Vestal Central School District

Annual Professional Performance Review

INDIVIDUALIZED PERFORMANCE REVIEW
Guide

2015-2016

FOCUS ON CONTINUOUS IMPROVEMENT

Mission Statement

The Vestal Central School District believes each student is unique and can learn. The District's mission is to provide instruction, programs, strategies and challenges in a caring, positive learning environment. Each student will become a critical thinker, a lifelong learner, and a responsible, contributing citizen in a changing global society. The Board of Education, staff, parents, students and community share a commitment to this mission.

District Goals

Challenge all Vestal students to meet ever-increasing standards of excellence in preparation for participation in the global society.

Support students' efforts to learn and grow by assuring all a positive educational environment.

Foster community pride in the Vestal schools by communicating openly and effectively about our students and the school program.

Invest fiscal resources responsibly and effectively to accomplish the District's mission.
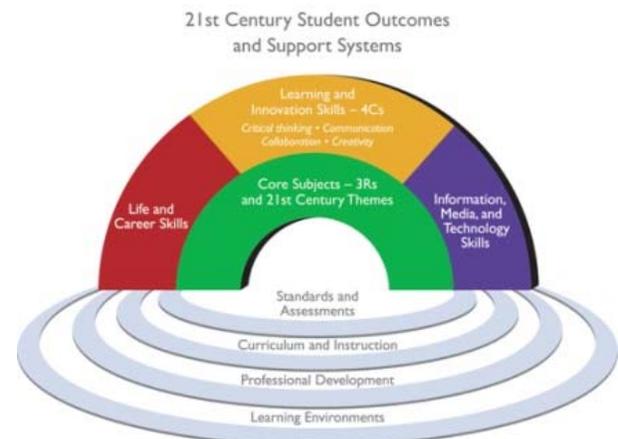
Instructional Goals

January 2010 - 2015

1. 90% of all students will attain mastery level on all state and external assessments.

2. All staff will be provided with high quality professional development opportunities to enhance their ability to help all students perform at high levels.

ANNUAL PROFESSIONAL PERFORMANCE REVIEW
<u>INTRODUCTION</u>

Effective September 3, 1999, the Board of Regents amended Subdivision (o) of section 100.2 of the Regulations of the Commissioner of Education requiring school districts to develop and adopt an Annual Professional Performance Review Plan (hereafter called APPR) prior to September 1, 2000. The Vestal APPR Committee has continued to build on the plan first adopted in 2000-2001. The committee continues to refine, improve and implement the following areas of the APPR Plan as required by New York State. The APPR committee will review the document each year.

The 2012-2013 school year marked a change in the APPR process. This plan will now be referred to as the IPR plan to distinguish it from the new APPR model established under Education Law 3012-c. During this school year only those teachers and staff not subject to the new APPR model will participate in the IPR process. This complies with state regulations that existing APPR regulations remain in effect for teachers who are not subject to the provisions of the new law.

The state guidance document (section B3, B12) outlines who is not covered under the new APPR model (3012-c) and will complete the IPR plan as presented here:

- *Pupil Personnel Services, Supplemental School Personnel, Instructional Support Services*: Section 80-1.1 of the Commissioner's regulations specifically excludes pupil personnel services from the definition of classroom teaching services. Therefore, school psychologists and school social workers who are pupil personnel service providers are not covered by the new law. This section also excludes supplemental school personnel (e.g., teacher aides and teaching assistants) and teachers of adult, community, and continuing education from the definition of classroom teaching service.

- *Teachers on Special Assignments:* A teacher performing instructional support services for more than 40% of his/her time will also not be included in the definition of classroom teacher for purposes of compliance with Education Law §3012-c unless he/she is also serving as a teacher in the classroom teaching service for 40% or more of his/her time.

- *School librarians:* A certified librarian who is not a teacher of record is not a "classroom teacher" and therefore would not need to be evaluated under Education Law § 3012-c. However, if a certified librarian is a teacher of record, he/she would be considered a "classroom teacher" and therefore must be evaluated under Education Law § 3012-c. (Section B12, p.20)

- *Speech Teachers*: A licensed speech language pathologist under Title VIII of the Education Law that is not a certified teacher under the Commissioner's regulations and does not provide instructional services is not considered a classroom teacher.

- *Substitute Teachers*: Substitutes, long-term or otherwise, are not covered by 3012-c.

1. Criteria for evaluating all teachers providing instructional services shall include the following eight areas:

   - Content knowledge
   - Preparation
   - Instructional delivery
   - Classroom management

   - Student development
   - Student assessment
   - Collaboration
   - Reflective & responsive practice

2. A description of the assessment approaches that the school will employ to assess teachers' performance may include but are not limited to:
   - Classroom observation
   - Self-review
   - Peer-review
   - Portfolio review
   - Year-end evaluation

NOTE: Teachers possessing a transitional or initial certificate (effective February 2, 2004) shall be required to develop a portfolio review in response to new certification requirements.

3. A description of the plan for addressing the performance of teachers who are evaluated as unsatisfactory will include a teacher improvement plan to be developed in consultation with the teacher.

4. A description of how the district provides training in good practice to those responsible for conducting performance reviews.

THE APPR INDIVIDUALIZED PERFORMANCE REVIEW

The Vestal APPR Individualized Performance Review Process (hereafter called IPR) responds to the New York State requirement that there be a range of performance assessment options available to teachers. In addition, the IPR supports and is supported by research related to best practices in professional development. The APPR Committee will continue to monitor the process and recommend revisions as indicated.
Key goals of the IPR include:

- **Meet NYSED Requirements:** Each district is required to evaluate the performance of every professional staff member annually as outlined in the APPR regulations. Professional staff is to be evaluated in all eight criteria areas over a period of three years.
- **Differentiate:** Teachers may select from a range of performance assessment options to best meet their professional improvement needs and goals.
- **Encourage Reflective Practice:** Teachers are encouraged to examine their strengths as well as areas for improvement in their instructional practice.
- **Provide Access to Opportunity:** Vestal's extensive Professional Development Offerings provide a foundation upon which teachers can build an individualized plan.
- **Support for Collaboration:** The teacher and building administrator engage in reflective conversations to review goals, strategies, and performance outcomes. Teachers are encouraged to collaborate with other teachers in the process of developing IPR Plans.

Teachers who have been granted tenure have demonstrated fundamental levels of skill in the eight foundation criteria defined by the New York State Education Department. The IPR supports the continued growth of experienced teachers by allowing them to define a specific personal professional development goal, and design and implement a plan through which to address the specified goal and demonstrate improvement.

Eight areas of teaching performance have been defined. Rubrics have been developed for evaluating performance growth in each of the criteria areas. As the plan is developed, teachers may elect to focus on one specific criteria area or may elect to address multiple criteria areas. Individuals are cautioned not to become overly ambitious in defining the scope of their individual review. High quality performance reviews contribute directly to the improved quality of teaching and learning. A project with overly ambitious scope may hinder the achievement of this goal. Under each of the eight criteria areas, a series of attributes have been developed to provide a more focused review.

Professional growth is not an option but rather an expectation of all Vestal Central School District staff members. APPR options provide our staff members with a powerful vehicle to engage in reflective practices that lead to continuous improvement and professional growth. However, at its core, the IPR is a professional growth opportunity that will be as effective as the time and effort each participant puts into the process.

Individualized Performance Review (IPR)

Teacher's Tasks	Timeline
☐ **Learn** about the goals and steps of the IPR Process.	☐ Introduced Opening Day. Full presentation at first faculty meeting after opening day.
☐ **Think** about the performance of your students and area(s) of professional practice that you wish to improve. Talk to colleagues, Building Administrators and/or APPR committee members for support and clarification.	
☐ **Submit** <u>intent</u> to attend the <u>new participant</u> training, **OR** <u>intent</u> to be a <u>returning participant</u> (you'll secure information update by November 2015).	
☐ <u>New participants</u> **secure training** on the goals and steps of the IPR process at the October training.	
☐ <u>Returning participants</u> **meet with** a Building Administrator, APPR committee member or professional development staff member to secure updated information.	☐ <u>By **November 2015**</u>
☐ **Meet with** your Building Administrator to discuss goals, activities, measures of success, and proposed rubrics.	☐ <u>During **November 2015**</u>
☐ **Develop** a written plan using pages 8-9 of this packet. Consider these essential questions in developing the plan: ▪ How will the plan contribute to improved student achievement? ▪ Which of the eight criteria areas, attributes, descriptors and rubrics will best fit my IPR goals? ▪ After reading the guiding language of the rubrics ask: "Where am I now?" "How do I know?" "Where do I want to be at the end?" "How will I know I got there?" Then: ▪ Complete the planning. Be sure timelines are do-able. ▪ Check the alignment of the plan to Vestal standards, beliefs, and initiatives.	☐ <u>During **November 2015**</u>
☐ **Secure the signature** of your Building Administrator on the <u>Proposal Cover Sheet/Planning Page</u>. Give your Building Administrator the original and a copy. Keep a working copy for yourself. Your Building Administrator will forward the original <u>Proposal Cover Sheet/Planning Page</u> to the Office the Assistant Superintendent for Instruction.	☐ <u>No later than **December 4, 2015**</u>

2015-16 GUIDE - Participant's Name: _____

Teacher's Tasks	Timeline
☐ **Initiate** the steps you defined in your plan.	☐ During **November through April**
☐ **Participate** in conferences with your Building Administrator at these times: ▪ The beginning ▪ The mid-point ▪ The end-point The goal of the meetings is to celebrate the progress of the IPR and to define needed adjustments and/or supports. This is the time to discuss _alignment_ of levels of performance within the rubrics _to_ the IPR goals. **Bring the complete IPR Guide to each meeting.** _Note:_ There are times when changes to the IPR are needed. Participants should notify the Building Administrator as soon as the need becomes evident. The Building Administrator or the participant may initiate such a discussion.	☐ Once **before** submitting the plan (beginning) ☐ Once during **January through February** (mid-point) _AND_ ☐ Once during **April through early June** (end-point)
☐ Participants are encouraged to share information with colleagues through the grade level teams, department meetings, and grade level curriculum initiatives. The Building Administrator will help facilitate the sharing.	☐ During **January through May 2016**
☐ **Complete** the Final Reflection Report and prepare to discuss your proposed placement on the rubrics as well as any additional accomplishments and professional development for the year.	☐ During **May 2016**
☐ **Meet with** your Building Administrator in a year-end conference to do the following: ▪ Discuss the outcome of the IPR in relation to the goals, activities, and outcome measures from the original proposal. ▪ Review criteria areas, attributes, descriptors, and rubrics. Discuss the level of performance attained on the rubric through participation in the IPR. ▪ Circle the applicable section of the rubric. Both the teacher and Building Administrator are to initial the final rubric placement. Include only the rubrics discussed in relation to the IPR. ▪ **Review and sign** the completed VCSD Year-End Evaluation Document and **sign** the Final Reflection Report.	☐ During January through mid-June 2015 **– No later than June 15, 2016**

2015-16 GUIDE - Participant's Name: _____

Building Administrator's Tasks	Timeline
☐ **Provide time** during the first full faculty meeting in September for committee members to introduce the goals and steps of the IPR Process.	☐ Full presentation at first regular faculty meeting in September. Information packets with information, sample IPRs, and _intent_ forms will be distributed.
☐ **Discuss** student performance and areas of professional performance for which growth is indicated with prospective IPR Participants.	☐ During **September - November**
☐ **Collect, review, and submit** forms of teachers signaling their _intent_ to participate in IPR.	☐ Return to Assistant Superintendent for Instruction Office by **December 10, 2015**
☐ **Attend** the training session with and/or meet with <u>prospective new participants</u> following the training.	☐ **November 2015**
☐ **Meet with** <u>returning participants</u> _if approached_ to provide updated information.	☐ **November 2015**
☐ **Meet with** IPR participants to review goals, proposed activities, measures of success, and proposed rubrics. Review written plans: ▪ Be sure that teachers have reviewed and incorporated applicable criteria areas, attributes, and descriptors. ▪ Remind teachers to read the guiding rubric language. Encourage them to think about what "success" will look like as aligned to the goals of the IPR. ▪ Be sure timelines are do-able and that the plan aligns to Vestal standards, beliefs, and initiatives.	☐ During **November 2015**
☐ **Sign** the <u>Proposal Cover Sheet/Planning Page</u> and forward the original to the Office of the Assistant Superintendent for Instruction. Keep a copy for your records and be sure the participant has a working copy.	☐ No later than **December 10, 2015**

2015-16 GUIDE - Participant's Name: _____

Building Administrator's Tasks	**Timeline**

☐ Hold conferences with participants at these times:
    ▪ The beginning
    ▪ The mid-point
    ▪ The end-point
The goal of the meetings is to celebrate the progress of the IPR and to mutually define needed adjustments and/or supports. This is the time to discuss <u>alignment of levels of performance</u> within the rubrics <u>to the IPR goals</u>.
Note: Discuss changes in the IPR with participants as necessary adjustments become evident. Either the Building Administrator or the participant may initiate the discussion.
Note: The Building Administrator should initial below the dates for each of the conferences.
	☐ Once before the plan is submitted (beginning)
	
	☐ Once during **January through February** (mid-point)
	      AND
	
	☐ Once during **May through June** (end-point)

☐ **Be available** for informal discussions and support as plans are enacted and completed.	☐ During **January through June 2016**
☐ **Help facilitate** collegial sharing. Participants are encouraged to share information with colleagues through grade level teams, department meetings, and grade level curriculum initiatives.	☐ During **January through May 2016**
☐ **Make** available your established mechanism by which teachers provide input on accomplishments for the year available to IPR participants. (Include accomplishments and workshops attended for use in VCSD year-end evaluation).	☐ During **May 2016**

☐ **Meet with** participants in a year-end conference to do the following:
    ▪ Discuss the outcome of the IPR in relation to the goals, activities, and outcome measures from the original proposal.
    ▪ Review criteria areas, attributes, descriptors, and rubrics. Discuss the level of performance attained on the rubric through participation in the IPR.
    ▪ Circle the applicable section of the rubric. Both the teacher and Building Administrator are to initial the final rubric placement. The teacher is to provide only the rubrics discussed in relation to the IPR.
    ▪ **Review**, sign the completed <u>VCSD Year-End Evaluation Document</u> and **sign** the <u>Final Reflection Report</u>.
    ▪ **Attach** the completed <u>Year-End Evaluation Document</u> to the <u>Final Reflection Report</u> and <u>Rubrics</u>.
    ▪ **Forward:** The **1.** Completed <u>VCSD Year-End Evaluation Document</u>, **2.** <u>Proposal Cover Sheet/Planning Page (p. 7 & 8)</u>, **3.** <u>Final Reflection Report (p. 29)</u>, and **4.** <u>Rubrics</u> to the Assistant Superintendent for Instruction.
	☐ During January through Mid-June 2016 **– No later than <u>June 10, 2016</u>**
	
	❏ No later than **the last day of June 2016**

INDIVIDUALIZED PERFORMANCE REVIEW

Proposal Cover Sheet/Planning Page: 2015 - 2016

Examine and select the criteria areas, attributes, descriptors, and rubrics beginning on page 9. Please complete this form (front and back). Review the plan with and secure the signature of your Building Administrator in support of your plan. Submit the original **and a copy** of the **Proposal Cover Sheet/Planning Page** to your Building Administrator **no later than December 4, 2015**. Building administrators will forward a copy to be maintained in the Assistant Superintendent for Instruction's office. Use additional pages as needed.

Name: _____   **Building Administrator:** _____

Building: _____   **Grade Level/Subject Area:** _____

Title of the Initiative: _____

Criterion area(s) to be addressed: _____

_____

Summarize your **GOAL(S)** for the Individualized Performance Review: _____

_____

_____

_____

_____

_____

Describe the **STEPS** and **ACTIVITIES** that will take place to support achieving the goal(s) of the plan:

_____

_____

_____

_____

_____

_____

Describe **MEASURES OF SUCCESS** that will let you know you have accomplished the goal(s). This involves evidence (a sample of student work, products, pictures of work in progress, surveys, etc.). *Note:* Referring to the criteria areas and rubrics that best align with the goals of the plan will be helpful as you define how you will know you have accomplished the goal(s).

_____

_____

_____

_____

_____

_____

Resources: Please list other resources necessary to support the initiative. Include individuals who will collaborate or provide support to the initiative (this may include an administrator, peer or other).
Note: It is the participant's responsibility to contact the individual(s) to secure their involvement/support.

_____

_____

_____

Method(s) of Review (select at least one):

_____ Classroom Observation	_____ Videotape Assessment
_____ Self Review	_____ Peer Review
_____ Portfolio Review	_____ Action Research
_____ Other (Describe): _____	

Note: If there's a need for a change in the IPR Plan participants are to discuss the changes with his/her Building Administrator as soon as it is determined that an adjustment is necessary.

_____   _____
          (Participant's Signature)   Date
_____   _____
     (Building Administrator's Signature)   Date

Submit original and one copy to the Building Administrator by <u>December 4, 2015</u>.

CRITERIA

and

RUBRICS

for

PERFORMANCE
ASSESSMENT

ASSESSMENT OF PERFORMANCE – REVIEW PROCESS

The APPR Committee has adapted the rubrics on the following pages from the work of Charlotte Danielson. They are designed to provide standards of excellence in professional practice. The rubrics provide teachers the opportunity to define areas of strength in specific terms. In addition, they provide guidance in planning to improve in areas where the need for growth is indicated.

Evaluation Criteria & Attributes Areas

The eight criteria areas include:
- Content and Curriculum Knowledge
- Pedagogical Preparation/Training
- Student Development
- Instructional Delivery
- Student Assessment
- Classroom [Student] Management
- Reflective & Responsive Practice
- Collaborative Relationships

A key step in the IPR involves reflection on the performance standards represented in the rubrics in relation to teacher performance and student learning. This is best done through discussions that occur between the IPR participant and the Building Administrator, a trusted colleague, a member of the APPR Committee, or member of the Professional Development staff at any time in the process. The participant and Building Administrator hold meetings to review the goals, steps/activities and measures of success before the plan is finalized. A meeting at the mid-way point allows participants to share progress, secure additional assistance when necessary, and prepare for the year-end review of the rubrics.

During the year-end conference, participants will review the Final Reflection Report, selected rubrics, and supporting documents with the Building Administrator. The discussion will focus on the level of performance attained on the rubric through participation in the IPR. Both the teacher and Building Administrator will initial the final rubric placement.

The Building Administrator and participant will then review the completed year-end evaluation form to which signatures will be affixed. In addition to providing input regarding the performance attained on the rubric, the participant will be able to submit supplemental information regarding other accomplishments and professional development activities throughout the year. All documents will be stapled and forwarded to Assistant Superintendent for Instruction.

When selecting rubrics, teachers are encouraged to select criteria areas that most naturally fit the goals of the IPR. Teachers may elect to focus on one specific criteria area or to examine multiple areas. It is recommended that no participant attempt more than three rubrics in any one year.

A series of attributes and descriptors is provided in each criteria area. The teacher may choose one or more but is not required to address all attributes within a single criteria area.

Individuals are cautioned not to become overly ambitious in defining the scope of the IPR. Performance reviews are most likely to improve the quality of teaching and learning if they are focused and tied directly to student achievement goals.

Charlotte Danielson, Enhancing Professional Practice, a Framework for Teaching. Association for Supervision and Curriculum Development. Alexandria, VA, 1996.

STEPS IN SELECTING CRITERIA AREAS

The following steps will help you select evaluation focus points from the key criteria areas required by NYSED for the annual professional performance review process.

- Consider the goals of your IPR.

- Examine the <u>eight criteria areas</u> (represented by Criterion Number) and select the one(s) that best align with the IPR goals.

- Within the selected criteria areas, consider the <u>attributes</u> (represented by a), b), etc.)

- Then, consider the <u>descriptors</u> (represented by bullets) within the attributes.

- Place a check on the line next to the attribute(s) listed under the criteria area that best fits your goals. **You do not have to try to address each attribute within the criteria area.**

- Read the guiding language of the rubrics, consider the specific goals of the IPR, and define what success will look like at the end.

Please do not attempt an overly ambitious scope to your IPR Review. Remember that high performance on a more narrow focus is far better than a mediocre review on a broader spectrum. We encourage you to discuss your focus with any member of the APPR committee, a trusted peer, any professional development staff member or an administrator before you finalize your decision. **<u>Help is always available.</u>**

1. **Content & Curriculum Knowledge**

____a)   **Knowledge of one's own discipline & subject matter:**
- NYS Standards
- SED Core Curriculum
- Vestal Exit Performance Standards
- State Assessments
- District Curriculum Document(s)
- Subject Matter: Grade Level & Course

Conference Notes

____b)   **Support of other disciplines through Awareness:**
- NYS Standards
- Interdisciplinary Perspective
- State Assessments
- District Curriculum Document(s)
- District Level Initiatives

____c)   **Continuous Development**
- Staying "current" in one's field
- Advanced Training
- Awareness of current research on learning
- Participates in professional organizations and endeavors

	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of their discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between their content and other parts of their discipline, and other disciplines.	Teacher displays extensive content knowledge, with evidence of connections to other disciplines and continuing pursuit of such knowledge.

ADDITIONAL CONFERENCE NOTES:

> **Criterion 2: The planning process is essential for effective instruction. Approaches to planning (long range, unit, weekly and daily) may vary from teacher to teacher.**

2. **Pedagogical Preparation/Planning**

   The following elements of planning should always be considered:

   ____a)   Clearly Defined Goals & Objectives
   - Aligned with State Standards/Assessments & District Curriculum
   - Considers interdisciplinary linkages

   ____b)   Plans Meaningful & Content Appropriate Tasks
   - Plans consistent with the elements of an effective lesson as identified in section 3B ("Essential Elements of Effective Instruction")

   ____c)   Identifies Critical Components of a Concept, Process or Skill
   - Plans appropriate sequence of the components of the task
   - Incorporates higher levels of thinking

   ____d)   Plans to meet the various student needs
   - Special needs, interests, experiences, and ability levels
   - Different learning styles
   - IEP/504 regulations

   ____e)   Instructional Resources (I.E. materials, supplies, equipment)
   - Are appropriate to the task
   - Vary, where appropriate, from lesson to lesson
   - Are ready at the beginning of the lesson

   ____f)   Prepares effectively for short term or unexpected absences

Conference Notes

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Value	Goals are not valuable and represent low expectations or no conceptual understandings for students. Goals do not reflect important learning.	Goals are moderately valuable in their expectations, conceptual understandings for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understandings, and importance of learning.	Not only are the goals valuable, but the teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

ADDITIONAL CONFERENCE NOTES:

> **Criterion 3:** Knowledge of child development is essential to adjusting instruction to fit the needs of each student. A teacher's knowledge leads to the creation of a supportive classroom environment.

3. **Student Development**

___a) **Knowledge of Child Development**
  - Awareness of cultural diversity
  - Awareness of gender & sex differences
  - Understands the stages of development: emotional/social, physical, cognitive, linguistic
  - Understands, appreciates, and communicates the unique characteristics of various age groups

___b) **Knowing the child in order to make appropriate adaptations to meet students' unique needs**
  - Awareness of the needs of disabled, gifted and ESL students
  - Understands wide variety of socio-economic status differences
  - Awareness of individual student needs: emotional/social, physical, cognitive, linguistic
  - Is aware of what students can do independently and adjusts instruction according to the demands of the task
  - Assigns tasks consistent with student's ability and skills

___c) **Expectations of skill development are anchored in curriculum, child development and research**
  - Plans developmentally appropriate lessons/activities
  - Chooses appropriate instructional materials

___d) **Use of resources to understand student development - e.g. counselor, school psychologist, other staff, and agencies**
  - Awareness of home/family relationships
  - Maintains student/family confidentiality

___ e) **Sensitivity to the group dynamics in the classroom**

Conference Notes

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of Characteristics of age group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays through understanding of typical developmental characteristics of age group, as well as expectations for general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.

ADDITIONAL CONFERENCE NOTES:

Criterion 4: Effective instructional delivery is essential for successful learning. Delivery of material and strategies used may vary from teacher to teacher. The following elements of delivery should always be considered:

4. Instructional Delivery

____a)   **Consistently & Effectively Uses a Variety of Instructional Strategies Based on Learner Needs such as:**
- Flexible Grouping
- Peer Tutoring
- Differentiated Instruction
- Scaffolding of Instruction

____b)   **Demonstrates the Essential Elements of Effective Instruction Which Includes:**
- Communicating Learning Expectations
- Effective Opening of the Lesson
- Logical Sequential Delivery of Instruction: Smooth Transitions, Linked to Prior Knowledge and Future Learning
- Teacher Modeling
  Think Alouds/Metacognition
- Guided & Independent Practice
  Monitoring Student Performance, Monitors & Adjusts Lessons
  Based on Student Needs, Provides Feedback, Re-Teaching
- Maximum Time on Task
- Adequate Wait Time
- Effective Questioning Techniques: To generate responses,
   To clarify understanding, To extend and refine
- Meaningful and Relevant Tasks
- Opportunities for Active Student Involvement
  Internal reflection, Small group/large group processing
- Effective communication skills: Uses vocabulary or language appropriate for the audience, (written and oral), Listening
- Effective closing of lesson

Conference Notes:

Rubrics on next page →

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality. Some portions are done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with student's knowledge and experience.	Representation of content is appropriate and links well with student's knowledge and experience. Students contribute to representation of content.
Grouping of Students	Instructional groups are appropriate to the students and/or to the instructional goals.	Instructional groups are only partially appropriate to the students and/or only moderately successful in advancing the instructional goals of the lesson.	Instructional groups are productive and fully appropriate to the students and/or to the instructional goals of the lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Structure and Pacing	The lesson has no clearly defined structure, and/or the pacing of the lesson is too slow, rushed, or both.	The lesson has 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 consistent.	The lesson structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all.

> **Criterion 5:** Assessment has multiple purposes including monitoring and adjusting the instructional process as well as measuring, evaluating and reporting student progress. Assessment must be linked to state standards and district curriculum. Whether formal or informal, assessment should be frequent, varied and developmentally appropriate.

5. Student Assessment:

____a) **Applies a variety of formal and informal assessment techniques**
- Peer Assessment
- Self Assessment /Reflection (student)
- Portfolio
- Question and discussion
- Authentic assessment (real life)

____b) **Reports/Communicates student progress to students and parents**
- Based on accurate records
- Frequently communicate student learning
- Incorporates clear and understandable grading parameters aligned with district policy

____c) **Assessment matches what was learned or taught**

____d) **Assesses higher level of student learning/understanding**

____e) **Shares w/ students criteria/rubric, exemplars to promote quality performance**

____f) **Assesses prior or related knowledge**

____g) **Modifies assessments for special needs students/uses testing modifications**

____h) **Assesses student's gains compared with self and group**

____i) **Demonstrate an understanding of standardized test results and other assessment measures**

Conference Notes:

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Information re: Individual Students	Teacher provides minimal information to students and parents and does not respond or responds insensitively to students and parents concerns about students.	Teacher adheres to the school's required procedures for communicating to students and parents. Responses to parent concerns are minimal.	Teacher communicates with students and parents about student's progress on regular basis - is available as needed to respond to parental concerns.	Teacher provides information to students and parents frequently on positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.

ADDITIONAL CONFERENCE NOTES:

> **Criterion 6: Classroom management is essential for creating a positive learning environment. Effective classroom management will provide clear guidelines and expectations for student learning and behavior. The following elements of classroom management should be considered.**

6. Classroom (Student) Management

____a)   Manages Time and Space
- Attention Span
- Budgeting Lesson Time
- Understands & Uses transition time
- The classroom invites organization, learning and on task behavior

____b)   Uses Proactive Strategies
- Clear Expectations
- Assignment Calendar
- Rules/Guidelines
- Praise and Positive Reinforcement
- Establishes Routines & Procedures
- Consistent with Policies, Procedures and Consequences (discipline)
- Proximity Control/space/social distance/moving about the room
- Attends to the Social Emotional issues of students
- Meeting individual special student management needs
- Uses an array of strategies to redirect inappropriate behavior

____c)   Positive Culture & Climate
- Demonstrates Positive Attitude & Perception About Learning
- Develops and Maintains Positive Relationships with Students
- Welcomes students, Calls students by name, Compliments students on important achievements, Understands group dynamics at different developmental stages, Include students in planning, Responds to student input
- Modeling Respect & Fairness with language and behavior
- Classroom Environment (welcoming, organized, conducive to learning)

Conference Notes:

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Management of Instructional Groups	**Students are not working with the teacher and are not productively engaged in the learning.**	**Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.**	**Tasks for group work are organized, and groups are managed so most students are engaged at all times.**	**Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.**

ADDITIONAL CONFERENCE NOTES:

7. **Reflective & Responsive Practice**
   ____a) **Personal characteristics of reflective/responsive practice includes but is not limited to the following:**
   - Intellectual curiosity
   - Regular on-going self-assessment
   - Willingness to ask questions and request assistance when needed
   - Actively invites and responds to observations, suggestions and other input
   - Able to shift paradigms in learning and improving instruction
   - Reflects on instructional successes and dilemmas
   - Reflects on the appreciation and enjoyment of working with students
   - Reflects on interactions with adult members of school community

   ____b) **Strategies that help promote reflective/responsive practice includes but is not limited to the following**
   - Takes advantage of professional development opportunities to improve
   - Belongs to professional organizations
   - Reads, and reflects on professional literature
     Uses research in planning, Adjusts and implements strategies to improve instruction, Establishes goals for professional growth, Uses and encourages appropriate student input to enhance instruction and change

Conference Notes:

	<u>UNSATISFACTORY</u>	<u>BASIC</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
Enhancement of Content Knowledge and Pedagogical Skill	**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 attempt to conduct action research in the classroom.**

ADDITIONAL CONFERENCE NOTES:

> **Criterion 8: Effective relationships with students, parents, and support personnel are necessary in order to build a learning community.**

8. Collaborative Relationships:

____a) Invites Regular Review & Observation

____b) Uses Colleagues/Adults as Resources (e.g.):
- Co-Teaching
- Uses of C.S.T./PPST
- Understands and uses the C.S.E process where appropriate
- Collaborates with service providers in order to understand and implement the IEP
- Collaborates with special area support personnel (e.g.: counselor, psychologist, speech therapist)

____c) Offers affirmative support to the efforts of colleagues
- Supports new teachers in positive ways
- Acts as a resource/mentor
- Participates in building and district initiatives
- Helps develop interdepartmental and inter-grade projects and curriculum
- Shares expertise or knowledge
- Recognizes and celebrates the accomplishments of colleagues, building and district

____d) Interacts positively with parents, teachers, staff & administration
- Communicates with families/community
- Models respect
- Works well with paraprofessionals and support staff
- Demonstrates good communication skills (e.g.: active listener).
- Appreciates diversity
- Uses conflict resolution and decision making skills to resolve problems in the work place

Conference Notes:

	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Relationships with Members of the Learning Community	Teacher's relationships with members of the learning community are negative or self-serving.	Teacher maintains cordial relationships to fulfill the duties that the school or district requires.	Support and cooperation characterize relationship with members of the learning community.	Support and cooperation characterize relationships. Teacher takes the initiative/assumes leadership among faculty.

ADDITIONAL CONFERENCE NOTES:

IPR – FINAL REFLECTION REPORT

Please **complete** this reflection exercise, using additional pages as needed. **Include** pages containing the rubrics selected for review and **attach** any supporting documents you wish to include. This packet will be submitted to and discussed with your Building Administrator during the Year-End Conference.

Please record the dates of the three meetings and have your Building Administrator initial below each meeting date.

_____Beginning   _____ Mid-point   _____ End-point

_____   _____   _____
  Building Administrator   Building Administrator   Building Administrator

Please reflect on the questions below to describe how the IPR supported your growth as a professional. (Use additional pages as necessary)

- Describe the impact on your professional skills as a result of this initiative.
- Describe the impact or anticipated impact on your students' performance.
- Has the IPR process led you to an interest in further study? If so, what would be your focus in the future?
- Additional Remarks (attach additional sheets if necessary)

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Feedback Form

The APPR committee would appreciate your reactions to your experience with your IPR project.

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Give this to any member of the APPR committee, your building principal or send it to the Office of the Assistant Superintendent for Instruction.

Thank you.