

Dansville Central School District



Professional Development Plan July 2017-June 2018



*"We create and maintain opportunities for
students to achieve their full potential"*

*This Plan will be reviewed on an annual basis.
Professional Development Planning Team / Shared Decision Making Team
Revised in May 2016, July 2017

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Professional Development Planning Team / Shared Decision Making Team:

Paul Alioto	:	Dansville Central School District Superintendent
Barb Pamper	:	Director - Curriculum, Instruction & Computer Technology
Lynne Nielsen	:	Primary School Teacher
Linda Brokaw	:	Elementary School Teacher
Jen Migliore	:	High School Teacher, Special Education
Lisa Johnson	:	EBH Principal. SUNY Geneseo Adjunct Professor
Tom Frazier	:	HS 7-12 Principal
Lynne Blum	:	Elementary Librarian
Matt Quibell	:	DTA Rep
Cassandra Boor	:	DSSA - Classroom support
Velma Kahn	:	PS Technology TA
Char Bennett	:	Parent Representative
Phyllis Green	:	Community Representative

~The Professional Development Planning Team is responsible for analyzing data, setting goals, and establishing mechanisms for the evaluation of professional development~

Professional Development Mission Statement

Dansville Central School District is committed to continuous learning, collegiality, collaboration, and community. This professional development plan supports our staff in the continuous development of their knowledge base of professional practice. The overall purpose of professional development is to ensure all staff have access to professional development opportunities that allow for the continual improvement of effective teaching practices.

The Dansville Central School District consists of three buildings/schools:

Primary School (grades PK - 2), Elementary School (grades 3-6), & High School (grades 7-12).

Principles of Exemplary Professional Development

A quality professional development program builds skills and capacities of our faculty and staff to collaborate effectively for improved teaching and learning through comprehensive and ongoing activities to achieve the district's goal of continuous cycle of learning in Assessment, Curriculum, and Instruction. We believe effective professional development demonstrates:

- A meaningful relationship between professional development and student learning
- Addresses NYS Learning Standards and pedagogy derived from research and exemplary practice
- Adheres to the teacher evaluation rubrics in the Marshall Rubric (see Appendix A) based on the New York State Teaching Standards
- Uses assessment and evaluation for active monitoring of student learning by teacher teams
- A commitment to ongoing learning which directly impacts the quality and variety of student learning opportunities

- Recognizes that all people learn at different rates and in different ways and accommodations are made
- Awareness that Instructional staff members have varied educational responsibilities; therefore, have different professional development needs
- Opportunities for instructional staff to increase their knowledge in the content area, learning strategies, and other non-content areas which impact teaching and learning
- Commitment of time, resources, and support to maximize professional development opportunities
- On-going processes that must involve all instructional staff, leaders, and support staff collaborating around student learning
- Opportunities for newly hired staff to help to ensure their success
- Adherence to Educational research that is grounded in experience and best practices
- Alignment with New York State Next Generation Learning and Content Standards
- Collegial activities that offer opportunities for collaboration, re-teaching and reflection
- Develops, reinforces, and sustains group work by collaborative practice within schools and through networks across districts
- Integrates effective instructional technology practices as *We are Leaders in Technology for Learning*
- Improving the culture focused on 21st century learning foundational to all quality professional development
- Development of improved culture through Seven Habits and Leader in Me district-wide

Overarching Goals for Professional Development

BOE Goals supported in this PD Plan:

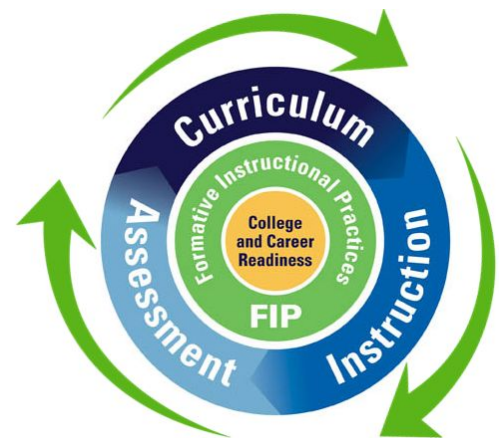
- **Technology:** Maintain Dansville as a leader in technology and ensure its innovative and ethical use in teaching and learning.
- **School Community Culture:** Cultivate collaboration between district and community to nurture and sustain positive relationships.
- **Student Achievement:** Focus on all aspects of student achievement and promote flexible, innovative, and meaningful programs that challenge all students to reach their full potential.

Professional Development in Dansville for the timeframe of 2017-2018 focuses on:

Goal 1 - Structure collaboration (teamwork) and PD to support student centered pedagogy. This includes:

- Literacy instruction across all content areas
- Continuous cycle of improvement in assessment, curriculum, and instruction
- Responsive K-12 intervention (in academics and behavior) that is coherent and aligned
- Effective instructional technology
- Varied opportunities for students and faculty/staff to reach full potential as leaders

Goal 2 - Culture Improvement - Enhance positive / leadership culture for the entire school community, including students, staff, parents and the Dansville Community.



The
Leader in Me™

great happens here

Goal 3 - Improve Teacher Mentor Program / New Teacher Orientation - Provide for needs of new teachers in a comprehensive program of welcome and support.

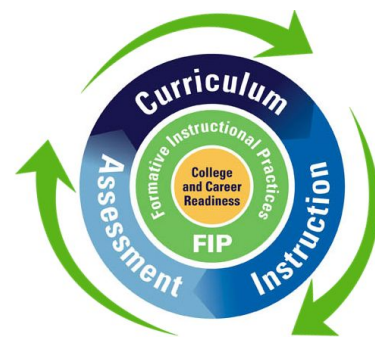
Goal 4 - Improve Safety and Training - Ensure the safety and security of staff through complete training in safety and violence prevention.

The District's Shared Decision-Making Team shall serve as the professional development committee (as required by Part 100.2), and shall be responsible for developing the various aspects of the District professional development plan. The responsibilities of the committee shall include but are not limited to: oversee the design, selection and implementation of all professional development activities; ensure that each teacher is afforded the opportunity to participate in selecting professional development activities that are appropriate for his/her needs; determine the appropriateness and/or effectiveness of existing professional development activities and to direct that changes be made where necessary; consult and advise in the selection of appropriate professional development activities to be used in Teacher Improvement Plans; ensure that professional development includes training on the Teaching Standards and rubric(s) used in the APPR process; and make decisions, other than those requiring the expenditure of additional district funds, as may be necessary to ensure the continued implementation of effective professional development opportunities for all District teachers.

Professional development will be provided within the teacher's contractual day, during contractual after-school meeting times, or on days within the contractual work year that are designated for professional development. All costs associated with district professional development will be borne by the district. Professional Development during summer is voluntary and compensated with contractual wage and / or Professional Development credit.

Annual Goals Details for Professional Development 2017-2018:

Goal 1: Structure collaboration (teamwork) and PD to support student centered pedagogy. This includes: Literacy instruction across all content areas, Continuous cycle of improvement in assessment, curriculum, and instruction, Responsive K-12 intervention (in academics and behavior) that is coherent and aligned, Effective instructional technology, Varied opportunities for students and faculty/staff to reach full potential as leaders.



Clarification of key Terms

- a. Student Centered pedagogy - Use of technology, curriculum, assessment, instruction and feedback to engage students in monitoring their own learning across disciplines and aligned with NYS Learning Standards
- b. Collaboration - release time for depts and grade levels to examine and develop evidence based effective pedagogy (may include consultants, coaches and outside professionals), review student data to determine effectiveness of current practice and next steps for instruction
- c. Literacy instruction - I Do, We Do, You Do - Modeling, Guided Practice and Independent Practice with continuous use of formative assessment

- d. Curriculum development - continuous revision and improvement in curriculum in response to assessment (formative and summative), and instruction
- e. Instructional Technology - technology that supports student centered pedagogy, responsive intervention, robust formative and summative assessment and facilitates student and faculty collaboration

Goal 2: Culture Improvement - Enhance culture for the entire school / Dansville community. Academic achievement is dependent on the health, well-being, safety and professional practice of our faculty, staff, students and families. The District is committed to supporting and enhancing our Health & Wellness. Goal 2 will focus on 2nd year piloting and implementing the Leader in Me Curriculum, Aligning Academics:

1. **Seven Habits / Leader in Me - Seven Habits - *The Leader in Me*.** The Leader in Me is Franklin Covey's whole school community intervention. It's our proactive approach to improving academics, school culture, and life skills. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. Piloting of the program in 2015-2016. District-wide implementation of the program in 2016-2017. Year 2 of implementation 2017-2018, Aligning Academics.



Goal 3: Improve Teacher Mentor Program / New Teacher Orientation - The purpose of the Dansville School District Mentor Program is to assist all new teaching staff as they begin their work in this district. The Dansville School District believes we have a vested interest in each teacher hired and is committed to working on making the transition into our school community a positive one with high teacher retention a priority. The Teacher Mentor Program will provide support to new staff members by linking them with an experienced teacher. Goal 3 provides for the continued work of a Mentor Steering Committee and the establishment of a Mentor Coordinator to oversee the Teacher Mentor / New Teacher Orientation program and ensure its effective implementation district-wide.

Goal 4: Improve Safety and Training - Dansville Safety Committee will Survey our annual training in safety / violence prevention and other trainings required by NYS and ensure we are up-to-date and all staff are provided adequate training.

Background

Dansville has worked extensively and intensely on Curriculum Development in alignment with NYS Common Core Learning Standards from 2012 through 2015. In 2015 we shifted focus from Curriculum to Assessment in driving the Continuous Cycle of improved professional practice in Assessment, Curriculum & Instruction. Developing and refining Assessments that accurately measure student learning toward end year/course goals and NYS Learning Standards that guide curriculum and instruction is an ongoing, multi-year process of teacher collaboration, consultant and administrative feedback, as well as instructional and curriculum revision. This includes the development of a robust RTI / MTSS program to ensure all students are learning on grade level, and appropriate interventions are delivered and monitored to close achievement gaps. Our focus for 2017-2018 continues our cycle of improvement in assessment driving curriculum and instruction, and now seeks to focus on Instruction in such a way that incorporates our evolving practices in Curriculum, Instruction, Assessment and Instructional Technology. Student-Centered Pedagogy as defined by Dansville CSD above provides the vision to allow our students to achieve their full potential and fully participate in our 21st Century world.

Dansville has participated in many workshops, school visits, on-site PD, as well as book studies and piloting the principles of Seven Habits. We believe this district-wide process shared with students and families has the potential to transform our entire school community with the goal of improving Academics, School Culture, and Life Skills. As such we have made this the foundation of our professional development for 2016-2018. In 2017-2018 we will phase in Year 2 of our 7 Habits integration. The Covey Organization will present PD on Aligning Academics. This will engage staff in 5 disciplines:

- Discipline 1 - Focus on the Wildly Important (Choose your WIG)
- Discipline 2 - Act on the LEAD Measures (Take the Key Steps)
- Discipline 3 - Keep a Compelling Scoreboard (Keep Score)
- Discipline 4 - Create a Cadence of Accountability (Huddle Up)

Expectations for Aligning Academics are that we Re-engage our collective vision around creating a culture of leadership, Describe and apply the 4 Disciplines (4D) goal achieving process to personal and classroom goals, and Engage Students in applying the 4-D goal achieving process both personally and academically. Staff will learn to help students set and achieve academic goals. Aligning Academics applies the leadership principles learned during The Leader in Me Level 1 to the process of Aligning Academics to the Core Paradigms of The Leader in Me. It Enables students to lead their own learning by engaging principles of empowerment and motivation and the power of achieving goals. It brings leadership principles to bear on what many schools report as their number-one need: academic achievement.

In addition the Lighthouse Teams of each building will participate in PD with Covey designed to Empower the Lighthouse Team to harness the powerful 4D goal-achieving process to set and achieve school wide goals in the context of The Leader in Me Framework, with a practical focus toward academic achievement. They will also facilitate our Assessment of schoolwide Year 1 progress in the areas of leadership and culture, and establish schoolwide WIGs in the areas of leadership, culture, and academics, and draft a Year 2 implementation timeline.

Our Program of welcome and support for new teachers has evolved over this time. In 2014, we revised our Mentor Handbook and began our Portfolio Presentation celebrations. Our New Teacher Training was expanded in 2015 from 1 day to 2 days, Mini-Academies exploring best practices for teaching and learning were developed and implemented in 2015-2016. In 2016-2017 a Mentor Steering Committee revised the program and presented it the PD Committee for inclusion in this Dansville Professional Development Plan. In 2017-2018 the Mentor Steering Committee will focus on some key goals: establishment of a mentor coordinator, plans for providing training for mentors, revise and update the New Teacher and Mentor Handbooks, and develop an evaluation tool for our program to allow for continuous improvement. PD facilitators will include the Tri-County Teacher Resource Center and Just Ask (Paula Rutherford's organization), and collaboration with our regional districts and an area-wide Mentor Coordinators group.

The Dansville Safety Committee is in the process of studying our training with BOCES support to ensure we are bringing required training to all staff. These will be also be incorporated into this PD Plan.

District Contractual - Professional Development

The following provisions from the DTA Contract are provided for in the Dansville Professional Development Plan and are included here for reference:

1. DTA Contract - Provision pertaining to Professional Development:

a. ARTICLE III

- i. A.2. Provides that teachers attend 2 meetings per month scheduled by the building administrator. These meetings may be used for curriculum and Professional Development
- ii. A.5. Provides that Teacher leaders and/or paid supervisory positions attend meetings in addition to the 2 mentioned above. These meetings provide curriculum direction and decisions to be brought back to teams and grade levels. In addition, teacher leaders often use up to 1 day over the summer (between July 1 and August 31) for curriculum and professional development.

b. ARTICLE IV

- i. Provides Payment for graduate study, approved Master's Degree and National Board Certification
- ii. Provides that teachers will be paid for summer and school year work beyond the work day in curriculum and professional development. The district has awarded an average of 20 hours per teacher for summer curriculum and professional development
- iii. Provides In-Service PD Options for teachers outside the work day and not offered by DCSD under certain pre-approved conditions in which teachers can receive pay increment adjustments. In-Service Workshops. These hours do not count toward the 175 required for Professional Certification in NYS. (100 CTLE hours as of July 1, 2016).

c. ARTICLE VIII

- i. Provides for Teacher Leadership as a means for developing shared PD under the continuous improvement cycle and bringing it to the entire staff through teacher leadership.
- ii. Provides for a 7-12 and PK-6 Curriculum and Grade Level/Dept Leadership Structure

2. Mentors

- a. The District formal mentoring program is for teachers in the first and second year of employment pursuant to the District's Professional Development Plan and the Commissioner's Regulations. The plan is overseen by a Mentor Steering Committee, the DCSD Mentor Handbook and New Teacher Handbook.
- b. Mentors will: perform position related responsibilities including: provide feedback to mentee; lend support; document progress; facilitate regular communication and visitation with mentee; assist mentee and meet monthly with mentees' building administrator. Mentors must have minimum of five (5) consecutive years experience in the district to submit an application.

3. Professional Development Hours

- a. Dansville has granted on average 20 hours of professional development in the summer. Departments and Grade Levels have, and do request full and half days for PD that are granted by administration, and substitutes are provided.
- b. Staff are regularly encouraged to attend PD offered by BOCES, Teacher Centers, professional associations, NYSED, NYSCATE etc. The district DCICT office maintains a catalog of all known PD on MyLearningPlan where teachers can log professional development, request help in registration, and request district payment of any registration or other fees.

4. Professional Certification PD Requirements

- a. PD opportunities abound to reach and maintain the 100 hours of CTLE (Continuing Teacher and Leader Education) Requirements for Professional Development over five years for those with Professional Certification.
- b. MyLearningPlan is used for staff to maintain accurate records on each employee (Teachers and Paraprofessionals) on CTLE Professional Development completed. The district ensures that all PD we sponsor is CTLE eligible and we provide Completion Certificates. The district will maintain CTLE PD records for at least 8 years.

District Resources devoted to Professional Development:

The following professional development funds, staff resources, external professional development providers and other human and fiscal resources are available:

Teaching Staff Resources:

- Director of Curriculum, Instruction & Computer Technology (DCICT) - Teacher Mentors - Technology Mentors - Instructional Coach - Grade Level Leaders - Curriculum Leaders - Cabinet members - Director of Special Programs - Technology Director - Network Administrator - Building Principals & Assistant Principals - Director of Athletics - BOCES

Professional Development Trainers/Programs - BOCES School Improvement Staff - Outside Professional Development Consultants/Facilitators - NYSED Best Practices - Print and On-Line Resources - Teaching and Learning Activities - Rochester Regional Library Council - GVEP Library resources - Grade Level RTI - Building IST Support Teams

Providers of PD:

- Board of Cooperative Education Services (BOCES) - Genesee Valley Educational Partnership (GVEP) - Wayne-Finger Lakes BOCES - EduTech (part of Wayne-Finger Lakes BOCES) - Erie 1 BOCES - Monroe 1 BOCES - Monroe 2 BOCES - New York State Education Department (NYSED) - Institutions of Higher Education - Content Specific Organizations (ie: American Library Association, NYS Reading Association) - Teachers College / Lucy Calkins organization / Units of Writing and Reading - RSE-TASC / Special Education PD and Support - Genesee Region Teacher Center & Tri-County Teacher Resource Center (GRTC & TCTRC) - University of Rochester - Seven Habits / Leader in Me - Franklin Covey - Common Sense Media - ISTE - NYSCATE - Mike Mattos/RTI - Kim Marshall - RTI Edge - iReady - Castle Learning - eDoctrina - MyLearningPlan (MLP) - Thomas Gusky, & Rick Wormelli / Grading - Google EdTech - NYSUT

Fiscal Resources:

- Professional development budget allocation at the district and building levels
- Local, state, federal and private grants
- BOCES CoSer opportunities

Community:

- Local Employers/Businesses - Dansville Rotary Club - Nicholas Noyes Memorial Hospital

Professional Development Requirements for Certification:

- The District maintains a website - My Learning Plan - for teachers to track and record professional development hours. The District ensures teachers with Professional Certification are provided sufficient professional development to meet the CTLE 100 hours of PD requirement over 5 years necessary to maintain Professional Certification. The District ensures PD is eligible for CTLE Credit, issues Certificates of Completion, and maintains PD records for 8 years.
- Dansville's CTLE Certified Provider number is 585.
- In 2016 changes to NYS Certification Requirements provide that ALL teachers, regardless of certification (Permanent or Professional) must log on to the TEACH system once every 5 years to register. Teachers with Professional certification must further certify that they have completed at least 100 hours of CTLE qualified Professional Development. Changes to the law will be incorporated in annual PD Plan renewal.
- Because of our low enrollment of ELL students, we do not have a separate ELL Professional Development plan, however, the district employs 2 ELL teachers. The chair of the ELL Dept is a part of the DLSDMT and assists the district in ensuring ELL teachers and staff who work with ELL students are trained in ELL support and that appropriate Professional Development is offered.

Professional Development and Program:

Current opportunities to provide professional development:

- Superintendent's Conference Days - Faculty meetings - Department/Grade Level/Team Level Meetings - Mentor/Mentee Meetings (Mentor program participation) - New Teacher Mini-Academies - Appy Hours (Tech/Curriculum teacher-to-teacher PD) - Monthly professional development schedule of courses on MyLearningPlan (MLP) - Instructional Technology Courses - NYSCATE Conferences and Google Camp - Regional Instructional Technology Institutes - Google EdTech conferences - College courses and year-round workshops - Online and distance learning - BOCES and State workshops - Outside and internal consultant workshops (such as Mike Mattos/RTI, and Rick Wormell and Thomas Gusky/Grading) - Training and support within the classroom - National Board Certification program for teachers - Team Data Collaboration / analysis - Summer Curriculum/PD/Collaboration by proposal - Study Groups - National workshops/conferences - Release time for curriculum and professional development - BOCES Cohort Groups - Book Studies - Mini-Academies - Regional Music Association Collaboration PD

"We are accountable to one another . . ."



Support Programs - Teacher Mentor Program:

Mentor / Teacher Induction Program

Rationale

The Dansville community has high expectations for all of its teachers, and firmly believes **We are all accountable to one another**. Preparing our students for the future, while meeting state standards, is a high priority, and can be a daunting prospect for new teachers. The purpose of the Dansville School District Mentor Program is to assist all new teaching staff as they begin their work in this district. The Dansville School District believes we have a vested interest in each teacher hired and is committed to working on making the transition into our school community a positive one with high teacher retention a priority. The Teacher Mentor Program will provide support to new staff members by linking them with an experienced teacher.

Mentor Steering Committee

The Mentor Program, including New Teacher Orientation will be overseen by a Mentor Steering Committee.

New Teachers -

Newly hired teachers come to the district with varied experiences. Becoming familiar with the culture of the school district along with continuous learning of educational pedagogy standards and the operations of the school building is essential. A mentor provides feedback, lends support, and documents progress as they become an integral part of the school community.

All pre-tenured full-time teachers will be new teachers for the duration of their probationary period. (4 years beginning 7/1/2016, 3 years prior to 7/1/2015). Staff members who earned tenure within Dansville and who have secured a new position in a new tenure area, may opt out of the Mentor/New Teacher Program with prior approval of the building principal. A full-time teacher returning to Dansville after no more than three (3) years of absence and who previously held tenure in this District will be given the option of participating in the Mentor / New Teacher Program with prior approval of the building principal. A teacher hired as a "long-term or permanent substitute" for forty (40) consecutive days or more in the same placement will be considered a New Teacher. Others as determined by building principal. New Teacher status will be determined by the building principal on a case-by-case basis for part-time employees and BOCES staff working in the District

New Teacher Responsibilities: New teachers are assisted in their transition by their Principal and the Curriculum, Instruction & Computer Technology office. A New Teacher Handbook will be distributed/shared with all new teachers.

- I. **First Year Responsibilities:**
 - A. Meet regularly with Mentor
 - B. Meet with other new teachers and Building Principal as scheduled
 - C. Establish Goals with Mentor
 - D. Attend all New Teacher Meetings
 - E. Attend all New Teacher Mini Academy Sessions
 - F. Observation by Mentor once per month (combination of full period and mini). These are completely separate from Administrator evaluations. Reflect on Mentor Observation of teaching
 - G. Observe Mentor teacher and another teacher at least three (3) times
 - H. Develop a Portfolio of Best Practices in teaching as exemplified on the Marshall Rubric as follows to be presented at Portfolio Presentations
 - I. Document Progress - Mentors and Mentored teachers should individually complete a Fall & Spring Review Form by the end of January and by the end of May. The mentored teacher's review should be based on self-reflection on their progress to-date. The review will only be shared between mentor and mentored teacher and should serve as a useful tool to identify strengths and areas for improvement

- II. **Second Year - As a Phase Two teacher, mentored teachers take a more active role in the mentoring process, mentor lesser role. Responsibilities in the second year:**
 - A. One Full-Period Observation & Reflection Meeting per year with Mentor. Mentor Observations are separate from Administrator evaluations.
 - B. One Short Visit per month by Mentor
 - C. The Mentored teacher will facilitate scheduling Model Lessons (2) with other teachers.
 - D. The Principal will meet with other Phase Two teachers & their mentors twice per year to discuss relevant instructional issues

- III. **Third and Fourth Years - Once in Phase Three and Four (usually 3rd and 4th year in the District) the Independence Phase, mentored teachers will not have an "assigned" mentor. They continue to build their reflective professional practice by participating in the Portfolio development and presentation process.**

Mentors

A mentor is any tenured teacher who has been selected to mentor and is in the mentor pool regardless of whether he/she has been assigned a mentee

Mentor Responsibilities - The primary roles of the mentor is to Provide Feedback, Lend Support, and Document Progress for each mentee. A Mentor Handbook will be distributed/shared to each mentor. The following responsibilities highlight these:

- I. **First Year Responsibilities :**
 - A. Meet with each Mentee regularly
 - B. Provide guidance and support for new teachers in school routines and procedures. Be available and accessible when needed by the mentee(s).
 - C. Assist mentee(s) with establishing goals
 - D. Provide support (discipline, curriculum, and motivational techniques)
 - E. Observations (about once a month, full and mini varied). These observations are completely separate from administrator teacher evaluations conducted under Dansville's APPR Plan by the Administrative Team.
 1. Follow-up with mentee within a week to document and share reflections on observed lesson
 2. A written assessment to the mentee should be provided within 10 school days.
 3. Mentor will submit Documentation of Activities to Building Principal

- F. Model Lessons - At least three (3) times per year, mentee(s) should observe Mentor
 - 1. Collect & review Reflection form from mentee(s)
 - G. Collaborate / planning / check-in around lessons
 - H. Mentors Attend all announced meetings for mentors and part of New Teacher Orientation (usually a half day in late August)
 - I. Provide insight and understanding of school culture and climate
 - J. Assist in development of New Teacher Portfolio
 - K. Document Progress - Mentors & mentored teachers should individually complete a Fall & Spring Review Form by the end of January and by the end of May. The mentor's review should be based on observations, visitations, responses to probing questions and dialogue between the mentored teacher and the mentor.
- II. **Second Year Responsibilities** - At the end of the first year, the mentor and building administrator will meet to discuss the mentored teacher's progress. The administrator will then decide whether the mentored teacher will move on to Phase Two or remain in Phase One.
- A. As a Phase Two teacher, mentored teachers take a more active role in the mentoring process. The following expectations exist for a mentor of a Phase Two teacher:
 - 1. One Full-Period Observation & Reflection Meeting (including documentation) per year
 - 2. One Short Visit per month
 - 3. Completion of Fall & Spring Review Form
 - 4. The Mentored teacher will facilitate scheduling Model Lessons (2) with teachers *outside* of their content area. This should be done with their Mentor present at the observation.
 - 5. The Principal will meet with other Phase Two teachers & their mentors twice per year to discuss relevant instructional issues
 - a) Documentation Form Samples in Mentor Handbook submitted by January 1st and June 1st
 - b) At the end of the year, the mentor and building administrator will meet to discuss the mentored teacher's progress. The administrator will then decide whether the mentored teacher will move on to Phase 3 or remain in Phase 2
- III. Phase 3 & 4 - Once in Phase Three and Four (usually 3rd and 4th year in the District) the Independence Phase, mentored teachers will not have an "assigned" mentor

Selection of Mentors - Goal- it is the goal of the Steering Committee to maintain a minimum of 10 mentors in the pool. Mentors will be skilled, tenured teachers who represent PK-12 DTA Faculty.

- A. Appointment of Mentors / Retirement of Position
 - 1. Pool of Mentors - the number of Mentors appointed is expected to exceed the need, creating a "pool of mentors". It needs to be understood by all that the appropriate matching of Mentors and pre-tenured teachers will determine just how many and which Mentors may be used in any given year.
 - 2. Assignment of Mentors - it is the intent that a Mentor will continue with each of his/her mentees through 2 school years
 - 3. A mentor will have a maximum of 2 mentees, with only one being a first year teacher.
 - 4. If the Mentor/Mentee pairing is not successful, the Mentor (or mentee) should review their concerns with their building principal who will inform the Steering Committee.
 - 5. A Mentor will notify the Committee in writing if he/she wishes to leave the program.

Mentor/Mentee Compensation and Release Time

- I. **Release Time (Elementary and Secondary)**
 - A. Release time is made available for collaborative work between the Mentor and New Teacher for the benefit of the New Teacher's professional practice.
- II. **Compensation**

- A. Monetary compensation for Mentors is set through agreement between the District and the Dansville Teachers Association.

New Teacher Orientation for teachers new to the district

- I. An Orientation Program for new teachers will take place for 2-3 days in late August, prior to the start of the school year. Orientation will generally include the following:
 - A. At least One-half of one day will be designated for time to plan and meet with mentor.
 - B. Training Topics to cover must include: APPR Review, District Technology Overview (G-Suite, School Tool, T-Eval, GMail, Calendar), Marshall Rubric & NYS Teaching Standards, Orientation to the District, Overview of Special Education.
 - C. Instructional Topics May include: Instructional Practice, Classroom Management, Standards-Based Instruction, Curriculum Overview.
 - D. Plan will be submitted to Mentor Steering Committee in June.

Program Evaluation The Mentor Steering Committee will provide an annual report to the Superintendent and DSDMT prior to July 15th including both the Program evaluation and recommendations for change.

“Leaders in Technology for Learning”



Support Programs - Instructional Technology Integration:

Provision for Instructional Technology Integration

Dansville has transitioned to a 1:1 computer initiative with Google Chromebooks for staff and students in Grades 3-12 beginning in the 2014-2015 school year. Professional Development was and continues to be a key component of the successful implementation and continuation of this program. Dansville has on staff a Google Certified trainer as well as a cadre of teachers with a wealth of experience in instructional technology infusion. The role is to facilitate the development of effective integration techniques into the classroom framework no matter what piece of equipment a student or teacher is using.

Tech Committee and Tech Steering Committee guide district in infusing instructional technology and providing Tech PD in accordance with Dansville’s Technology Plan:

[DCS Master Technology Plan 2017-2018](#)

Instructional Technology Professional Development Support:

The DCICT office oversees professional development to align instructional technology to curriculum, instruction and assessment to ensure it is effective in increasing student engagement and learning to support our educational programs. The Director and Google Certified Trainer:

- Design and implement Professional Development on the SAMR Scale (developing teachers use of instructional technology from **S**ubstitution, **A**ugmentation, **M**odification and **R**edefinition. **SAMR** is a model designed to help educators infuse technology into teaching and learning. Popularized by Dr. Ruben Puentedura, the model supports and enables teachers to design, develop, and infuse digital learning experiences that utilize technology.
 - Design technology integration ideas as needed for specific subject areas/teachers
 - Teach technology integration customized classes for educators, community, and students.
 - Develop and expand Proficiency in G-Suite and Chromebook instructional technology
 - Disseminate digital materials and resources and share on Google Drive, website and other places as appropriate.
 - Meet with colleagues throughout the school year to support their integration of effective instructional technology.
 - Meet with Tech Steering Committee weekly to guide instructional technology integration.
 - Collaborate with District wide Technology Committee.
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PROFESSIONAL DEVELOPMENT PLAN 2017 -18 STATEMENT OF CERTIFICATION

School District: Dansville Central School District
241001060000

BEDS Code:

The Superintendent certifies to the Commissioner that:

- (1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.
- (2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been met.
- (3) The school district or BOCES has complied with the professional development plan applicable to the current school year.
- (4) The plan focuses on improving student performance and teacher practice as identified through data analysis.
- (5) The plan describes professional development that:
 - (a) is aligned with state content and student performance standards;
 - (b) is aligned with New York State Professional Development Standards (at <http://www.highered.nysed.gov/tcert/resteachers/pd.htm>);
 - (c) is articulated within and across grade levels;
 - (d) is continuous and sustained;
 - (e) indicates how classroom instruction and teacher practice will be improved and assessed;
 - (f) indicates how each teacher in the district will participate; and
 - (g) reflects congruence between student and teacher needs and district goals and objectives.
- (6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.
- (7) The plan complies with CR 100.2(dd) to:
 - (a) describe and implement a mentoring program for new teachers;
 - (b) provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
 - (c) ensure that level III teaching assistants and long-term substitutes participate in professional development activities;
 - (d) state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
 - (e) describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
 - (f) provide staff with training in school violence prevention and intervention; and
 - (g) provide professional development to all professional and supplementary school staff who work with students with disabilities.
- (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2(dd). (*The latest version of CR 100.2(dd) can be found at: <http://emsc.nysed.gov/part100/pages/1002.html#dd> ..*)
- (9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Adopted by the Board of Education on Date: _____

Print Name of Superintendent of Schools

Print Name of President, Board of Education

Original Signature of Superintendent of Schools

Original Signature of President, Board of Education

~ Appendix A ~

Teacher Evaluation Rubrics

by Kim Marshall – Revised November 23, 2012

Rationale and suggestions for implementation

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

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

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

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

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

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

4. When scoring, take each of the ten criteria, read across the four levels (Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards), find the level that best describes the teacher's performance, and circle or highlight that cell. This creates a clear graphic display of areas for commendation and areas that need work. Then give an overall score for that domain at the bottom of the page (averaging the scores on the page) and make brief comments in the space provided. When all six pages have been scored, record the ratings on the summary sheet (page 8).

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

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

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

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

A. Planning and Preparation for Learning

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on external assessments.	Plans the year so students will meet high standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans all units embedding big ideas, essential questions, knowledge, skill, and noncognitive goals that cover all Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, skill, and noncognitive goals covering most of Bloom's levels.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating: _____ **Comments:**

B. Classroom Management

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

Overall rating: _____ Comments:

C. Delivery of Instruction

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

Overall rating: _____ Comments:

D. Monitoring, Assessment, and Follow-Up

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

Reflection	what didn't and continuously improve instruction.	continuously works to improve them.	might have been done better.	unsuccessful.
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Overall rating: _____ **Comments:**

E. Family and Community Outreach

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to- reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
	Successfully enlists classroom	Reaches out to families and	Asks parents to volunteer in	Does not reach out for extra

j. Resources	volunteers and extra resources from homes and the community to enrich the curriculum.	community agencies to bring in volunteers and additional resources.	the classroom and contribute extra resources.	support from parents or the community.
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Overall rating: _____ Comments:

F. Professional Responsibilities

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

j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.
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Overall rating: _____ **Comments:**

