

RHINEBECK CENTRAL SCHOOL DISTRICT

**ANNUAL PROFESSIONAL
PERFORMANCE REVIEW PLAN**

2009-2012

RHINEBECK CENTRAL SCHOOL DISTRICT

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I. INTRODUCTION

The following plan was developed collaboratively by a committee composed of district administrators, representatives of the Rhinebeck Teachers Association, and a representative of the Board of Education.

Philosophy Statement

The Rhinebeck Central School District is an educational community that provides an excellent learning environment and is dedicated to the development of every student's generosity of spirit, passion for learning, and ultimate success. We believe that teaching and teachers are at the heart of the educational process. We recognize that teachers are learners also and that they need a collegial and supportive atmosphere in order to thrive.

The Purpose of Evaluation

The following is a list of the rationale for and purposes of an annual performance review:

- To assist the individual teacher in increasing student achievement.
- To make a recommendation in regard to the granting of tenure.
- To monitor/document/promote continuous professional and interpersonal growth.
- To enable teachers to better understand and implement the NYS Learning Standards and the District curricula.
- To encourage, acknowledge, and celebrate exceptional educational practice and superior teaching performance.
- To provide information to detail staff members' current performance level, areas in need of improvement, and suggestions that will lead to further improvement.

II. DIFFERENTIATED EVALUATION OF TEACHERS

General Procedures

A teacher's annual performance will be evaluated and documented, both formally, as well as informally throughout the school year, based on the following:

New York State Performance Criteria:

- Content knowledge – the teacher should demonstrate a thorough knowledge of the subject matter area and curriculum;
- Preparation – the teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction;
- Instructional delivery – the teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning;
- Classroom management – the teacher should demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning;
- Student development – the teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity, and the regular application of developmentally appropriate instructional strategies for the benefit of all students;
- Student assessment – the teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards;
- Collaboration – the teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and
- Reflective and responsive practice – the teacher shall demonstrate that practice is reviewed, effectively assessed, and appropriate adjustments are made on a continuing basis.

All eight (8) of the criteria must be addressed in each year that a formal classroom observation is conducted. For non-tenured teachers, all eight (8) criteria will be addressed each year of the probationary period in each observation and evaluation.

How a teacher is evaluated depends on whichever of the following categories is appropriate:

A. Non-tenured Teachers

1. The first year:
 - Meeting with administrator prior to October 1st to review APPR plan
 - Assigned a mentor prior to the start of school for a one year time period
 - In the first year of employment, three formal classroom observations will be conducted within the following time frame:
 - The first two observations will be completed prior to the fifth month of employment
 - The third observation will be completed prior to March 16th
 - Prior to March 16th, a conference will be held with the building principal, from which a written summary of the teacher's overall evaluation for the year will be written

2. The second and third years:
 - Meeting with administrator prior to October 1st to establish performance improvement goals for the year
 - After the first year, the non-tenured teacher will be observed at least twice annually and a summary document will be written by the administrator by March 16th of each year.

3. Portfolio
 - a. Those individuals holding a transitional or initial certificate must be evaluated using a portfolio review which may include but not be limited to:
 - A video of teaching performance
 - A sample lesson plan
 - A sample of student work student assessment instruments
 - Teacher reflection on classroom practice.

 - b. A portfolio is a purposeful collection of work that exhibits a person's efforts, progress or achievement in one or more areas. The collection must be self-selected and show evidence of reflection. Pieces selected for the portfolio will be described in the table of contents and dated. In the selection process, choose meaningful pieces, limiting each selection to no more than 8 pieces per year, if possible.

The portfolio will be developed by the teacher, in consultation with the building principal, each year over the course of the teacher's probationary period. It will be reviewed each year by the building principal. The portfolio will be completed prior to the conclusion of the probationary period and will be reviewed by the building principal at that time as well.

c. Portfolio Contents:

- Cover Letter of explanation of purpose
- Table of Contents
- Selections from professional practice, which may include
 - a dated best lesson with commentary
 - a three-week unit lesson plan
 - classroom rules and discipline procedures
 - a journal reflecting on Professional Practice
 - an area of professional research
 - logs of Parent contacts
 - video/audio records of student performances
 - student achievement data
 - examples of student work
 - copies of handouts and worksheets
 - copies of assessments
 - parent/professional observations
 - community endeavors
 - extra-curricular activities
- Self-reflection, using the District's Teacher Reflection Form (Appendix E)

B. Tenured Teachers

A tenured teacher will be evaluated annually by May 15 and will receive a formal observation and evaluation at least once every three years.

1. Alternatives to Formal Observation

A decision to use alternatives to formal observation will be made by the mutual agreement of the administrator and teacher. Following this decision, the "Alternatives to Formal Observation" form will be completed by the tenured teacher and submitted to the administrator. The form will include, but not be limited to, expectations, artifacts, and outcomes to be discussed at an initial conference in the beginning of the school year (see Alternatives to Formal Observation Form) and must be guided by one or more of the eight teacher performance criteria listed under Formal Evaluation. Any of these options may be started in any year of the three-year cycle and submitted at the appropriate time. If mutual agreement cannot be reached, or if the tenured teacher requests one, a formal observation must be done. See a list of Alternatives to Observation in Appendix C.

The teacher must submit an Alternative to Formal Observation Form during the first quarter to be signed by the teacher and administrator and placed in the teacher's personnel file. By May 15, the teacher will submit evidence of completion of his/her goal(s) and a written self reflection. The Teacher Self Reflection Form (Appendix E) may be used. The administrator will review this evidence and sign the Alternative to Formal Observation form in the appropriate area, indicating that satisfactory professional growth has occurred.

2. Formal Observation

A tenured teacher must receive a formal observation at least once every three years. That evaluation will include a summary written by the administrator of the teacher's performance in all of the eight-state proficiency criteria.

Documentation for claims and/or judgments made in the summary document must include at least one formal classroom observation to be completed by May 15. Documentation may also include any of the following:

- Lesson plans
- Five-week reports
- Teacher-made assessments
- Indication of parent contacts
- Indication of professional development activities
- Indication of collaborative relationships

C. Teacher in Need of Improvement

The following procedures should be taken when administration determines that a non-tenured or tenured teacher is in need of improvement.

1. Awareness Phase

- Administrator puts his/her concerns in writing.
- Administrator and teacher meet to collaborate, prioritize, and resolve the issues.
- After this meeting, a decision is made by the administrator as to whether or not the teacher needs to move into the assistance phase or disciplinary phase.
- A summary of the meeting, the decision, and a written recommendation will be given to the teacher, and a copy placed in the teacher's personnel file.
- If the teacher is recommended for the assistance or disciplinary phase, he/she will be advised to consult with the RTA president or an RTA representative.

No data gathered during this phase would be used in further action against the teacher unless an event or specific data initiates the move into the disciplinary phase.

2. Assistance Phase

- The administrator and the teacher will review recommendations made during the awareness phase
- A specific plan will be developed collaboratively between the administrator and the teacher, which will include:
 - Goals that are specific, measurable, action oriented and time bound
 - Reasonable timelines for the plan
 - Indicators of progress
 - Resources and support - examples of which follow:
 - peer assistance
 - observing a master teacher
 - professional reading/video
 - conferences/workshops
 - What specifically will be done to help this person achieve his/her goals
 - Persons responsible for each step
 - Within five school days, a joint signature will be obtained after the teacher consults with the appropriate union representation

Following a review of progress within the timeline set in the above mentioned plan, the administrator will make a decision that the teacher will:

- leave the assistance phase
- remain in the assistance phase
- move into the disciplinary phase

No data gathered during this phase would be used in further action against the teacher unless an event or specific data initiates the move into the disciplinary phase.

3. Disciplinary Phase

- a. The administrator will outline for the teacher in writing the reason(s) for being placed in the disciplinary phase, i.e. not meeting the goals established in the assistance phase
- b. The disciplinary phase begins with a meeting between the administrator, the teacher, and the RTA president (or other union representative). Other resource people may be involved, including, but not limited to, central office administration or a NYSUT representative, by mutual agreement of the teacher, the administrator, and the Rhinebeck Teachers Association.

- c. The administrator will identify in writing the specific reasons why the teacher has been placed in the disciplinary phase. Following the discussions, the administrator will indicate the next steps to be taken. These may include but are not limited to:
- the development of a specific remedial plan with timeline
 - the requirement of specific training or evaluation by an out-of-district pedagogical professional
 - the suspension of the teacher with pay
- d. The disciplinary phase only addresses ongoing performance concerns not corrected by the awareness phase or the assistance phase. The disciplinary phase is not intended as a restriction on the District's rights according to NYS Education Law to take appropriate action for teacher misconduct without prior referral to either an awareness phase or an assistance phase. The reasons include the following:
- insubordination
 - conduct unbecoming a teacher
 - incompetence
 - lack of proper certification

III. DIFFERENTIATED EVALUATION OF TEACHERS PROVIDING PUPIL PERSONNEL SERVICES (Guidance Counselors and School Psychologists)

Formal Observation

A teacher providing pupil personnel services must undergo the same observation and evaluation procedures as other teachers, using the following:

New York State Performance Criteria:

- Content knowledge – the pupil personnel professional should demonstrate a thorough knowledge of their area of training and expertise;
- Preparation – the pupil personnel professional shall demonstrate appropriate preparation employing the necessary pedagogical practices to support the provision of pupil personnel services
- Delivery of support services – the pupil personnel professional shall demonstrate that the delivery of services results in appropriate interpersonal interaction;
- Facilitation skills – the pupil personnel professional should demonstrate facilitation skills supportive of diverse student needs;
- Student development – the pupil personnel professional shall demonstrate knowledge of student development, an understanding and appreciation of diversity, and the regular application of developmentally appropriate strategies for the benefit of all students;
- Student assessment – the pupil personnel professional shall demonstrate that he or she implements assessment techniques based on appropriate professional standards;
- Collaboration – the pupil personnel professional shall demonstrate that he or she develops effective collaborative relationships with administrators, teachers, students, parents or caregivers, as needed, and other support personnel to meet the needs of students; and

- Reflective and responsive practice – the pupil personnel professional shall demonstrate that practice is reviewed, effectively assessed, and appropriate adjustments are made on a continuing basis

IV. TRAINING FOR EVALUATORS

The District's administrators have been trained in the evaluation of staff performance. However, they will be encouraged to attend further training as provided by SED, BOCES, or any other appropriate agency. If deemed necessary by the superintendent, district administrators will participate in appropriate training provided by the school district. Prior to the start of each school year, the administrative team as a group will review the performance review process outlined in this plan, including the rubrics to be used to provide performance feedback to teachers. Each administrator will review the process and the rubrics with his/her staff at the beginning of the school year before the formal observations are begun.

V. EVALUATION OF BUILDING AND DISTRICT ADMINISTRATORS

Each building and district administrator will be evaluated annually each spring by his/her immediate supervisor in terms of two primary criteria:

- the degree to which his/her professional performance is congruent with the job description for his/her position listed in the Board of Education Policy; and
- the progress he/she makes toward meeting annually defined goals set by mutual agreement between the administrator and the superintendent.

VI. EVALUATION OF THE SUPERINTENDENT

The superintendent will be evaluated annually each spring by the Board of Education in terms of two primary criteria:

- the degree to which his/her professional performance is congruent with the job description listed in the Board of Education Policy
- the progress he/she makes toward meeting annually defined goals set by the superintendent and approved by the Board of Education.

Appendix A

Rhinebeck Central Schools Formative and Summative Observation Form

Teacher: _____ Observer: _____ Subject: _____ Tenured: _____ Probationary: _____ Year: 1- 2- 3

Pre-Observation Conference Date: _____ Date of Observation: _____ Post Observation Conference Date: _____ Time of Observation: _____

New York State Performance Criteria:

(Note: Ratings of 1 or 2 require a comment from the observer.)

1. Content Knowledge: **4 3 2 1 N/A-N/O**

The teachers shall demonstrate a thorough knowledge of subject matter area and district Prioritized Curriculum.

Comments: _____

2. Preparation: **4 3 2 1 N/A-N/O**

The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

Comments: _____

3. Instructional Delivery: **4 3 2 1 N/A-N/O**

The teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning.

Comments: _____

4. Classroom Management: 4 3 2 1 N/A-N/O

The teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning.

Comments: _____

5. Student Development: 4 3 2 1 N/A-N/O

The teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.

Comments: _____

6. Student Assessment: 4 3 2 1 N/A-N/O

The teacher shall demonstrate the ability to implement assessment techniques based on appropriate learning standards designed to measure student progress in learning.

Comments: _____

7. Collaboration: 4 3 2 1 N/A-N/O

The teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents, or caregivers, as needed, and appropriate support personnel to meet the learning needs of students.

Comments: _____

Appendix B

Rhinebeck Central Schools Formative and Summative Observation Form Rubric

Content Knowledge:

The teachers shall demonstrate a thorough knowledge of subject matter and district Prioritized Curriculum

Exceeds = 4	Meets = 3	Approaching = 2	Does Not Meet = 1
<p>Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge and articulates it to the student level of understanding.</p> <p>Uses a wide variety of resources.</p> <p>Makes insightful connections between standards and instruction.</p> <p>Teacher actively builds on prerequisite knowledge when describing instruction and seeks causes for student misunderstanding.</p> <p>Teacher activity displays continuing search for best practices and anticipates student misconceptions.</p>	<p>Teacher displays solid content knowledge, and makes connections between the content and other disciplines and can articulate it to the student level of understanding.</p> <p>Utilizes many resources.</p> <p>Connects standards and instruction.</p> <p>Teacher plans and practices reflect an understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher displays best teaching practices and pedagogy.</p>	<p>Teacher displays basic knowledge and can articulate some material and simplify it to the student level of understanding.</p> <p>Use of appropriate resources is marginal.</p> <p>Incomplete connection between standards and instruction.</p> <p>Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.</p> <p>Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.</p>	<p>Teacher makes content errors or does not correct student content errors. Can not articulate material or make it understandable to the students.</p> <p>Use of appropriate resources is infrequent.</p> <p>Connection between standards and instruction is infrequent.</p> <p>Teacher displays little understanding of prerequisite knowledge important for student learning of the content.</p> <p>Teacher displays little understanding of pedagogical issues involved in student learning of the content.</p>

Not Applicable: N/A

Not Observed: N/O

Rhinebeck Central Schools

Formative and Summative Observation Form Rubric

Preparation:

The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

Exceeds = 4	Meets = 3	Approaching = 2	Does Not Meet = 1
<p>Lesson plans are thoroughly connected to the district curriculum, NYS Learning Standards and IEP's where applicable.</p> <p>Lesson Plans are very well organized with all elements clearly connected to instructional goals.</p> <p>Lesson planning demonstrates a distinguished use of a variety of instructional strategies and grouping patterns to meet the diverse learning needs of students.</p> <p>Lesson planning demonstrates a masterful preparation of resources and materials that go beyond the basic text and publisher provided materials.</p> <p>Goals reflect high expectations and are clearly formulated so that they can be assessed in a thorough and comprehensive manner.</p>	<p>Lesson plans are connected to the district curriculum, NYS Learning Standards and IEP's where applicable.</p> <p>Lesson plans reflect an organized and appropriate structure with elements connected to instructional goals.</p> <p>Lesson planning demonstrates a proficient use of a variety of instructional strategies and grouping patterns to meet the diverse learning needs of students.</p> <p>Appropriate resources and materials are available for the lesson.</p> <p>Goals reflect reasonable expectations and are clearly formulated so that they can be assessed in an appropriate manner.</p>	<p>Lesson plans are somewhat connected to the district curriculum, NYS Learning Standards and IEP's where applicable.</p> <p>Lesson plans demonstrate a basic organizational structure but some elements are unclear or insufficient.</p> <p>Lesson planning demonstrates some attempt to use a variety of instructional strategies and grouping patterns to meet the diverse learning needs of students.</p> <p>Some appropriate resources and materials are available for the lesson.</p> <p>Goals reflect moderate expectations and are fairly clear and appropriate. Some goals can be accurately assessed.</p>	<p>Lesson plans are not connected to the district curriculum, NYS Learning Standards and IEP's where applicable.</p> <p>Lesson plans demonstrate a lack of organizational structure and elements are unclear and insufficient.</p> <p>Lesson planning demonstrates no attempt to use a variety of instructional strategies and grouping patterns to meet the diverse learning needs of students.</p> <p>Instructional resources and materials are inappropriate or not available for the lesson.</p> <p>Goals reflect low expectations, lack clarity and are inappropriate to the curriculum. Goals are difficult to assess.</p>

Not Applicable: N/A

Not Observed: N/O

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Formative and Summative Observation Form Rubric

Instructional Delivery:
The teachers shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning.

Exceeds = 4	Meets = 3	Approaching = 2	Does Not Meet = 1
<p>Instructional delivery includes active student involvement, positive and frequent teacher/student interactions, and clear and meaningful instructional goals.</p> <p>Utilizes a wide variety of teaching styles to address multiple learning styles or intelligences.</p> <p>Presentation sequentially follows written lesson plan design and teacher meets all objectives listed.</p> <p>All students were fully engaged in meaningful learning activities. These instructional activities challenged students to think critically and to solve problems.</p> <p>Teacher questions were of a very high quality leading to an active participation on the part of all students in class discussion. Students were highly engaged in the learning process.</p> <p>Instruction is clear, direct, explicit; uses visual display technology, and includes teacher or student modeling when appropriate and makes ongoing assessments and adjusts teaching accordingly.</p>	<p>Instructional delivery fosters active involvement, encourages student/teacher interaction based on appropriate instructional lessons and clear instructional goals.</p> <p>Utilizes various teaching styles to address multiple learning styles or intelligences.</p> <p>Presentation sequentially follows written lesson plan design.</p> <p>Most of the students were engaged in the learning process and some of the instructional activities led to higher level thinking and problem solving on the part of the students.</p> <p>Most of the teacher questions were of a quality that led to active participation on the part of most students in class discussion.</p> <p>Instruction is clear, direct, and explicit; uses visual display technology, and includes teacher or student modeling when appropriate.</p>	<p>Instructional delivery has minimal active student involvement, attempted student/teacher interaction and instructional goals are vague.</p> <p>Attempts are made to address multiple learning styles or intelligences.</p> <p>Presentation attempts but does not include all written lesson plan components.</p> <p>There was some attempt to keep the students engaged in the learning process. Some instructional activities led to higher level thinking and problem solving by the students.</p> <p>An attempt was made to ask questions that would lead to active participation on the part of students in class discussion.</p> <p>Instruction is clear, but not direct or explicit and the teacher does not include any visual display technology or teacher or student modeling.</p>	<p>Instructional delivery is teacher centered and allows for little student interaction and instructional goals are not presented or defined.</p> <p>Does not recognize the variety of teaching styles that address multiple learning styles or intelligences.</p> <p>Presentation has no connection to lesson plan.</p> <p>Very few students were engaged in the learning process. There was little evidence of any higher level thinking and problem solving being done by the students.</p> <p>Very little or no attempt was made to ask questions that would lead to active participation by the students. The teacher dominated the discussion instead of facilitating it.</p> <p>Instruction lacks direction, is vague and not sequential.</p>

Not Applicable: N/A

Not Observed: N/O

Rhinebeck Central Schools
Formative and Summative Observation Form Rubric

Classroom Management:
The teachers shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning.

Exceeds = 4	Meets = 3	Approaching = 2	Does Not Meet = 1
<p>High expectations for appropriate behavior are the norm. Students are not only aware of these normative expectations, but can articulate and discuss them.</p> <p>Extensive evidence of emotional and physical safety that supports learning through:</p> <ul style="list-style-type: none"> - Respectful questions and answers - Respectful and supportive tone of voice - Absence of ridicule and demeaning remarks - Respectful responses and support among the learners - An atmosphere of community and belonging <p>There is extensive evidence that the organization of students' time, space, materials, and resources have optimized learning time and learning environment.</p> <p>Teacher response to misbehavior is highly effective and is highly respectful of students' dignity, or student behavior is entirely appropriate.</p>	<p>High expectations for appropriate behavior are generally understood, and students respond accordingly.</p> <p>There is considerable evidence of emotional and physical safety that supports learning through:</p> <ul style="list-style-type: none"> - Respectful questions and answers - Respectful and supportive tone of voice - Absence of ridicule and demeaning remarks - Respectful responses and support among the learners - An atmosphere of community and belonging <p>There is acceptable evidence that the organization of students' time, space, materials, and resources have optimized learning time and learning environment.</p> <p>Teacher response to misbehavior is appropriate and respectful of student dignity, or student behavior is mostly appropriate.</p>	<p>Expectations for appropriate behaviors are beginning to be shared with the students. The teacher is learning to recognize the importance of making sure that expectations are clearly understood by all students.</p> <p>There is some evidence of emotional and physical safety that supports learning through:</p> <ul style="list-style-type: none"> - Respectful questions and answers - Respectful and supportive tone of voice - Absence of ridicule and demeaning remarks - Respectful responses and support among the learners - An atmosphere of community and belonging <p>There is little evidence that the organization of students' time, space, materials, and resources have optimized learning time and learning environment.</p> <p>Teacher attempts to respond to student misbehavior but with minimal effectiveness or minimal concern for the students' dignity, or no serious disruptive behavior occurs.</p>	<p>The teacher constantly states commands to behave properly. Students appear used to an environment with low or unenforced behavioral expectations.</p> <p>There is little evidence of emotional and physical safety that supports learning through:</p> <ul style="list-style-type: none"> - Respectful questions and answers - Respectful and supportive tone of voice - Absence of ridicule and demeaning remarks - Respectful responses and support among the learners - An atmosphere of community and belonging <p>There is no evidence that the organization of students' time, space, materials, and resources have optimized learning time and learning environment.</p> <p>Teacher ineffectively responds to student misbehavior or does not respect the students' dignity, and serious disruptive behavior occurs.</p>

Not Applicable: N/A

Not Observed: N/O

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Student Development:

The teachers shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.

Exceeds = 4	Meets = 3	Approaching = 2	Does Not Meet = 1
<p>Teacher displays thorough knowledge of typical developmental characteristics of students' age group, exceptions to patterns, and the extent to which each student follows patterns.</p> <p>Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning, as an integral part of his/her instructional planning repertoire.</p> <p>Teacher demonstrates thorough knowledge of student ability, interest, and learning profile, including students with special needs, by adjusting instruction accordingly.</p> <p>Teacher is aware of the information contained in students' IEPs, CST recommendation and 504 plans and uses this information effectively to enhance the instruction of these students. Teacher actively contributes to the enhancement of a students plan.</p>	<p>Teacher displays adequate knowledge of typical developmental characteristics of students' age group as well as exceptions to the general patterns.</p> <p>Teacher displays a solid understanding of the different approaches to learning that different students exhibit and occasionally uses those approaches in instructional planning.</p> <p>Teacher demonstrates adequate knowledge of student ability, interest, and learning profile, including students with special needs, by occasionally adjusting instruction accordingly.</p> <p>Teacher is aware of the information contained in students' IEPs, CST recommendations and 504 plans, and uses this information to plan and conduct instruction.</p>	<p>Teacher displays an inadequate to basic knowledge of typical developmental characteristics of students' age group and does not notice exceptions to general patterns.</p> <p>Teacher displays an inadequate to basic understanding of the different approaches to learning that different students exhibit and rarely incorporates those approaches into instructional planning.</p> <p>Teacher demonstrates an inadequate knowledge of student ability, interest, and learning profile, including students with special needs, by rarely adjusting instruction accordingly.</p> <p>Teacher has limited awareness of the information contained in students' IEPs, CST recommendations and 504 plans, and makes limited use of this information to plan and conduct instruction.</p>	<p>Teacher displays little or no knowledge of typical developmental characteristics of students' age group.</p> <p>Teacher displays little or no understanding of the different approaches to learning that different students exhibit and does not incorporate those approaches into instructional planning.</p> <p>Teacher demonstrates little or no knowledge of student ability, interest, and learning profile, including students with special needs, by not adjusting instruction accordingly.</p> <p>Teacher is unaware of the information contained in students' IEPs, CST recommendations or 504 plans.</p>

Not Applicable: N/A

Not Observed: N/O

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Student Assessment:
The teachers shall demonstrate the ability to implement assessment techniques based on appropriate learning standards designed to measure student progress in learning.

Exceeds = 4	Meets = 3	Approaching = 2	Does Not Meet = 1
<p>Knowledge of NYS Learning Standards, Assessments, and District Curriculum for specific content being taught is thorough and extensive. This knowledge is the foundation upon which planning and instruction is based.</p> <p>A variety of assessment methods are consistently used, evaluating a mixture of basic and critical thinking skills. Assessments are effectively designed to take into account the individual differences of learners.</p> <p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.</p> <p>In depth analysis of formal assessment data is consistently used to assess the appropriateness of teaching strategies and lesson content, and instruction is consistently modified in light of data.</p>	<p>Knowledge of the NYS Learning Standards, Assessments, and District Curriculum for specific content being taught is consistently evident in planning and instruction.</p> <p>A variety of assessment methods are commonly used, assessing a mixture of basic skills and critical thinking skills. Assessments are designed to take into account the individual differences of learners.</p> <p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.</p> <p>Analysis of formal assessment data is commonly used to assess the appropriateness of teaching strategies and lesson content, and attempts are made to adjust instruction in light of data.</p>	<p>Knowledge of NYS Learning Standards, Assessments, and District Curriculum for specific content being taught is partially evident in planning and delivery of instruction.</p> <p>There is some variety in student assessment. Assessment may on occasion evaluate critical thinking skills. Minimal attempt to take into account the individual differences of learners.</p> <p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.</p> <p>Teacher is aware of formal assessment data, but little effort is made to assess the appropriateness of teaching strategies and lesson content, and there is minimal effort to adjust instruction in light of data.</p>	<p>There is no evidence in the planning or delivery of instruction of knowledge of the NYS Learning Standards, Assessments, and District Curriculum for specific content being taught.</p> <p>No variety in student assessment is evident and only rote learning is assessed. No attempts are made to take into account the individual differences of learners.</p> <p>Teacher does not know if a lesson was effective, achieved its goals, or misjudges the success of a lesson.</p> <p>Teacher is unaware of formal assessment data, and such data are not a factor in the planning and delivery of instruction.</p>

Not Applicable: N/A

Not Observed: N/O

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Collaboration:

The teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents, or caregivers, as needed, and appropriate support personnel meet the learning needs of students.

Exceeds = 4	Meets = 3	Approaching = 2	Does Not Meet = 1
<p>Develops effective collaborative relationships with colleagues to meet the learning needs of students.</p> <p>Teacher provides frequent information to parents, as appropriate, about the instructional program and student progress. Response to parent concerns is handled sensitively and effectively.</p> <p>Teacher develops effective collaborative relationships with students and/or families to employ best practice while meeting the diverse learning needs of the students.</p>	<p>Develops collaborative relationships with colleagues to meet the learning needs of students.</p> <p>Teacher provides frequent information to parents, as appropriate, about the instructional program and student progress. Responds to parent concerns appropriately.</p> <p>Teacher develops collaborative relationships with students and/or families to meet the diverse learning needs of the students.</p>	<p>Maintains cordial relationships with colleagues to meet the learning needs of students.</p> <p>Teacher participates in the school's activities for parent communication but offers little additional information. Ineffectively responds to parent concerns.</p> <p>Makes inconsistent attempts to develop collaborative relationships with students and/or families to meet the diverse learning needs of students.</p>	<p>Teacher's relationships with colleagues are minimal or are not positive.</p> <p>Teacher provides little information about student progress and instructional program. Does not respond to or negatively responds to parent concerns.</p> <p>Makes no attempt to develop collaborative relationships with students and/or families to meet the diverse learning needs of students.</p>

Not Applicable: N/A

Not Observed: N/O

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Reflective and Responsive Practice:
Demonstrates that teaching and learning practices are reviewed, effectively assessed and appropriate adjustments made on a continuing basis.

Exceeds = 4	Meets = 3	Approaching = 2	Does Not Meet = 1
<p>There is extensive incorporation of best practices in daily instruction and constant review and refinement of their effectiveness.</p> <p>Meaningful data, both formal and informal, are collected and reviewed constantly to adjust lessons to best utilize teacher instructional and student learning opportunities.</p> <p>A leadership role is assumed with colleagues in the discussion of curricula options, based on personal and professional development resources.</p>	<p>There is an incorporation of best practices as knowledge of and confidence with them grows.</p> <p>Academic data are used as a basis for instructional decisions. Informal data are included when known.</p> <p>Information and current practices are sought out. Active participation in targeted professional development activities is evident.</p>	<p>Knowledge and incorporation of best practices into daily lesson planning is in the beginning stages of development.</p> <p>There is a willingness to use data with a developing awareness of the important implications inherent in the information.</p> <p>Participation in staff development activities and a solicitation of professional development advice and support is in the developing stages.</p>	<p>There are little or few best practices in the daily repertoire, but rather a reliance of existing plans or activities with little variety of mode or structure of lessons.</p> <p>There is little understanding of the effect of data on learning; there is little reflection of self-actions and a tendency to blame others for lack of progress.</p> <p>Participation in staff development is marginal and is limited to mandatory requirements which are often viewed as unnecessary or not applicable to self.</p>

Not Applicable: N/A

Not Observed: N/O

Appendix C

ALTERNATIVES TO FORMAL OBSERVATION

Tenured staff members, by the consensus of the teacher and the administrator, may choose to submit an Alternative to Formal Observation form. The alternatives to formal observation should be designed to encourage and enable teachers to reflect upon their teaching. The proposal would include the following information:

- the *Performance Criteria* focused on,
- the *Goals* of the proposal,
- the *Actions, Procedures, and Timeline* that they will follow to accomplish the goal,
- what *Evidence* they will provide that shows the accomplishment of the goal,
- other *Teacher Participants* and if any, their roles and responsibilities, and
- what type of *Support* is needed from the administrator.

1. PEER OBSERVATION

Teachers agree to observe each other's classes 3-4 times during the year and provide and receive feedback relevant to their goal(s). Observation notes will remain confidential between the teachers and the building administrator, who will not use the notes for evaluation of either the observer or the observee.

2. STUDY GROUPS

Teachers meet with colleagues to learn new strategies, experiment with these strategies and share the results of their experiments, and to problem solve. Study groups can be developed to feature content, which would support a teacher's goal. Teachers also may form study groups to discuss educational literature and/or innovations.

3. FIELD BASED RESEARCH

In this category, a teacher develops a hypothesis and a research project to test that hypothesis. A teacher might propose the hypothesis that the use of cooperative learning strategies will improve student achievement in U.S. History. The teacher could then identify a section or sections in which to use the strategy and measure student achievement. Findings could be briefly presented in a paper and discussed with other teachers.

4. ANALYSIS OF A PORTFOLIO OF ARTIFACTS

A teacher could maintain a file, which may include, but is not limited to, lesson plans, handouts, quizzes, tests and exams in a given time period. The analysis might include, but is not limited to, the congruency between what is taught and what and how it is tested; and/or the relationship between the instructional strategies used and student achievement.

5. WEEKLY JOURNAL

A teacher could reflect upon her/his teaching and record her/his thoughts, each week in a journal, which will be shared with other teachers and the administrator, and which the teacher will use as a basis for self-evaluation of his/her goal.

6. PREPARING AND PRESENTING A STAFF DEVELOPMENT PROGRAM

A teacher with interest and expertise in a particular area of instruction could develop and present a program on the topic to other interested staff. The presentation should include what participants will know or be able to do as a result of participating in the program, why it is important to learn it and how it relates to student learning.

7. SUBMISSION OF ARTICLES FOR PUBLICATION

A teacher could prepare and present an article on instruction and/or curriculum for publication in professional journals.

8. SELF-ANALYSIS OF VIDEOTAPES

A teacher could videotape three different lessons during the course of the year, analyze the lessons, write up an assessment on the effectiveness of each, and submit the tapes and the assessments to the administrator for review.

9. GOAL SETTING BY TEACHER OR TEACHERS

A teacher or teachers meet with the administrator in September to submit goal(s). There will be checkpoints as needed and an end of the year review of the process.

10. SUPERVISE A STUDENT TEACHER

A teacher may agree to be a cooperating teacher for a pre-service teacher. The teacher will hold collaborative conferences with the administrator, hold after school sessions with interns, and/or submit copies of photographs of artifacts created by the student teacher.

11. COMPLETE A PROJECT NOT LISTED ABOVE, MUTUALLY AGREED UPON BY THE TEACHER AND THE ADMINISTRATOR, FROM AMONG, BUT NOT LIMITED TO, THE FOLLOWING:

- cooperative conflict resolution/anger management
- using technology in the classroom
- rubric development and portfolio assessment
- teaching using multiple intelligences and/or learning styles
- multi-age teaching/looping
- integrated curriculum tasks
- differentiated instruction
- cooperative learning
- design and development of a new course or the revision of an old course
- other options mutually agreed upon by the teacher and the administrator.

Appendix D

Alternatives to Formal Observation Form

Name _____ Building _____ Date _____

1. What alternative to formal observation have you chosen?
2. Which of the eight performance criteria (content knowledge, preparation, instructional delivery, classroom management, student development, student assessment, collaboration, reflective and responsive practice) will your proposal demonstrate?
3. State the goal(s) of your proposal.
4. State the actions and procedures you will use, and the timeline you will need, to accomplish these goals.
5. In addition to a written self-reflection, what evidence will you provide to demonstrate attainment of these goals?
6. Will there be other teacher participants involved in this proposal? If so, name them and give their role(s) and responsibilities.
7. What support (materials, time, staff development meetings) do you need from your administrator to complete your project?

Teacher's signature _____ Date: _____

Administrator's initial signature _____ Date: _____

Administrator's final signature *_____ Date: _____

_____ satisfactory _____unsatisfactory

(* indicating evidence of satisfactory or unsatisfactory professional growth)

Appendix E

Rhinebeck Central Schools Annual Professional Performance Review Teacher Reflection Form

Teacher: _____

Date: _____

New York State Performance Criteria:

1. Content Knowledge: **4 3 2 1 N/A-N/O**

The teachers shall demonstrate a thorough knowledge of subject matter area and curriculum.

Comments: _____

2. Preparation: **4 3 2 1 N/A-N/O**

The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

Comments: _____

3. Instructional Delivery: **4 3 2 1 N/A-N/O**

The teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning.

Comments: _____

4. Classroom Management: 4 3 2 1 N/A-N/O

The teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning.

Comments: _____

5. Student Development: 4 3 2 1 N/A-N/O

The teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.

Comments: _____

6. Student Assessment: 4 3 2 1 N/A-N/O

The teacher shall demonstrate the ability to implement assessment techniques based on appropriate learning standards designed to measure student progress in learning.

Comments: _____

7. Collaboration: 4 3 2 1 N/A-N/O

The teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents, or caregivers, as needed, and appropriate support personnel to meet the learning needs of students.

Comments: _____

8. Reflective/Responsive Practice: 4 3 2 1 N/A-N/O

The teacher shall demonstrate that practice is reviewed, effectively assessed, and appropriate adjustments are made on a continual basis.

Comments: _____

