Demonstrating flexibility and responsiveness</b>	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.
<a href="#">Enter Notes</a>				

**Overall Evaluator's Comments:**

**A signature represents that you received and read the report.**  
**Clicking the Acknowledgment Button is equivalent to an electronic signature.**



## Library Media Post Observation Summary (Administrator)

Date:  

### LMS 4a

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>4a: Reflecting on practice</b>	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.

[Enter Notes](#)

**Comments:**

**A signature represents that you received and read the report.**

**Clicking the Acknowledgment Button is equivalent to an electronic signature.**





## PROF. RESPONSIBILITIES LIBRARY MEDIA SPECIALIST (Admin)

### Professional Development History

Activity	Form	Hours	Credits	Completed	Recommended
NONE					

### Text Field Summary

NONE
------

### Library Media Specialist: Professional Responsibilities

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>4b: Preparing and submitting reports and budgets</b>	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
<a href="#">Enter Notes</a>				
<b>4c: Communicating with the larger community</b>	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
<a href="#">Enter Notes</a>				
<b>4d: Participating in a professional community</b>	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<a href="#">Enter Notes</a>				
<b>4e: Engaging in professional development</b>	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<a href="#">Enter Notes</a>				
<b>4f: Showing professionalism</b>	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.
<a href="#">Enter Notes</a>				

### 1. School/District Committees

### 2. Leadership roles:

### 3. Extracurricular/Advisor

Empty rectangular box at the top of the page.

**4. Service to School/Participation in School or District Projects**

Empty rectangular box for section 4.

**5. Conferences/Professional Meetings/Workshops attended**

Empty rectangular box for section 5.

**6. Professional Org. Memberships**

Empty rectangular box for section 6.

**7. Professional Development Activities (i.e. curriculum work, shadowing, mentoring)**

Empty rectangular box for section 7.

**8. Communication with parents/families**

Empty rectangular box for section 8.



## Psychologist Pre Observation Conference Summary (Administrator)

Date:

### Psychologists: Planning and Preparation

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students</b>	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
<a href="#">Enter Notes</a>				
<b>1b: Demonstrating knowledge of child and adolescent development and psychopathology</b>	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
<a href="#">Enter Notes</a>				
<b>1c: Establishing goals for the psychology program appropriate to the setting and the students served</b>	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
<a href="#">Enter Notes</a>				
<b>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</b>	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
<a href="#">Enter Notes</a>				
<b>1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention</b>	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
<a href="#">Enter Notes</a>				
<b>1f: Developing a plan to evaluate the psychology program</b>	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
<a href="#">Enter Notes</a>				

Comments:

A signature represents that you received and read the report.

Clicking the Acknowledgment Button is equivalent to an electronic signature.



## Psychologist Observation Report

Date:

Time Period:

Subject Area:

Script of Lesson:

### Psychologist: The Environment

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>2a: Establishing rapport with students</b>	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
<a href="#">Enter Notes</a>				
<b>2b: Establishing a culture for positive mental health throughout the school</b>	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
<a href="#">Enter Notes</a>				
<b>2c: Establishing and maintaining clear procedures for referrals</b>	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
<a href="#">Enter Notes</a>				
<b>2d: Establishing standards of conduct in the testing center</b>	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
<a href="#">Enter Notes</a>				
<b>2e: Organizing physical space for testing of students and storage of materials</b>	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.
<a href="#">Enter Notes</a>				

Overall Evaluator's Comments:

### Psychologists: Delivery of Service

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>3a: Responding to referrals; consulting with teachers and administrators</b>	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.

[Enter Notes](#)

<b>3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines</b>	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
<a href="#">Enter Notes</a>				
<b>3c: Chairing evaluation team</b>	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.
<a href="#">Enter Notes</a>				
<b>3d: Planning interventions to maximize students' likelihood of success</b>	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
<a href="#">Enter Notes</a>				
<b>3e: Maintaining contact with physicians and community mental health service providers</b>	Psychologist declines to maintain contact with physicians and community mental health service providers	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
<a href="#">Enter Notes</a>				
<b>3f: Demonstrating flexibility and responsiveness</b>	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.
<a href="#">Enter Notes</a>				

**Overall Evaluator's Comments:**

**A signature represents that you received and read the report.**

**Clicking the Acknowledgment Button is equivalent to an electronic signature.**



## Psychologist Post Observation Summary (Administrator)

Date:  

### Psychologist 4a

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>4a: Reflecting on practice</b>	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.

[Enter Notes](#)

Comments:

**A signature represents that you received and read the report.**

**Clicking the Acknowledgment Button is equivalent to an electronic signature.**



## PROFESSIONAL RESPONSIBILITIES Psychologist (Admin)

### Professional Development History

Activity	Form	Hours	Credits	Completed	Recommended
NONE					

### Text Field Summary

NONE
------

### Psychologist Professional Responsibilities

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>4b: Communicating with families</b>	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
<a href="#">Enter Notes</a>				
<b>4 C: Maintaining accurate records</b>	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
<a href="#">Enter Notes</a>				
<b>4d: Participating in a professional community</b>	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<a href="#">Enter Notes</a>				
<b>4e. Engaging in professional development</b>	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<a href="#">Enter Notes</a>				
<b>4f. Showing professionalism</b>	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
<a href="#">Enter Notes</a>				

### 1. School/District Committees

### 2. Leadership roles:

### 3. Extracurricular/Advisor

Empty rectangular box at the top of the page.

**4. Service to School/Participation in School or District Projects**

Empty rectangular box for section 4.

**5. Conferences/Professional Meetings/Workshops attended**

Empty rectangular box for section 5.

**6. Professional Org. Memberships**

Empty rectangular box for section 6.

**7. Professional Development Activities (i.e. curriculum work, shadowing, mentoring)**

Empty rectangular box for section 7.

**8. Communication with parents/families**

Empty rectangular box for section 8.





## School Counselor Pre Observation Conference Summary (Administrator)

Date:

### School Counselor: Planning and Preparation

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>Ia: Demonstrating knowledge of counseling theory and techniques</b>	Counselor demonstrates little understanding of counseling theory and techniques-	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
<a href="#">Enter Notes</a>				
<b>Ib: Demonstrating knowledge of child and adolescent development</b>	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
<a href="#">Enter Notes</a>				
<b>Ic: Establishing goals for the counseling program appropriate to the setting and the students served</b>	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
<a href="#">Enter Notes</a>				
<b>Id: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</b>	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
<a href="#">Enter Notes</a>				
<b>Ie: Planning the counseling program, integrated with the regular school program</b>	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program
<a href="#">Enter Notes</a>				
<b>If: Developing a plan to evaluate assigned responsibilities and activities pertinent to the counseling program</b>	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
<a href="#">Enter Notes</a>				

Comments:

A signature represents that you received and read the report.  
 Clicking the Acknowledgment Button is equivalent to an electronic signature.



## School Counselor Observation Report

Date:

Time Period:

Subject Area:

Script of Lesson:

### School Counselor: The Environment

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>2a: Creating an environment of respect and rapport</b>	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
<a href="#">Enter Notes</a>				
<b>2b: Establishing a culture for productive communication</b>	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
<a href="#">Enter Notes</a>				
<b>2c: Managing routines and procedures</b>	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
<a href="#">Enter Notes</a>				
<b>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school</b>	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
<a href="#">Enter Notes</a>				
<b>2e: Organizing physical space</b>	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
<a href="#">Enter Notes</a>				

Overall Evaluator's Comments:

### School Counselor: Delivery of Service

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>3a: Assessing student needs with formal and informal measurements and stored data</b>	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.

[Enter Notes](#)

**3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs**

Counselor's program is independent of identified student needs.

Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.

Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.

Counselor helps individual students and teachers formulate academic, personal/social, and career plans.

[Enter Notes](#)

**3c: Using counseling techniques in individual and instructional guidance programs**

Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

[Enter Notes](#)

**3d: Coordinating resources to meet departmental and student needs**

Counselor does not make connections with other programs in order to meet student needs

Counselor's efforts to coordinate services with other programs in the school are partially successful.

Counselor coordinates with other programs within the school or district to meet student needs.

Counselor coordinates with other programs and agencies both within and beyond the school or district to meet individual student needs.

[Enter Notes](#)

**3e: Demonstrating flexibility and responsiveness**

Counselor adheres to the plan or program, in spite of evidence of its inadequacy.

Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.

Counselor makes revisions in the counseling program when they are needed.

Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

[Enter Notes](#)

**Overall Evaluator's Comments:**

**A signature represents that you received and read the report.**

**Clicking the Acknowledgment Button is equivalent to an electronic signature.**



## School Counselor Post Observation Summary (Administrator)

Date:

### School Counselor: 4a

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>4a: Reflecting on practice</b>	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.

[Enter Notes](#)

**Comments:**

**A signature represents that you received and read the report.**  
 Clicking the Acknowledgment Button is equivalent to an electronic signature.



## PROFESSIONAL RESPONSIBILITIES School Counselor (Admin)

### Professional Development History

Activity	Form	Hours	Credits	Completed	Recommended
NONE					

### Text Field Summary

NONE
------

### School Counselor: Professional Responsibilities

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>4b: Maintaining records, requested documentation and reports</b>	Counselor's reports, records, and documentation are miss-ing, late, or inaccurate, result-ing in confusion.	Counselor's reports, records, and documentation are gener-ally accurate but are occasion-ally late.	Counselor's reports, records, and documentation are accu-rate and are submitted in a timely manner.	Counselor's approach to record keeping is highly sys-tematic and efficient and serves as a model for col-leagues in other schools.
<a href="#">Enter Notes</a>				
<b>4c: Communicating with families</b>	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counsel-ing program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in pro-viding information to families about the counseling program and about individual students through a variety of means.
<a href="#">Enter Notes</a>				
<b>4d: Communicating with district administration and building level colleagues</b>	Counselor provides neither information nor examples to administration or peers about programmatic, directive or assignment needs or concerns	Counselor provides limited, inaccurate or incomplete information or examples to administration or peers about programmatic, directive or assignment needs or concerns	Counselor provides thorough, accurate information or examples to administration or peers about programmatic, directive or assignment needs or concerns	Counselor provides thorough proactive ideas and strategies to administration and peers about programmatic, directive and assignment needs and concerns
<a href="#">Enter Notes</a>				
<b>4e: Engaging in professional development</b>	Counselor does not partici-pate in professional develop-ment activities even when such activities are clearly needed for die development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out oppor-tunities for professional devel-opment based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activ-ities as offering workshops to colleagues.
<a href="#">Enter Notes</a>				
<b>4f: Showing professionalism</b>	Counselor displays dishonesty in interactions with col-leagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high stan-dards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for stu-dents when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confi-dentiality and to advocate for students, taking a leadership role with colleagues.
<a href="#">Enter Notes</a>				

### 1. School/District Committees

### 2. Leadership roles:

### 3. Extracurricular/Advisor

Empty rectangular box at the top of the page.

**4. Service to School/Participation in School or District Projects**

Empty rectangular box for section 4.

**5. Conferences/Professional Meetings/Workshops attended**

Empty rectangular box for section 5.

**6. Professional Org. Memberships**

Empty rectangular box for section 6.

**7. Professional Development Activities (i.e. curriculum work, shadowing, mentoring)**

Empty rectangular box for section 7.

**8. Communication with parents/families**

Empty rectangular box for section 8.



## School Nurse Pre Observation Conference Summary (Administrator)

Date:

### School Nurse: Planning

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>1a: Demonstrating medical knowledge and skill in nursing techniques</b>	Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.
<a href="#">Enter Notes</a>				
<b>1b: Demonstrating knowledge of child and adolescent development</b>	Nurse displays little or no knowledge of child and adolescent development	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.
<a href="#">Enter Notes</a>				
<b>1c: Establishing goals for the nursing program appropriate to the setting and the students served</b>	Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.	Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.	Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.	Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues
<a href="#">Enter Notes</a>				
<b>1d: Demonstrating knowledge of government, community, and district regulations and resources</b>	Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
<a href="#">Enter Notes</a>				
<b>1e: Planning the nursing program for both individuals and groups of students, integrated with the regular school program</b>	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
<a href="#">Enter Notes</a>				
<b>1f: Developing a plan to evaluate the nursing program</b>	Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Nurse has a rudimentary plan to evaluate the nursing program.	Nurse's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
<a href="#">Enter Notes</a>				

Comments:

**A signature represents that you received and read the report.**  
**Clicking the Acknowledgment Button is equivalent to an electronic signature.**



## School Nurse Observation Report

Date:

Time Period:

Subject Area:

Script of Lesson:

### School Nurse: The Environment

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>2a: Creating an environment of respect and rapport</b>	Nurse's interactions with at least some students are negative or inappropriate.	Nurse's interactions with students are a mix of positive and negative.	Nurse's interactions with students are positive and respectful.	Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.
<a href="#">Enter Notes</a>				
<b>2b: Establishing a culture for health and wellness</b>	Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.	Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful.	Nurse promotes a culture throughout the school for health and wellness.	The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.
<a href="#">Enter Notes</a>				
<b>2c: Following health protocols and procedures</b>	Nurse's procedures for the nursing office are nonexistent or in disarray.	Nurse has rudimentary and partially successful procedures for the nursing office.	Nurse's procedures for the nursing office work effectively.	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.
<a href="#">Enter Notes</a>				
<b>2d: Supervising health associates</b>	No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor associates' activities.	Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' activities sporadically.	Nurse has established guidelines for delegated duties and monitors associates' activities.	Associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.
<a href="#">Enter Notes</a>				
<b>2e: Organizing physical space</b>	Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.	Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find.	Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized.	Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.
<a href="#">Enter Notes</a>				

Overall Evaluator's Comments:

### School Nurse: Delivery of Service

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Assessing student needs</b>	Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.
<a href="#">Enter Notes</a>				
<b>3b: Administering medications to students</b>	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication



				compliance.
	<u>Enter Notes</u>			
<b>3c: Promoting wellness through classes or classroom presentations</b>	Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.
	<u>Enter Notes</u>			
<b>3d: Managing emergency situations</b>	Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.
	<u>Enter Notes</u>			
<b>3e: Demonstrating flexibility and responsiveness</b>	Nurse adheres to the plan or program, in spite of evidence of its inadequacy.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse makes revisions in the nursing program when they are needed.	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input.
	<u>Enter Notes</u>			
<b>3f: Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs</b>	Nurse declines to collaborate with classroom teachers to develop specialized educational programs.	Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.
	<u>Enter Notes</u>			

**Overall Evaluator's Comments:**

**A signature represents that you received and read the report.**

**Clicking the Acknowledgment Button is equivalent to an electronic signature.**



## School Nurse Post Observation Summary (Administrator)

Date:  

### 4a Nurse

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>4a: Reflecting on practice</b>	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.	Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.

[Enter Notes](#)

**Comments:**

**A signature represents that you received and read the report.**  
**Clicking the Acknowledgment Button is equivalent to an electronic signature.**



## PROFESSIONAL RESPONSIBILITIES School Nurse (Admin)

### Professional Development History

Activity	Form	Hours	Credits	Completed	Recommended
NONE					

### Text Field Summary

NONE
------

### School Nurse: Professional Responsibilities

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>4b: Maintaining health records in accordance with policy and submitting reports in a timely fashion</b>	Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Nurse's reports, records, and documentation are generally accurate, but are occasionally late.	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.
<a href="#">Enter Notes</a>				
<b>4c: Communicating with families</b>	Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.
<a href="#">Enter Notes</a>				
<b>4d: Participating in a professional community</b>	Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.	Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.	Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.
<a href="#">Enter Notes</a>				
<b>4e: Engaging in professional development</b>	Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	Nurse's participation in professional development activities is limited to those that are convenient or are required.	Nurse seeks out opportunities for professional development based on an individual assessment of need.	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<a href="#">Enter Notes</a>				
<b>4f: Showing professionalism</b>	Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
<a href="#">Enter Notes</a>				

### 1. School/District Committees

### 2. Leadership roles:

### 3. Extracurricular/Advisor

Empty rectangular box at the top of the page.

**4. Service to School/Participation in School or District Projects**

Empty rectangular box for section 4.

**5. Conferences/Professional Meetings/Workshops attended**

Empty rectangular box for section 5.

**6. Professional Org. Memberships**

Empty rectangular box for section 6.

**7. Professional Development Activities (i.e. curriculum work, shadowing, mentoring)**

Empty rectangular box for section 7.

**8. Communication with parents/families**

Empty rectangular box for section 8.



## Speech Therapist Pre Observation Conference Summary (Administrator)

Date:

### Therapeutic Specialists: Planning and Preparation

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>1a. Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license</b>	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
<a href="#">Enter Notes</a>				
<b>1b. Establishing goals for the therapy program appropriate to the setting and the students served</b>	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
<a href="#">Enter Notes</a>				
<b>1c. Demonstrating knowledge of district, state, and federal regulations and guidelines</b>	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
<a href="#">Enter Notes</a>				
<b>1d. Demonstrating knowledge of resources, both within and beyond the school and district</b>	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
<a href="#">Enter Notes</a>				
<b>1e. Planning the therapy program, integrated with the regular school program, to meet the needs of individual students</b>	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
<a href="#">Enter Notes</a>				
<b>1f. Developing a plan to evaluate the therapy program</b>	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
<a href="#">Enter Notes</a>				

Comments:

**A signature represents that you received and read the report.**  
**Clicking the Acknowledgment Button is equivalent to an electronic signature.**



## Speech Therapist Observation Report

Date:

Time Period:

Subject Area:

Script of Lesson:

### Therapeutic Specialists: The Environment

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>2a. Establishing rapport with students</b>	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
<a href="#">Enter Notes</a>				
<b>2b. Organizing time effectively</b>	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
<a href="#">Enter Notes</a>				
<b>2c. Establishing and maintaining clear procedures for referrals</b>	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
<a href="#">Enter Notes</a>				
<b>2d. Establishing standards of conduct in the treatment center</b>	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
<a href="#">Enter Notes</a>				
<b>2e. Organizing physical space for testing of students and providing therapy</b>	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.
<a href="#">Enter Notes</a>				

Overall Evaluator's Comments:

### Therapeutic Specialists: Delivery of Service

Criteria	Ineffective	Developing	Effective	Highly Effective
<b>3a. Responding to referrals and evaluating student needs</b>	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
<a href="#">Enter Notes</a>				
<b>3b. Developing and</b>	Specialist fails to develop	Specialist's plans for students	Specialist's plans for students	Specialist develops compre-

<b>Implementing treatment plans to maximize students* success</b>	treatment plans suitable for students, or plans are mismatched with the findings of assessments.	are partially suitable for them or sporadically aligned with identified needs.	are suitable for them and are aligned with identified needs.	hensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
<u>Enter Notes</u>				
<b>3c.Communicating with families</b>	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
<u>Enter Notes</u>				
<b>3d.Collecting information; writing reports</b>	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
<u>Enter Notes</u>				
<b>3e.Demonstrating flexibility and responsiveness</b>	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.
<u>Enter Notes</u>				

**A signature represents that you received and read the report.**

**Clicking the Acknowledgment Button is equivalent to an electronic signature.**

**Overall Evaluator's Comments:**



## Speech Therapist Post Observation Summary (Administrator)

Date:

### Therapeutic: 4a

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>4a: Reflecting on practice</b>	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialists reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.

[Enter Notes](#)

Comments:

**A signature represents that you received and read the report.**

**Clicking the Acknowledgment Button is equivalent to an electronic signature.**





## PROFESSIONAL RESPONSIBILITIES Speech Therapist (Admin)

### Professional Development History

Activity	Form	Hours	Credits	Completed	Recommended
NONE					

### Text Field Summary

NONE
------

### Speech Therapist: Professional Responsibilities

Criteria	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
<b>4b: Collaborating with teachers and administrators</b>	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
<a href="#">Enter Notes</a>				
<b>4c: Maintaining an effective data-management system</b>	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
<a href="#">Enter Notes</a>				
<b>4d: Participating in a professional community</b>	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
<a href="#">Enter Notes</a>				
<b>4e: Engaging in professional development</b>	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<a href="#">Enter Notes</a>				
<b>4f. Showing professionalism, including integrity, advocacy, and maintaining confidentiality</b>	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
<a href="#">Enter Notes</a>				

### 1. School/District Committees

### 2. Leadership roles:

### 3. Extracurricular/Advisor

Empty rectangular box at the top of the page.

**4. Service to School/Participation in School or District Projects**

Empty rectangular box for section 4.

**5. Conferences/Professional Meetings/Workshops attended**

Empty rectangular box for section 5.

**6. Professional Org. Memberships**

Empty rectangular box for section 6.

**7. Professional Development Activities (i.e. curriculum work, shadowing, mentoring)**

Empty rectangular box for section 7.

**8. Communication with parents/families**

Empty rectangular box for section 8.

Depew Union Free School District  
Annual Professional Performance Review

Annual Professional Performance Review Scoring Bands for the Multiple Measures for a Total of 60 Points

S e g m e n t  I	<b>PRE-OBSERVATION / POST-OBSERVATION</b> <b>One(1) of One(1)</b>  (Ten (10) out of the total Sixty (60) Multiple Measure Points)	<b>TOTAL POSSIBLE POINTS</b>  Domains 1 and 4a (25 Indicators)	S e g m e n t  I
	Highly Effective: 85 points to 100 points Effective: 65 points to 84 points Developing: 26 points to 64 points Ineffective: 0 points to 25 points	<b>100 Points</b>	
S e g m e n t  2	<b>OBSERVATION / EVALUATION</b> <b>One(1) of One(1)</b>  (Forty (40) out of the total Sixty (60) Multiple Measure Points)	<b>TOTAL POSSIBLE POINTS</b>  Domains 2 and 3 (33 Indicators)	S e g m e n t  2
	Highly Effective: 112 points to 132 points Effective: 85 points to 111 points Developing: 34 points to 84 points Ineffective: 0 points to 33 points	<b>132 Points</b>	
S e g m e n t  3	<b>PROFESSIONAL RESPONSIBILITIES</b> <b>One(1) of One(1)</b>  (Five(5) out of the total Sixty (60) Multiple Measure Points)	<b>TOTAL POSSIBLE POINTS</b>  Domain 4b thru 4f (18 Indicators)	S e g m e n t  3
	Highly Effective: 61 points to 72 points Effective: 47 points to 60 points Developing: 19 points to 46 points Ineffective: 0 points to 18 points	<b>72 Points</b>	
S e g m e n t  4	<b>PROFESSIONAL S.M.A.R.T. GOAL</b> <b>One(1) of One(1)</b>  (Five(5) out of the total Sixty (60) Multiple Measure Points)	<b>TOTAL POSSIBLE POINTS</b>  S.M.A.R.T. Goal	S e g m e n t  4
	Highly Effective: 5 points Effective: 3 points to 4 points Developing: 2 points Ineffective: 1 point	<b>5 Points</b>	
T o t a l	<b>Total Multiple Measures</b>  (Total Sixty (60) Multiple Measure Points)	<b>TOTAL POSSIBLE POINTS</b>  ALL	T o t a l
	Highly Effective: 51 points to 60 points Effective: 39 points to 50 points Developing: 16 points to 38 points Ineffective: 0 points to 15 points	<b>309 Possible Points</b>	

Depew Union Free School District  
Annual Professional Performance Review

Annual Professional Performance Review Scoring Bands for the Multiple Measures for a Total of 60 Points		Scoring Formula	Segment
S e g m e n t  I	<b>PRE-OBSERVATION / POST-OBSERVATION</b> <u>One(1) of Two(2)</u>  (Ten (10) out of the total Sixty (60) Multiple Measure Points) Highly Effective: 85 points to 100 points Effective: 65 points to 84 points Developing: 26 points to 64 points Ineffective: 0 points to 25 points	Domains 1 and 4a (25 Indicators)  <b>((X Points / 100) * 10)=SCORE</b>	85  <b>EXAMPLE</b> 8.50 85
	<b>OBSERVATION / EVALUATION</b> <u>One(1) of One(1)</u>  Highly Effective: 112 points to 132 points Effective: 85 points to 111 points Developing: 34 points to 84 points Ineffective: 0 points to 33 points	<b>TOTAL POSSIBLE POINTS</b> Domains 2 and 3 (33 Indicators)  <b>((X Points / 132) * 40)=SCORE</b>	2
	<b>PROFESSIONAL RESPONSIBILITIES</b> <u>One(1) of One(1)</u>  (Five(5) out of the total Sixty (60) Multiple Measure Points) Highly Effective: 61 points to 72 points Effective: 47 points to 60 points Developing: 19 points to 46 points Ineffective: 0 points to 18 points	<b>TOTAL POSSIBLE POINTS</b> Domain 4b thru 4f (18 Indicators)  <b>((X Points / 72) * 5)=SCORE</b>	3
	<b>PROFESSIONAL S.M.A.R.T. GOAL</b> <u>One(1) of One(1)</u>  (Five(5) out of the total Sixty (60) Multiple Measure Points) Highly Effective: 5 points Effective: 3 points to 4 points Developing: 2 points Ineffective: 1 point	<b>TOTAL POSSIBLE POINTS</b> S.M.A.R.T. Goal  <b>((X Points / 5) * 5)=SCORE</b>	4
	<b>Total Multiple Measures</b>  (Total Sixty (60) Multiple Measure Points) Highly Effective: 51 points to 60 points Effective: 39 points to 50 points Developing: 16 points to 38 points Ineffective: 0 points to 15 points	<b>TOTAL POSSIBLE POINTS</b> ALL  <b>((X Points / 309) * 60)=SCORE</b>	<b>T o t a l</b>  51 261

## Step 3: Identify who will have State-provided growth measures and who must have Student Learning Objectives (SLOs) as comparable growth measures (20-25 points).

Are 50-100% of students in the course/section covered by a State-provided growth measure?

No

Yes

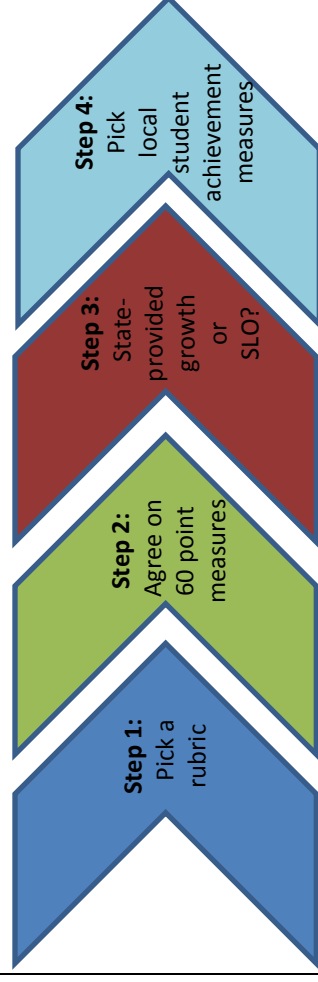
These teachers will receive a growth score from the State for the full 20% (increasing to 25% after a Value-Added model is approved).

**These teachers must have SLOs (20%).**

1. If any course/section has State-provided growth measures, at least 1 SLO MUST use it.
2. SLOs MUST cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.
3. If any of the largest courses have a State/Regents assessment (but do not have State-provided growth measures), the State/Regents assessment MUST be used as evidence in the SLO.

### **Keep in Mind:**

- Grades 6-7 Science and 6-8 Social Studies must use one of the following assessment options: State-approved 3<sup>rd</sup> party; district, regional, or BOCES-developed assessment.
- Subjects that do not end in a State/Regents assessment and/or are not 6-7 Science and/or 6-8 Social Studies must use one of the following assessment options: State approved 3<sup>rd</sup> party; district, regional or BOCES – developed assessment; school- or BOCES-wide, group, or team results based on State assessments.
- District, regional or BOCES-developed assessments are allowable provided that the District or BOCES verifies comparability and rigor.
- Please see: <http://engageny.org/resource/student-learning-objectives/> for materials related to SLOs.



# New York State Student Learning Objective

## Depew Union Free School District

SLO: Course/Subject:	Grade Level:	Teacher:
<b>Population</b>	<p><i>These are the students assigned to the course section(s) in this SLO – all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p> <p>Course sections:</p>	
<b>Learning Content</b>	<p><i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p>Course:</p> <p>Source of Standards:</p> <p>Standards, Performance Indicators, etc.:</p>	
<b>Interval of Instructional Time</b>	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i></p>	
<b>Evidence</b>	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <p><u>Pre-assessment:</u></p> <p><u>Summative assessment:</u></p> <p><i>Offers accommodations as legally required and appropriate?</i></p> <p><i>Ensures that those with vested interest are not scoring summative assessments?</i></p>	

What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?

**Baseline**

What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?

Target Level	Pre-Assessment Score	Target Score
Above Grade Level		
At Grade Level		
Below Grade Level		

Note:

How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), "well-above" (highly effective)?

		EFFECTIVE										DEVELOPING					INEFFECTIVE					
		18	19	20	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
H.E.D.I.		85-89%	90-94%	>94%	82-84%	79-81%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	58-64%	51-57%	44-50%	38-43%	32-37%	26-31%	22-25%	18-21%	<20%

Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

**Rationale**

## Guidelines for the Development of Quality SLO Elements

### The Context for SLOs

A Student Learning Objective (SLO) is an academic goal for a teacher's students developed at the start of a course. It is aligned to Common Core, national, state, and/or local standards, as well as any other district and school priorities. SLOs represent the most important learning for a given course and should be specific and measurable. SLOs require analyzing available student learning data.

### Elements of SLOs:

Student Population  
 Learning Content  
 Interval of Instructional Time  
 Evidence  
 Baseline  
 Targets  
 HEDI Targets  
 Rationale

Key: Quality Rating 2; [Quality Rating 3](#)

Student Population		
Essence & Task	Considerations	Quality Rating Guides
<p><b>Essence:</b> These are the students included in the SLO.</p> <p><b>Task:</b> Specify the assigned students who are included in this SLO along with the course sections and student names and/or identification numbers. (Full class rosters of all students must be provided for all included course sections.)</p>	<ul style="list-style-type: none"> <li>• Within and across classes, what are students' current skill and knowledge levels which may impact the target and the learning content?</li> <li>• Within and across classes, how many and what types of identifiable subgroups exist?</li> <li>• How will instruction be differentiated to meet specific student learning needs?</li> </ul>	<ul style="list-style-type: none"> <li>• Provides course sections included in the SLO</li> <li>• Includes all students in selected course sections</li> <li>• Provides student names and/or ID numbers for all students in the SLO</li> </ul>
Learning Content		
Essence & Task	Considerations	Quality Rating Guides
<p><b>Essence:</b> This is the content to be taught in the SLO.</p> <p><b>Task:</b> Identify the course name and source of standards (Common Core, national, state, local) associated with this SLO, and specify the exact standards, performance indicators, etc., that will be taught, learned, and assessed.</p>	<ul style="list-style-type: none"> <li>• To what extent is the content central to this and future coursework, as well as college and career readiness?</li> <li>• How deeply and thoroughly will the standards be reflected in the teaching, learning, and assessment?</li> <li>• What instructional approaches are prioritized?</li> <li>• Why are these instructional approaches most likely to support the targeted students in mastering these standards?</li> <li>• Approximately what percentage of the course's standards is selected?</li> <li>• How is the current knowledge and skill of the targeted students informing the selection?</li> <li>• What are the most critical aspects for the development of these students in this content this year?</li> <li>• To what extent is the learning content specific and measurable?</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies course name</li> <li>• Uses the appropriate body of standards (Common Core, national, state, local)</li> <li>• Names the exact standards, performance indicators, etc.</li> <li>• <b>Selects the most important standards, indicators, etc. for the course</b></li> <li>• <b>Selects specific and measurable standards, indicators, etc.</b></li> <li>• <b>Includes Common Core standards to supplement NYS Learning standards for courses other than ELA or math (e.g. Literacy in History/Social Studies, Science and Technical Subjects</b></li> </ul> <p><b>Also includes one or both of the following:</b></p> <ul style="list-style-type: none"> <li>• Aligns to district and/or school priorities</li> <li>• Aligns to future coursework, as well as college and career ready</li> </ul>



<b>Interval of Instructional Time</b>		
<b>Essence &amp; Task</b>	<b>Considerations</b>	<b>Quality Rating Guides</b>
<p><b>Essence:</b> This is the timeframe within which the learning content will be taught. (This is generally one academic year, unless the course is set as a semester, quarter, etc.)</p> <p><b>Task:</b> Specify when the teaching for this learning content will begin and end. (Rationale is required if less than the typical year-long interval is set.)</p>	<ul style="list-style-type: none"> <li>• How will key learning experiences be sequenced over the course of the interval?</li> <li>• What is the best scope and sequence to ensure this population of students achieves this targeted content in this interval?</li> <li>• How will formative assessment and reflection on data influence instructional decisions during the interval?</li> <li>• How does the selected interval align with local pacing (where applicable)?</li> </ul>	<ul style="list-style-type: none"> <li>• Indicates a clear start and end date</li> <li>• Provides a rationale if the interval is less than one year (e.g. course length is less than one year)</li> </ul>
<b>Evidence</b>		
<b>Essence &amp; Task</b>	<b>Considerations</b>	<b>Quality Rating Guides</b>
<p><b>Essence:</b> These are the assessments used for determining students' levels of learning.</p> <p><b>Task:</b> List the specific pre-assessment(s) and summative assessment(s) that will be used for providing baseline and summative data for the SLO. (Districts and BOCES must verify comparability and rigor for any assessments they develop.)</p>	<ul style="list-style-type: none"> <li>• How aligned and authentic are the assessment items to the learning content?</li> <li>• How valid and reliable are the assessments?</li> <li>• Are the selected assessments from an approved list of allowable options?</li> <li>• Are they verified as comparable and rigorous?</li> <li>• What, if any, administration accommodations must legally be made for students?</li> <li>• How are the assessments scored in terms of point values assigned per item and method of summarizing scores?</li> <li>• Have procedures been established to ensure those with vested interest do not score students' assessments?</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies pre-assessment(s) and summative assessment(s)</li> <li>• Selects <b>summative</b> assessments from either the State-approved list or those developed and approved by the district/BOCES, and supported by superintendent's certification of rigor and comparability</li> <li>• Offers accommodations as legally required and appropriate</li> <li>• Ensures that those with vested interest are not scoring summative assessments</li> <li>• <b>Aligns tightly to the selected learning content using authentic measures</b></li> <li>• <b>Demands higher order thinking of students</b></li> <li>• <b>Uses a clear rubric, scoring guide, and/or answer key to minimize subjectivity of scoring</b></li> <li>• <b>Matches score reporting to the specificity of learning content</b></li> </ul> <p><b>Also includes one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Selects pre-assessment</b> from either the State-approved list or those developed and approved by the district/BOCES, and supported by superintendent's approval for comparability</li> <li>• Provides an opportunity for real-world application of knowledge and skill</li> <li>• Includes a majority of constructed response and/or performance measures</li> <li>• Measures a majority of the learning content standards, indicators, etc. in more than one way.</li> </ul>

<b>Baseline</b>		
<b>Essence &amp; Task</b>	<b>Considerations</b>	<b>Quality Rating Guides</b>
<p><b>Essence:</b> This is the level of students' knowledge and skill in the targeted learning content at the beginning of the interval of instructional time.</p> <p><b>Task:</b> Describe how students performed on the identified pre-assessment(s) for the learning content, including any additional data that informed SLO development. (Actual baseline scores for each student are required.)</p>	<ul style="list-style-type: none"> <li>In addition to the pre-assessment(s), what other data sources were reviewed to confirm student learning needs?</li> <li>How strongly do the pre-assessment(s) and other data analyses indicate the need for the learning content?</li> </ul>	<ul style="list-style-type: none"> <li>Describes how students performed on the identified pre-assess(s)</li> <li>Provides a baseline score for each student in the SLO</li> <li>Indicates via pre-assessment data a clear need for focusing on this learning content</li> <li>Uses multiple data sources (in addition to pre-assessment data) to set appropriate targets, make instructional decisions, and drive student growth</li> </ul>
<b>Target</b>		
<b>Essence &amp; Task</b>	<b>Considerations</b>	<b>Quality Rating Guides</b>
<p><b>Essence:</b> This is the numeric achievement goal which articulates the amount that students will have to grow during the interval of instructional time.</p> <p><b>Task:</b> Define numeric growth goals for student performance on identified summative assessment(s) which measure student knowledge and skill in the learning content. (Actual final scores for each student are required.)</p>	<ul style="list-style-type: none"> <li>Is the target rigorous enough to ensure that <i>all</i> students are on track to achieve college and career readiness?</li> <li>To what extent does the target align with school and district goals and expectations?</li> <li>How well do the targets for this population prepare students for success in future progressions (next grade level or level of study) of the same content?</li> <li>How is the current knowledge and skill of the targeted students informing the target?</li> <li>What professional development, resources, and/or other supports are going to be used to meet the target?</li> </ul>	<ul style="list-style-type: none"> <li>Provides a target statement</li> <li>Provides a specific growth goal for each student</li> <li>Sets targets consistent with district-level expectations for target-setting in this grade/subject</li> <li>Requires students to make at least a year's growth in a year's time, with students below grade level being required to grow more than a year's growth in a year's time</li> <li>Requires 80% or more of students, including special populations, to meet their individual goals</li> <li>Includes goals for special populations that are equally challenging and rigorous as those for other students, considering each student's starting point</li> </ul>
<b>HEDI Criteria</b>		
<b>Essence &amp; Task</b>	<b>Considerations</b>	<b>Quality Rating Guides</b>
<p><b>Essence:</b> This is how different levels of student growth will translate into one of four rating categories: Highly effective, Effective, Developing, and Ineffective.</p> <p><b>Task:</b> Provide specific descriptions of student learning for each rating category</p>	<ul style="list-style-type: none"> <li>How high are expectations for <i>all</i> students?</li> <li>How clear are the distinctions between each rating category?</li> <li>Within a HEDI rating category, how clear and objective is the point allocation?</li> <li>What is the rationale that is used for the differentiations in points?</li> </ul>	<ul style="list-style-type: none"> <li>Categorizes all possible scoring results in the HEDI structure such that <ul style="list-style-type: none"> <li>Highly effective = exceeds district expectations</li> <li>Effective = meets district expectations</li> <li>Developing = is below district expectations</li> <li>Ineffective = is well below district expectations</li> </ul> </li> <li>Is mathematically possible for the teacher to obtain every point value within a rating category.</li> <li>Allocates points clearly and objectively within a HEDI rating category.</li> </ul> <p><b>Also meets all of the following:</b></p> <ul style="list-style-type: none"> <li>Requires 80% or more of students, including special populations, to meet their individual goals to earn 9 points (minimum rating in the "effective" category).</li> <li>Defines HEDI rating categories that are rigorous, attainable, and in-line with district growth expectations or goals.</li> <li>Includes special populations explicitly in the HEDI structure.</li> </ul>

## Rationale

Essence & Task	Considerations	Quality Rating Guides
<p><b>Essence:</b> This describes the reasoning behind the choices regarding learning content, evidence, and target.</p> <p><b>Task:</b> Describe the selection of the elements (learning content, evidence, and target) and how they will be used together to prepare students for future growth and development, as well as college and career readiness.</p>	<ul style="list-style-type: none"> <li>• How sufficient is the overall objective for increasing student achievement and preparing students for future learning, as well as college and career readiness?</li> <li>• What are the implications of these elements for the teacher in the planning and delivery of instruction, so that the learning content is mastered by all students?</li> </ul>	<ul style="list-style-type: none"> <li>• Provides reasoning for the selection of the learning content, evidence, and target.</li> <li>• Describes how the elements will be used together to prepare students for future coursework, as well as college and career readiness</li> <li>• Indicates a thoughtful level of detail resulting in defensible decisions for the following elements: learning content, evidence, target(s), baseline, and HEDI.</li> <li>• Explains how learning content and target(s) align to future coursework, as well as college and career readiness.</li> <li>• Explains how multiple and appropriate data points are used to select the learning content and target(s) for the student population.</li> </ul> <p><b>Also meets one or both of the following:</b></p> <ul style="list-style-type: none"> <li>• Articulates cohesion among all of the elements to effectively prepare students for future coursework, as well as college and career readiness.</li> <li>• Plans for ongoing reflection on student progress and uses that information to differentiate instruction to ensure students' targets are met.</li> </ul>

# STUDENT GROWTH TARGET SETTING WORKSHEET

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

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

Position: \_\_\_\_\_

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

## District Determined H.E.D.I. Scoring Scale

In 2012-13 academic year, each classroom teacher and building principal's annual professional performance review (APPR) will result in a single composite effectiveness score. For the State 20%, based on student growth (SLO), the district has adopted the following H.E.D.I. Scoring Scale to determine the 20 points assigned for meeting the target:

		17	82 - 84%				
		16	79 - 81%				
		15	77 - 78%				
		14	75 - 76%	8	58 - 64%		
		13	73 - 74%	7	51 - 57%		
		12	71 - 72%	6	44 - 50%		
20	> 94%	11	69 - 70%	5	38 - 43%	2	22 - 25%
19	90 - 94%	10	67 - 68%	4	32 - 37%	1	18 - 21%
18	85 - 89%	9	65 - 66%	3	26 - 31%	0	< 20%
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>		<b>INEFFECTIVE</b>	
<b>85 - 100%</b>		<b>65 - 84%</b>		<b>26-64%</b>		<b>0-25%</b>	

## A. DISTRICT-DETERMINED GOAL

**84 %** of students will

## B. SCHOOL/TEACHER DEVELOPED TARGET & ASSESSMENT

Above Level

At Level

Below Level

## C. DISTRICT-DETERMINED ASSESSMENT

\_\_\_\_\_  
Teacher Sign-off

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Sign-off

\_\_\_\_\_  
Date

# STUDENT GROWTH TARGET SETTING WORKSHEET

Teacher Name: Sample Global Teacher

Date: 4/18/2012

Position: HS Teacher

School: Sample HS

## District Determined H.E.D.I. Scoring Scale

In 2012-13 academic year, each classroom teacher and building principal's annual professional performance review (APPR) will result in a single composite effectiveness score. For the State 20%, based on student growth (SLO), the district has adopted the following H.E.D.I. Scoring Scale to determine the 20 points assigned for meeting the target:

		17	82 - 84%				
		16	79 - 81%				
		15	77 - 78%				
		14	75 - 76%	8	58 - 64%		
		13	73 - 74%	7	51 - 57%		
		12	71 - 72%	6	44 - 50%		
20	> 94%	11	69 - 70%	5	38 - 43%	2	22 - 25%
19	90 - 94%	10	67 - 68%	4	32 - 37%	1	18 - 21%
18	85 - 89%	9	65 - 66%	3	26 - 31%	0	< 20%
<b>HIGHLY EFFECTIVE</b>		<b>EFFECTIVE</b>		<b>DEVELOPING</b>		<b>INEFFECTIVE</b>	
<b>85 - 100%</b>		<b>65 - 84%</b>		<b>26-64%</b>		<b>0-25%</b>	

## A. DISTRICT-DETERMINED GOAL

**84 %** of students will

## B. SCHOOL/TEACHER DEVELOPED TARGET & ASSESSMENT

Above Level	score at 85% or higher if they scored between 56 - 60 on the pre-assessment
At Level	score at 65% or higher if they scored between 36 - 55 on the pre-assessment
Below Level	score at 55% or higher if they scored between 25 - 35 on the pre-assessment

## C. DISTRICT-DETERMINED ASSESSMENT

Pre-Assessment: District-developed aligned to NYS Global History Learning Standards  
 Summative Assessment: 2012 June Global History Regents Exam

\_\_\_\_\_  
 Teacher Sign-off

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Administrator Sign-off

\_\_\_\_\_  
 Date

## Step 4: Select local measures of student achievement for all grades/subjects (15-20 points).

Does the district already have a comparable assessment measure of student achievement or growth that is currently in use across all classrooms in the same grade/subject it wishes to use?

No

Yes

You're done with Step 3 for these grades/subjects. Local measures will count for 20% (for applicable teachers, this will decrease to 15% after a Value-Added measure is approved).

**Choose one of the following options that ensures comparability and rigor:**

1. Measures based on State assessments, Regents, examination, and/or Regent-equivalents. These include:
  - The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations in the previous year.
  - Teacher-specific growth computed by NYSED based on % of the teacher's students earning a State-determined level of growth. Methodology to translate such growth into State-established sub-component scoring ranges shall be determined locally.
  - Other teacher-specific growth or achievement measure using State, Regents, and/or department approved alternative examinations computed in a manner determined locally.
2. State-approved list of 3<sup>rd</sup> party assessments
3. District, regional, or BOCES-developed assessment
4. School-wide growth or achievement results based on:
  - State-provided school-wide growth score for all students taking State ELA or Math assessments in grades 4-8
  - Locally-computed measure based on State, State approved 3<sup>rd</sup> party, or a district, regional, or BOCES-developed assessment
5. SLOs with any State, approved 3<sup>rd</sup> party, or district/regional/BOCES-developed assessment (*option is only for teachers without a State-approved Growth or Value-Added measure for Growth subcomponent*)

### **Keep in Mind:**

- Districts should select the same measure of student growth or achievement across all classrooms in the same grade/subject to ensure comparability.
- The State-approved list meets prescribed criteria for comparability and rigor; districts/BOCES who develop assessments will need to verify comparability and rigor.
- Districts may use more than one type of measure within a grade/subject if they prove comparability.
- Measures selected for local must be different than the measures used for the Growth subcomponent.
- Please see: <http://engageny.org/resource/student-learning-objectives/> for materials related to SLOs.
- Collective bargaining considerations.

## Depew Union Free School District Local 20 Point Student Achievement Measure

Locally Selected Measure Points Maximum)	(20	ELA PI	Math PI	Cohort Graduation Rate	Total Points of 500	Local APPR Points Earned (out of 20)
Cayuga Heights Elementary		157	173	83	413	<b>16.52</b>
Depew Middle School		144	160	83	387	<b>15.48</b>
Depew High School		186	197	83	466	<b>18.64</b>

The APPR committee agreed this is a district-wide achievement target that all staff have ownership of. This systemic goal aligns directly to our District and CDEP goals.

**For Cayuga Heights Elementary, Depew Middle School and Depew High School** a combined ELA Performance Index (maximum value=200 points), the Math Performance Index (maximum value=200 points) and the Cohort Graduation Rate (maximum value=100 points) will be utilized to measure the school's student achievement. After these three figures are added together, the sum will be divided by the maximum points available (in this case, 500 points). The resulting quotient will be multiplied by 20 to determine the number of points each teacher earns for the locally selected measure. This calculation will be applied to all teachers in said building.

### **NYS HEDI Rating**

- 18-20: Highly Effective
- 9-17: Effective
- 3-8: Developing
- 0-2: Ineffective

# Depew Union Free School District Annual Professional Performance Review Process

## Teacher Improvement Plan

Purpose: Assistance plan for teachers who are rated as developing or ineffective through an annual professional performance review. The TIP is to be implemented no later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year.

### Purpose of the awareness plan is to:

- Demonstrate the district commitment to the ongoing growth of teacher's professionalism and implementation of district wide initiatives.
- Improve teacher performance
- Provide a more directed intensive support
- The plan will include:
  - Defined specific standards based goals
  - Activities to support improvement
  - Manner improvement will be assessed
  - Definite timeline for achieving improvement

### Teacher Improvement Plan

#### Steps

1. Teacher has been notified of the need for additional professional growth during the school year or at the End of year review conference.
2. Develop plan - Teacher Improvement Plan form provided to identify steps for growth which **may** include
  - Weekly lesson plans submitted to administrator, student work, and unit plans
  - Participation in mentoring
  - Participation in targeted professional development opportunities (reflected in goals)
3. Participate in progress review conferences with your administrator as established in the plan.
4. At the end of the identified and agreed upon timeframe, the Final Review document and conference will determine:
  - That a teacher demonstrated improvement and attainment of goals (as stated in the plan) so that he/she will no longer participate in the Teacher Improvement Plan
  - That the teacher did not demonstrate improvement or attainment of goals and is recommended for continuation of a Teacher Improvement Plan for a second year.
  - That the teacher did not demonstrate satisfactory improvement and therefore will be recommended for termination.



# DEPEW UNION FREE SCHOOL DISTRICT TEACHER IMPROVEMENT PLAN (TIP)

NAME OF TEACHER \_\_\_\_\_

NAME OF SCHOOL \_\_\_\_\_

ADMINISTRATOR'S NAME \_\_\_\_\_

SCHOOL YEAR \_\_\_\_\_

2012-13 COMPOSITE EFFECTIVE SCORE (CES): \_\_\_\_\_

2012-13 OVERALL RATING: \_\_\_\_\_

## CHARLOTTE DANIELSON'S 2007 FRAMEWORK FOR TEACHING DOMAINS TO ADDRESS:

<p><b>Domain 1: Planning and Preparation</b></p> <p><b>Component 1a: Demonstrating Knowledge of Content and Pedagogy</b> Elements: Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related</p> <p><b>Component 1b: Demonstrating Knowledge of Students</b> Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs</p> <p><b>Component 1c: Setting Instructional Outcomes</b> Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p><b>Component 1d: Demonstrating Knowledge of Resources</b> Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students</p> <p><b>Component 1e: Designing Coherent Instruction</b> Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p><b>Component 1f: Designing Student Assessments</b> Elements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning</p> <p><b>Component 4a: Reflecting on Teaching</b> Elements: Accuracy • Use in future teach</p>	<p><b>Domain 2: The Classroom Environment</b></p> <p><b>Component 2a: Creating an Environment of Respect and Rapport</b> Elements: Teacher interaction with students • Student interactions with other students</p> <p><b>Component 2b: Establishing a Culture for Learning</b> Elements: Importance of the content • Expectations for learning and achievement • Student pride in work</p> <p><b>Component 2c: Managing Classroom Procedures</b> Elements: Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals</p> <p><b>Component 2d: Managing Student Behavior</b> Elements: Expectations • Monitoring of student behavior • Response to student misbehavior</p> <p><b>Component 2e: Organizing Physical Space</b> Elements: Safety and accessibility • Arrangement of furniture and use of physical resources</p>	<p><b>Domain 3: Instruction</b></p> <p><b>Component 3a: Communicating with Students</b> Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language</p> <p><b>Component 3b: Using Questioning and Discussion Techniques</b> Elements: Quality of questions • Discussion techniques • Student participation</p> <p><b>Component 3c: Engaging Students in Learning</b> Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing</p> <p><b>Component 3d: Using Assessment in Instruction</b> Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress</p> <p><b>Component 3e: Demonstrating Flexibility and Responsiveness</b> Elements: Lesson adjustment • Response to students • Persistence</p>	<p><b>Domain 4: Professional Responsibilities</b></p> <p><b>Component 4b: Maintaining Accurate Records</b> Elements: Student completion of assignments • Student progress in learning • Non-instructional records</p> <p><b>Component 4c: Communicating with Families</b> Elements: Information about the instructional program • Information about individual students</p> <p><b>Component 4d: Participating in a Professional Community</b> Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school</p> <p><b>Component 4e: Growing and Developing Professionally</b> Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession</p> <p><b>Component 4f: Showing Professionalism</b> Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations</p>
--	---	---	--

TIP Start Date:	Anticipated Date of TIP Completion:
-----------------	-------------------------------------

TIP Review Anticipated Meeting Dates

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Identified Domain Component/Element to be improved and corresponding SMART goal	Actions to support improvement	Resource Assistance to be provided and person responsible	Timeline for successful completion of goal	Success Indicators Data, Evidence and Artifacts	Administrator TIP Session Review Notes/Date on each area to be improved
Component/Element.:					S1:
Smart Goal:					S2:
					S3:
					S4:

Identified Domain Component/Element to be improved and corresponding SMART goal	Actions to support improvement	Resource Assistance to be provided and person responsible	Timeline for successful completion of goal	Success Indicators Data, Evidence and Artifacts	Administrator TIP Session Review Notes/Date on each area to be improved
<p>Component/Element:</p> <p>Smart Goal:</p>					<p>S1:</p> <p>S2:</p> <p>S3:</p> <p>S4:</p>
<p>Component/Element:</p> <p>Smart Goal:</p>					<p>S1:</p> <p>S2:</p> <p>S3:</p> <p>S4:</p>

**INITIAL PLANNING SESSION**

(Signatures acknowledge expectation of confidentiality)

\_\_\_\_\_/\_\_\_\_\_  
TEACHER SIGNATURE DATE

\_\_\_\_\_/\_\_\_\_\_  
ADMINISTRATOR SIGNATURE DATE

\_\_\_\_\_/\_\_\_\_\_  
ASSOCIATION REPRESENTATIVE DATE

\_\_\_\_\_/\_\_\_\_\_  
SUPERINTENDENT SIGNATURE DATE

**ACCEPTANCE OF TIP PLAN**

\_\_\_\_\_/\_\_\_\_\_  
TEACHER SIGNATURE DATE

\_\_\_\_\_/\_\_\_\_\_  
ADMINISTRATOR SIGNATURE DATE

\_\_\_\_\_/\_\_\_\_\_  
ASSOCIATION REPRESENTATIVE DATE

\_\_\_\_\_/\_\_\_\_\_  
SUPERINTENDENT SIGNATURE DATE

**REVIEW SESSION 1**

\_\_\_\_\_/\_\_\_\_\_  
TEACHER SIGNATURE DATE

\_\_\_\_\_/\_\_\_\_\_  
ADMINISTRATOR SIGNATURE DATE

\_\_\_\_\_/\_\_\_\_\_  
ASSOCIATION REPRESENTATIVE DATE

\_\_\_\_\_/\_\_\_\_\_  
SUPERINTENDENT SIGNATURE DATE

**REVIEW SESSION 2**

\_\_\_\_\_/\_\_\_\_\_  
TEACHER SIGNATURE DATE

\_\_\_\_\_/\_\_\_\_\_  
ADMINISTRATOR SIGNATURE DATE

\_\_\_\_\_/\_\_\_\_\_  
ASSOCIATION REPRESENTATIVE DATE

\_\_\_\_\_/\_\_\_\_\_  
SUPERINTENDENT SIGNATURE DATE

**REVIEW SESSION 3**

\_\_\_\_\_/\_\_\_\_\_  
TEACHER SIGNATURE DATE

\_\_\_\_\_/\_\_\_\_\_  
ADMINISTRATOR SIGNATURE DATE

\_\_\_\_\_/\_\_\_\_\_  
ASSOCIATION REPRESENTATIVE DATE

\_\_\_\_\_/\_\_\_\_\_  
SUPERINTENDENT SIGNATURE DATE

**REVIEW SESSION 1**

\_\_\_\_\_/\_\_\_\_\_  
TEACHER SIGNATURE DATE

\_\_\_\_\_/\_\_\_\_\_  
ADMINISTRATOR SIGNATURE DATE

\_\_\_\_\_/\_\_\_\_\_  
ASSOCIATION REPRESENTATIVE DATE

\_\_\_\_\_/\_\_\_\_\_  
SUPERINTENDENT SIGNATURE DATE

**ADEQUATE IMPROVEMENT:**

SHOWN \_\_\_\_\_

NOT SHOWN \_\_\_\_\_

\_\_\_\_\_/\_\_\_\_\_  
TEACHER SIGNATURE DATE

\_\_\_\_\_/\_\_\_\_\_  
ADMINISTRATOR SIGNATURE DATE

\_\_\_\_\_/\_\_\_\_\_  
ASSOCIATION REPRESENTATIVE DATE

\_\_\_\_\_/\_\_\_\_\_  
SUPERINTENDENT SIGNATURE DATE

**Depew Union Free School District**  
**APPR Appeals Process:**

**Appeals Procedure to Challenge Annual Professional Performance Review (APPR) and/or Teacher Improvement Plan (TIP)**

1. A teacher may challenge his/her APPR and/or TIP pursuant to Chapter 103 of the Laws of 2010 (hereinafter referred to as an “APPR/TIP Appeal”), but such APPR/TIP Appeal may only include
  - a. The substance of the teacher’s APPR if and only if the teacher receives a “Developing” or “Ineffective” rating (teachers receiving a “Highly Effective” or “Effective” rating may not appeal the substance of their APPR);
  - b. The District’s adherence to the standards and methodologies for the APPR pursuant to Education Law 3012-c, adherence to the regulations of the commissioner of Education and compliance with this Appendix F;
  - c. The District’s adherence to the Commissioner’s regulations and compliance with the negotiated APPR procedures herein.
  - d. The District’s issuance of a TIP or implementation of the terms of the TIP.
2. The APPR/TIP Appeal shall not be grievable under Article 35 of the Collective Bargaining Agreement between the District and the DTO.
3. The APPR/TIP Appeal shall, at the teacher’s choice, be conducted either by:
  - a. A panel of two (2) teachers chosen by the DTO President and two (2) administrators chosen by the Superintendent (neither of who can be the administrator responsible for the APPR/TIP), or
  - b. A written appeal submitted directly to, and decided by, the Superintendent, or
  - c. A written appeal submitted directly to, and decided by, a third party neutral panel, chosen from a list that has been approved by both the District and DTO.
4. If the APPR/TIP Appeal is submitted to a Panel, the Panel shall submit its nonbinding recommendations to the Superintendent within ten (10) days of receiving and hearing the teacher’s appeal. The decision of the Superintendent in all cases shall be final and binding, and there shall be no further appeal to any other authority, including, but not limited to, the Commissioner of Education, State or Federal courts, the Public Employment Relations Board (PERB) or the contractual grievance/arbitration procedure set forth with the CBA between the District and DTO.
5. Process: All APPR/TIP Appeals shall:
  - a. be in writing. Initially, all APPR/TIP appeals will be conducted on the papers. However, the teacher involved will, if elected to, have the opportunity to present their appeals information. The teacher shall have the burden of sustaining the ground(s) upon which the appeal is based.

- b. be submitted within ten (10) calendar days, without exception. The date the APPR is dated shall be deemed the date the ten (10) day period commences the teacher's time to submit an APPR Appeal. An APPR Appeal must be personally delivered by the teacher or the teacher's DTO representative to the Superintendent. Any APPR/TIP Appeal not submitted within this timeframe shall be deemed waived and not subject to review in any other forum.
- c. specify all the grounds upon which the appeal is being made with all supporting documentation upon which the teacher relies in support of the appeal attached to the APPR/TIP Appeal. All grounds on which an APPR/TIP is appealed must be stated in the teacher's APPR. Under no circumstance shall a teacher be permitted to submit more than one APPR Appeal relating to the same APPR. Any ground not included in the teacher's original APPR/TIP Appeal shall be deemed waived and unappealable.
- d. The Superintendent or Superintendent's designee shall render a final written decision on the APPR/TIP Appeal within fourteen (14) calendar days after the APPR/TIP Appeal, or Panel recommendations are received. This decision will be delivered to the teacher and the teacher's supervisor. The decision, a copy of the APPR/TIP appeal and any supporting documents from the teacher shall be attached to the APPR or TIP, whichever is applicable.
- e. The original APPR/TIP Appeal, the decision and any accompanying documents shall be placed in the teacher's personnel file.

In the event there is a conflict between the above and any other section of the Collective Bargaining Agreement between the District and DTO, the terms of this Appeal Procedure shall apply. If there is any remuneration or lack thereof that is applicable to any decision regarding the APPR Evaluation/Procedure/Appeals, the Parties agree to revisit and collectively bargain the impact of this change.

**Approved by APPR Committee 5/3/2012**

## MY LEARNING PLAN TUTORIAL (compliments of Aaron Nolan)

Documents you would like to upload into My Learning Plan (lesson plans, unit plans, samples of student work, etc) can be done electronically and is much like creating an attachment for an email.

Please use the following tutorial for help if needed for using My Learning Plan.

Once Logged in to My Learning Plan your screen should look like this:

Everything in Blue corresponds with Professional Development

Everything in Green corresponds with OASYS (Evaluations/APPR)

The screenshot shows the My Learning Plan interface for Aaron Nolan. The interface is divided into two main sections: Professional Development (blue) and APPR (green). The Professional Development section includes 'My Requests - Aaron Nolan' with categories: 'Awaiting Prior Approval' (None), 'Approved and In Progress' (None), and 'Pending Final Approval' (None). Below this is 'Most Recently Completed' with items like 'TIF Technology Integrators Forum' and 'MS APPR Training'. The APPR section includes 'My Evaluation - Aaron Nolan' with 'Scheduled Components' (None) and 'Action Required' for a 'Professional Goal Setting Reflection Form' with status 'AWAITING FORM SUBMISSION'. A sidebar on the left contains 'My Info', 'Activity Catalogs', 'Fill-In Forms', and 'Account Options'. The top navigation bar shows 'My Learning Plan' and 'Depew Union Free School District'.

Notice that my Professional Goal Setting Form is Awaiting Form Submission. (Due June 1st)

You may want to refer to your original goal to complete this. They have been archived because the due date to submit those was back in October. To locate this do the following:

In the Upper Left corner click on My Evaluations:

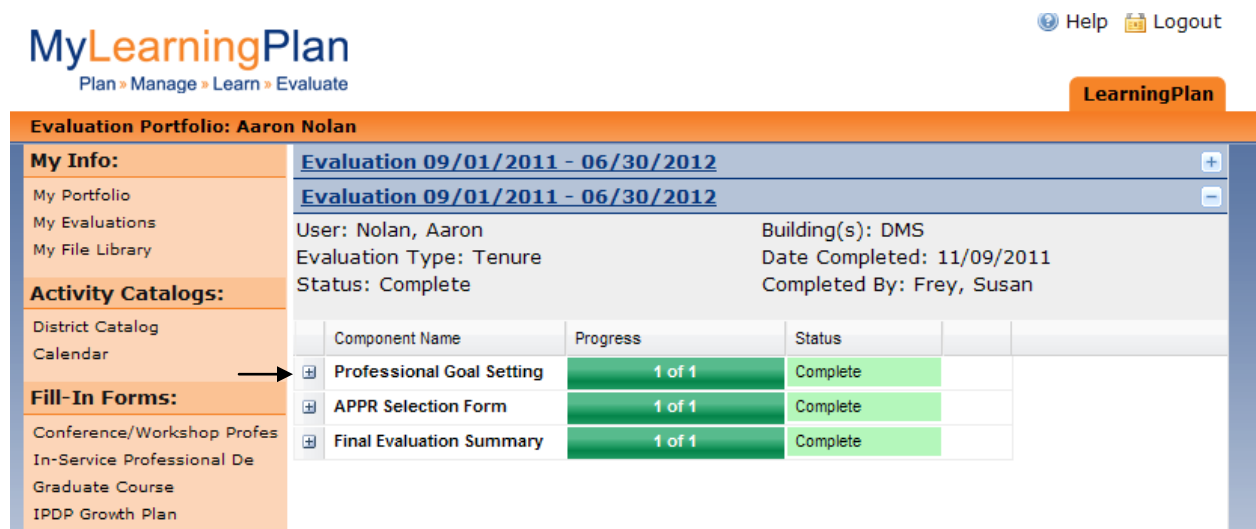


Your screen should now look like this:



Yours may look a bit different than mine, but click on the middle Evaluation Cycle + button as shown by the arrow.

Your screen should now look like this:



Click on the Professional Goal Setting + button as shown by the arrow.



It should look something like this:

MyLearningPlan  
Plan » Manage » Learn » Evaluate

Help Logout

LearningPlan

Evaluation Portfolio: Aaron Nolan

**My Info:**  
My Portfolio  
My Evaluations  
My File Library

**Activity Catalogs:**  
District Catalog  
Calendar

**Fill-In Forms:**  
Conference/Workshop Profes  
In-Service Professional De  
Graduate Course  
IPDP Growth Plan

**Account Options:**

Evaluation 09/01/2011 - 06/30/2012

Evaluation 09/01/2011 - 06/30/2012

User: Nolan, Aaron Building(s): DMS  
Evaluation Type: Tenure Date Completed: 11/09/2011  
Status: Complete Completed By: Frey, Susan

Component Name	Progress	Status
Professional Goal Setting	1 of 1	Complete
Element Name	Schedule/Assigned Admin	Status
Professional Goal Setting F...	D'Amato, Joseph	Complete
APPR Selection Form	1 of 1	Complete
Final Evaluation Summary	1 of 1	Complete

Now, Click on the view professional goal setting form icon (located via the arrow above).

A separate window should pop-up with your original goal. To print this **DO NOT** use the File, Print method. Instead, use the print button at the bottom of the window as shown below.

File List

File Name	Date Uploaded	Size
-----------	---------------	------

Print

Now, to complete your "Professional Goal Reflection Form" Click Submit \*Professional Goal Reflection Form as indicated below.

My Evaluation - Aaron Nolan

Scheduled Components

» None

Action Required

\*Professional Goal Setting Reflection Form - Professional Goal Setting  
Status: AWAITING FORM SUBMISSION  
Action: Submit \*Professional Goal Setting Reflection Form - Professional Goal Setting

PROFESSIONAL RESPONSIBILITIES (Teacher) - Professional Responsibilities Summary  
Status: AWAITING FORM SUBMISSION  
Action: Submit PROFESSIONAL RESPONSIBILITIES (Teacher) - Professional Responsibilities Summary

A new window will pop-up (see below) where you can type in your goal reflection.

## \*Professional Goal Setting Reflection Form

### User Information

Name: Aaron Nolan (531)

Title: Technology Teacher

Building: DMS

Department: Technology

Grades: Grade 07,Grade 08

Evaluation Type: Tenure Classroom Observation

Assigned Administrator: Not Assigned

Date Completed: Incomplete

Saved By: N/A

Date Acknowledged: Unacknowledged

Finalized By: N/A

Evaluation Cycle: 09/01/2011 - 06/30/2012

(Submit along with student task/work to Supervisor by June 1st)

Grade Level / Subject Area:

### 1. What did you learn from the Goal Setting experience?

Rich text editor interface with a toolbar containing options for font color, background color, bold, italic, underline, text color, text background color, bulleted list, numbered list, link, unlink, and insert image. The text area is currently empty.

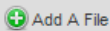
### 2. Explain the impact your goal had on student learning.

Rich text editor interface with a toolbar containing options for font color, background color, bold, italic, underline, text color, text background color, bulleted list, numbered list, link, unlink, and insert image. The text area is currently empty.



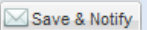
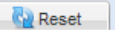
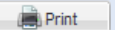
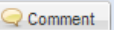
If you scroll all the way to the bottom, you will see this: See explanations for each common arrow below:

Please upload supporting materials

File List

 Add A File

File Name	Date Uploaded	Size		
-----------	---------------	------	--	--

D      A      C

### Arrows:

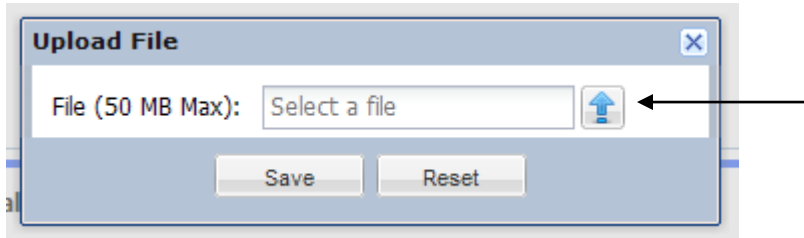
A= Allows you to save at anytime. (Recommended often) Does not submit to Administrator.

B= Allows you to attach/upload a file to support your goal. See below.

C= Allows you to print your Goal Reflection

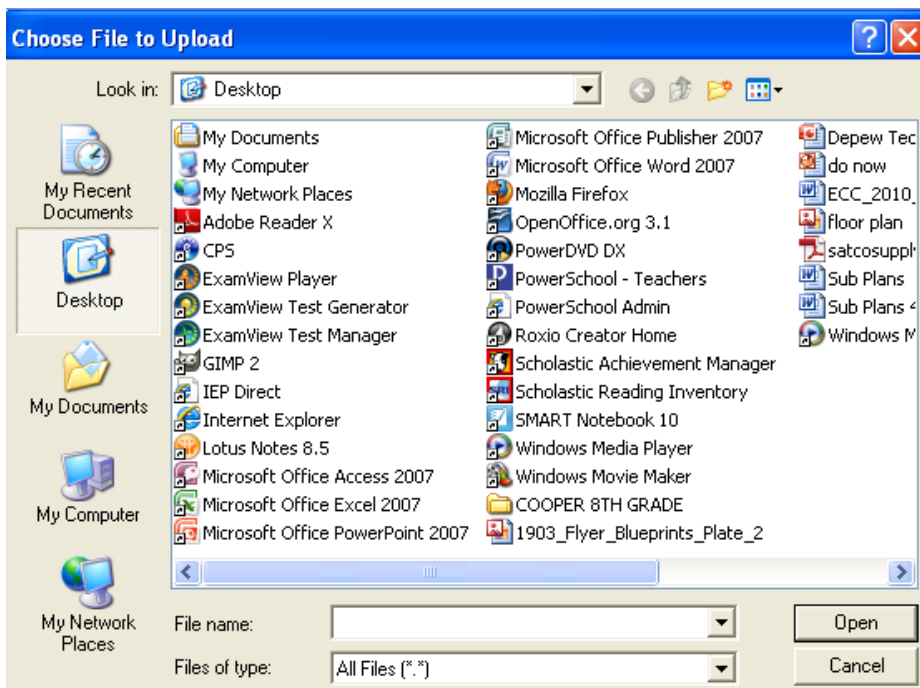
D= Final Step. Submits your goal to your Administrator

To attach a file click the green + indicated via Arrow B. (Remember everything must be electronic.) Refer to scanner locations at the top of this tutorial. Once you select the green +, an upload file box should appear like so:



Click on the blue upload arrow.

A Choose File to upload window should open. Upload a selected file as you would an attachment to an email.



Save and Submit.

Hope this helps.

-Aaron