

Pursuant to Section 3012-c(8) of the Education Law, the teachers of the District are subject to evaluation under the preexisting Commissioner's Regulations at Section 100.2(o) and provisions in the Collective Bargaining Agreement that will expire on June 30, 2012.

CHAPPAQUA CENTRAL SCHOOL DISTRICT

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PROFESSIONAL DEVELOPMENT PLAN

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Revised 11/21/01

Introduction

The work described in this document was undertaken by the District's Professional Development Committee beginning in October, 1999 and continuing into the Spring, 2000. The Committee attempted to balance the requirements of the Commissioner's Regulations with the needs of the Chappaqua Schools to create a plan that was responsive to student and teacher needs. This document represents the mechanism by which Professional Review and Professional Development will move forward in this District. However, the Committee believes that quality results will be attained not by means of the mechanism but by the quality of thinking and cooperative dialogue that takes place within this structure.

Committee

Co-chairs:

Jane Sandbank, District Staff Development
Thomas Cardellichio, Director of Human Resources

Building Administration:

Ken Mitchell, Principal, Robert E. Bell School
Mark Soss, Principal, Roaring Brook School

Parents:

Adrian Kalikow, Parent
Judy Donovan, Parent
Amy McNamara, Parent

Teachers:

Michael Bierbauer, Horace Greeley - Mathematics
Deb Crosby, Horace Greeley - Art
Alice Cross, Horace Greeley - English
Lisa Davis, Districtwide - Technology
Anita Faria, Horace Greeley - Science
Tania Martin, Westorcharde - Art
Gloria Martone, Bell - Special Education
Ellen Pincus, Grafflin - Special Education

Annual Professional Performance Review

The Annual Professional Performance Review is designed to meet the State criteria for the annual review of teachers' work. We have also attempted in this plan to create a structure that will provide opportunities for teachers to engage in thoughtful and purposeful work leading to teacher growth and improved outcomes for students.

Non-tenured teachers:

1. Non-tenured teachers will be evaluated in each year of probation. The evaluation will be based on the criteria identified in the section below entitled "Administrative Evaluation." (See Criteria for Professional Performance Review.) For teachers holding transitional or initial certificates, the evaluation will be based on a portfolio review.

Tenured teachers:

The Annual Professional Performance Review for tenured teachers will be conducted in a four year cycle. The District Professional Growth Committee will oversee the operation of the four year cycle. A sub-committee in each building will manage the process in the respective school. A member of the District Professional Growth Committee will also sit on each building's sub-committee.

1. There will be an administrative evaluation one year out of four. The evaluation will be based on the criteria identified in the section below entitled "Administrative Evaluation." (See Criteria for Professional Performance Review.) The Administrative Evaluation will include a review of work done in the other three years of the cycle.

2. If the administrative evaluation is satisfactory, the teacher will devote three years to other professional review activities tied to one or more of the Criteria for Professional Performance Review and to the Goals of the Professional Development Plan. At least one of these three years must be devoted to a collaborative experience. These criteria and the plan are generic enough to allow a great range of teacher-initiated opportunities.

3. Teachers will be asked to complete the Professional Review form preceding their Professional Review activity identifying the purpose and plan for their work. At the end of the work, in the spring of the year, the teacher will complete an evaluation of that work. Teachers are referred to the form: Annual Professional Review (Non-administrative Years) (p. 5).

4. If the administrative evaluation is unsatisfactory, the teacher will remain in the administrative evaluation process according to procedures outlined in the Teachers' Contract.

Training for Administrator Observers

The District will conduct work sessions for administrators dealing with observation and evaluation using the criteria. The District will also support the professional development of administrators by encouraging participation in courses and workshops dealing with good evaluative practice.

Administrative Review/Criteria for Professional Performance Review.

Administrative evaluations will be conducted by an administrator and will address the criteria listed below. Administrative evaluations will take place in accordance with procedures outlined in the Teachers' Contract. Teacher contributions to this process are also encouraged.

Criteria for Professional Performance Review

1. Content Knowledge - The teacher demonstrates a thorough knowledge of subject matter, area and curriculum. (NYS Teacher Standards B, G)
2. Preparation - The teacher demonstrates appropriate preparation employing the necessary pedagogical practices to support instruction. (NYS Teacher Standards A, B, G)
3. Instructional Delivery - The teacher demonstrates that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning. (NYS Teacher Standards B, D, G)
4. Classroom Management - The teacher demonstrates classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning. (NYS Teacher Standards A, C, D)
5. Student Development - The teacher demonstrates 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. (NYS Teacher Standards A, C)
6. Student Assessment - The teacher demonstrates that s/he implements assessment techniques based upon appropriate learning standards designed to measure students' progress in learning. (NYS Teacher Standards E, G)
7. Collaboration - The teacher demonstrates that s/he develops effective collaborative relationships with students, parents or care givers, as needed, and appropriate support personnel to meet the learning needs of the students. (NYS Teacher Standards A, F, H)
8. Reflective and Responsive Practice - The teacher shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis. Under this criterion, professional growth activities undertaken in the non-administrative years of the cycle will be reviewed.

9. Additional Professional and Non-classroom Responsibilities - The teacher has a responsibility to handle non-classroom duties and other professional responsibilities that are essential to the effective operation of the school, including student safety and well-being.

10. Attendance - The teacher has a responsibility to be in attendance.

Form for Annual Professional Review (Non-administrative Years)

To be submitted by June 1 or October 15 of the year preceding the project

The intent of the Professional Review experience is to encourage teachers to become thoughtful, reflective and purposeful practitioners. The plan requires that teachers consider how teacher growth is linked to student needs. We believe that the thinking process and reflection that underlie this work may be more valuable than the experience itself in respect to long-term professional growth.

Teacher's Name:

School:

School Year:

1. Purpose

A. Why are you proposing this project? [It is helpful to define your purpose in terms of **outcomes for students.**]

B. Indicate which Criteria for Performance Review will be addressed.

C. Indicate which goals and objectives from the Professional Development Plan will be addressed.

2. Implementation

A. What will you do to achieve your purpose(s)? Suggestions for implementation activities are included in the Professional Development Plan.

3. Evaluation *(To be submitted by May 15)*

At the end of this project, this form will be returned to you, and you will be asked to indicate the effect your work had on your students. Please complete the following items at that time:

A. What did your students learn? Submit relevant evidence. Do not describe what you did.

B. What did you learn about your own teaching?

C. Did you accomplish your purpose?

D. What next steps are planned?

Signature(s) and date

Signature(s) of Committee Representative(s) and Date

Professional Development Plan

Our Professional Development Plan has six components: Preamble, Student Needs, Goals and Objectives, Implementation, Evaluation, and Professional Development Record. At the end of the Plan, there is a reference section aligning goals and objectives with suggested evaluation tools.

The District's professional development activities should be keyed to one or more objectives of the Professional Development Plan. When conceived, professional development activities must include an indication of which evaluation activities will be used to determine the extent that objectives were achieved. When professional development activities are completed, evidence will be provided on how the objectives were achieved.

Each year, the Professional Development Team will review activities directed at achievement of goals and recommend adjustments or changes in the Plan.

Preamble: Teachers will meet the needs of all students by continually re-examining their beliefs, actions, programs and expectations. A broad range of both quantitative and qualitative evaluation tools may be employed to measure and monitor student success.

Student Needs: Student needs are viewed as positive needs rather than as deficiencies.

1. Students need to be actively engaged and self-reliant learners.
2. Students need to be critical thinkers and problem solvers.
3. Students need to be effective communicators.
4. Students need to develop intellectual curiosity and a love of learning.
5. Students need to acquire knowledge and understanding.
6. Students need to appreciate and experience the social context of learning and growing.

Goals and Objectives

Goals are aligned with New York State Learning Standards, New York State Teacher Standards and New York State Performance Review Criteria. (See Appendix.)

Goal 1: Teachers will support their students in becoming responsible and self-reliant learners.

Objective 1: Teachers will help students acquire information that will enable them to understand and contribute to our changing world.

Objective 2: Teachers will help students learn the skills to locate, process, and apply information of all types in order to solve problems and/or acquire knowledge.

Objective 3: Teachers will enhance students' abilities to use technology effectively.

Goal 2: Teachers will engage students in learning within and across the disciplines and help students understand how the subjects they study can be used to explore important issues in their lives and the world around them.

Objective 1: Teachers will emphasize conceptual understanding and critical thinking within a challenging curriculum.

Objective 2: Teachers will help students extend and refine their problem solving abilities.

Objective 3: Teachers will address the interconnectedness of subject disciplines and the relationship of those subject disciplines to the world beyond the classroom.

Goal 3: Teachers will address the needs of all learners.

Objective 1: Teachers will differentiate instruction based on the needs of learners by applying current educational research, by drawing on their knowledge of child development, and by providing students with multiple paths to learn the central concepts in each subject.

Objective 2: Teachers will understand, develop, and utilize appropriate alternative assessment tools.

Objective 3: Teachers will support each student's individuality by encouraging students to assume responsibility for learning more about themselves and by supporting their pursuit of new and challenging experiences.

Objective 4: Teachers will create, assess, select and adapt a rich and varied collection of resources.

Goal 4: Teachers will create a community of learners.

Objective 1: Teachers will help students develop intellectual curiosity and a love of learning.

Objective 2: Teachers will establish a caring, stimulating and safe school community where students can take intellectual risks and practice democratic principles.

Objective 3: Teachers will foster students' social, emotional, and ethical growth with particular attention to the development of respect for individual and group differences.

Objective 4: Teachers will draw on resources such as other staff, community members and students to support learning.

Objective 5: Teachers will work to create positive relationships with families in the education of their children.

Objective 6: Teachers will improve their own practice through self-assessment, collegial interactions, and thoughtful reflection.

Implementation Component

Implementation of the plan will follow the process below. Each year, it is intended that teachers' professional growth activities will be aligned with specific goals and objectives as delineated in the Plan.

The District administration and/or the Professional Development Team will decide on specific activities to achieve the defined goals and objectives. These activities will become part of the District's professional development opportunities. Or,

Building administrators and/or building teams may decide on specific activities to achieve plan objectives. Or,

Individual teachers may design professional development activities keyed to the achievement of specific objectives.

Implementation will occur through one or more of the following activities. All of the objectives and goals in the plan can be achieved through the use of one or more of these implementation techniques. A key to successful implementation is thoughtful and reflective consideration of one's teaching and learning experiences.

A. Teacher Training

1. In-service course work
2. Graduate course work
3. Workshops and conferences
4. Mentor program
5. Staff development days
6. Work with consultants or district instructional resource team
7. School/University partnerships

B. Teacher Inquiry

1. Action research
2. Study groups
3. Data collection and analysis
4. Library and technology-based research

C. Teacher Observation and Evaluation

1. Administrative observation and evaluation

2. Peer observation and peer coaching
3. Video self-assessment

D. Teacher Guided Individual Staff Development

1. Peer collaboration
2. Individual projects
3. Individual professional growth initiatives
4. Reading/Text based discussions
5. Portfolios
6. Examination of teacher and student work
7. Participation in professional networks
8. Participation in virtual learning communities
9. Participation in National Board Certification process
10. Supervision of student teachers
11. A reflective journal

Time requirements: Teachers holding the new Professional Certificates (after 2004) will be required to complete 175 hours of professional development work every five years.

Evaluation Component

The intent of this plan is to provide for a variety of methods to assess progress toward achieving the goals of the Professional Development Plan. Each professional growth endeavor must have an evaluation component.

In general, the following tools are available to assess progress toward achievement of goals and objectives.

- Administrative observations and evaluations
- Peer observations
- Portfolio review
- Action research
- Student interviews and surveys
- Analyses of student work
- Teacher interviews and surveys
- Test data analyses (Disaggregated and longitudinal data)
- Behavioral data analyses
- Local assessments
- New York State and other standardized assessments, such as SAT and AP results
- Curriculum analyses
- Consultant review
- District/School Report Card
- BEDS Data

Specific tools are recommended for assessing achievement of specific objectives. These are aligned with goals and objectives as indicated on page 12.

Professional Development Record

This form is to be completed by individuals and groups who are offering professional development opportunities in the Chappaqua School District. All professional development activities undertaken in the District must have a record on file.

Title:

Leader/Coordinator: _____

Proposed Dates and Meeting

Times: _____

Audience: _____ Maximum Number of

Participants: _____

Category (check one): Course Workshop Seminar

1. Purpose: What is the purpose of this offering? What will participants learn? Indicate the goals and objectives to be addressed (from the Professional Development Plan, pp 7-8).

2. Implementation Plan: What will be done to achieve the purpose(s)? Suggestions for implementation activities are included in the Professional Development Plan (pp. 8-9).

3. Outline or Description of Sessions:

4. Evaluation: How will you evaluate or measure how successfully your purpose was achieved? What did participants learn? What will students learn? Evidence should be submitted as relevant. Avoid evidence of implementation being used as evidence of results. Suggestions for evaluation tools are included in the Professional Development Plan (pp. 12-13)

Approved by: _____

For Reference: Goals and Objectives with Recommended Evaluation Tools

Goal 1: Teachers will support their students in becoming responsible and self-reliant learners.

Objective 1: Teachers will help students acquire information that will enable them to understand and contribute to our changing world.

Suggested evaluation tools: Analysis of student work. Performance on national, state and local assessments. Review of lesson plans. Administrative and peer observations. Analysis of student contributions to their community.

Objective 2: Teachers will help students learn the skills to locate, process, and apply information of all types in order to solve problems and/or acquire knowledge.

Suggested evaluation tools: Analysis of student work. Performance on state and local assessments. Review of lesson plans. Administrative and peer observations.

Objective 3: Teachers will enhance students' abilities to use technology effectively.

Suggested evaluation tools: Analysis of student work. Review of lesson plans. Administrative and peer observations.

Goal 2: Teachers will engage students in learning within and across the disciplines and help students understand how the subjects they study can be used to explore important issues in their lives and the world around them.

Objective 1: Teachers will emphasize conceptual understanding and critical thinking within a challenging curriculum.

Suggested evaluation tools: Analysis of student work. Performance on state and local assessments. Review of lesson plans. Administrative and peer observations.

Objective 2: Teachers will help students extend and refine their problem solving abilities.

Suggested evaluation tools: Analysis of student work. Performance on state and local assessments. Review of lesson plans. Administrative and peer observations.

Objective 3: Teachers will address the interconnectedness of subject disciplines and the relationship of those subject disciplines to the world beyond the classroom.

Suggested evaluation tools: Analysis of student work. Performance on state and local assessments. Review of lesson plans. Administrative and peer observations. Curriculum review and analysis.

Goal 3: Teachers will address the needs of all learners.

Objective 1: Teachers will differentiate instruction based on the needs of learners by applying current educational research, by drawing on their knowledge of child development, and by providing students with multiple paths to learn the central concepts in each subject.

Suggested evaluation tools: Analysis of student work. Performance on state and local assessments. Review of lesson plans. Administrative and peer observations. Student interviews and surveys. Behavioral data analysis.

Objective 2: Teachers will understand, develop, and utilize appropriate alternative assessment tools.

Suggested evaluation tools: Review of lesson plans. Administrative and peer observations. Samples of assessments collected in portfolio.

Objective 3: Teachers will support each student's individuality by encouraging students to assume responsibility for learning more about themselves and by supporting their pursuit of new and challenging experiences.

Suggested evaluation tools: Analysis of student work. Analysis of student extracurricular activities. Student interviews and surveys. Behavioral data analysis.

Objective 4: Teachers will create, assess, select and adapt a rich and varied collection of resources.

Suggested evaluation tools: Observational data. List of resources included in portfolio.

Goal 4: Teachers will create a community of learners.

Objective 1: Teachers will help students develop intellectual curiosity and a love of learning.

Suggested evaluation tools: Analysis of student work. Student interviews and surveys. Survey of graduates.

Objective 2: Teachers will establish a caring, stimulating and safe school community where students can take intellectual risks and practice democratic principles.

Suggested evaluation tools: Staff and student interviews and surveys. Analysis of behavioral data, e.g. number of disciplinary referrals. Anecdotal reports of teachers and observers.

Objective 3: Teachers will foster students' social, emotional, and ethical growth with particular attention to the development of respect for individual and group differences.

Suggested evaluation tools: Staff and student interviews and surveys. Analysis of behavioral data, e.g. number of disciplinary referrals. Anecdotal reports of teachers and observers.

Objective 4: Teachers will draw on resources such as other staff, community members and students to support learning.

Suggested evaluation tools: Staff and student interviews and surveys. Analysis of record of use of outside resources.

Objective 5: Teachers will work to create positive relationships with families in the education of their children.

Suggested evaluation tools: Parent interviews and surveys. Record of contacts with families.

Objective 6: Teachers will improve their own practice through self-assessment, collegial interactions, and thoughtful reflection.

Suggested evaluation tools: Analysis of student work. Performance on state and local assessments. Review of lesson plans. Administrative and peer observations. Portfolio analysis. Teacher interviews and surveys.

APPENDIX

New York State's Annual Professional Performance Review

By September 1, 2000, the Board of Education must adopt an annual or multi-year plan for the review of its teachers that meets the content requirements prescribed below.

In a one year plan, a teacher must be assessed against all State mandated criteria within one school year. In a multi-year plan, the district may elect to assess the teacher on one or more of the criteria with the understanding that at least one criteria must be addressed each year and a schedule to address all eight is included in the plan.

A. Content of Plan

The Plan shall describe the criteria used to evaluate teachers and shall include - but not be limited to - the following:

1. Criteria for Evaluation of Teachers Providing Instructional Services

1. Content Knowledge - The teacher demonstrates a thorough knowledge of subject matter, area and curriculum. (NYS Teacher Standards B, G)
2. Preparation - The teacher demonstrates appropriate preparation employing the necessary pedagogical practices to support instruction. (NYS Teacher Standards A, B, G)
3. Instructional Delivery - The teacher demonstrates that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lessons plans resulting in student learning. (NYS Teacher Standards B, D, G)
4. Classroom Management - The teacher demonstrates classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning. (NYS Teacher Standards A, C, D)
5. Student Development - The teacher demonstrates 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. (NYS Teacher Standards A, C)
6. Student Assessment - The teacher demonstrates that s/he implements assessment techniques based upon appropriate learning standards designed to measure students' progress in learning. (NYS Teacher Standards E, G)
7. Collaboration - The teacher demonstrates that s/he develops effective collaborative relationships with students, parents or care givers, as needed, and appropriate support personnel to meet the learning needs of the students. (NYS Teacher Standards A, F, H)
8. Reflective and Responsive Practice - The teacher shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

2. Assessment Approaches

The Plan shall describe the methods that the District shall employ to assess teachers' performance, which may include but is not limited to the following: classroom observation, videotape assessment, self review, peer review, and portfolio review. For teachers possessing a transitional or initial certificate, the plan shall require the teacher to be evaluated based on portfolio review which may include but is not limited to: a video of teaching performance, a sample lesson plan, a sample of student work, student assessment instruments, and the teacher's reflection on his or her classroom performance.

3. Teacher Improvement

The plan shall describe how the District addresses the performance of teachers whose performance is evaluated as unsatisfactory and shall require the development of a teacher improvement plan for teachers so evaluated which shall be developed by the district in consultation with such teacher.

4. Training in Performance Evaluation

The plan shall describe how the District provides training in good practice for those conducting performance evaluations or permits personnel to participate in other training.

B. Reporting Requirements

The department requires that the District report annually information related to the school district's efforts to address the performance of teachers rated unsatisfactory.

C. Performance Review of Superintendent

The Board shall annually review the performance of the Superintendent according to procedures developed by such body in consultation with the Superintendent.

New York State's Professional Development Plan

The Professional Development Plan (PDP) is a requirement of New York State Education Commissioner's Regulations. Its purpose is: to improve the quality of teaching and learning by ensuring that all teachers participate in substantial professional development to meet the learning needs of their students. An important feature of the PDP is that professional development must be linked to improved outcomes for students.

The Plan must include a needs analysis, goals, objectives, implementation strategies, activities, and evaluation standards. In Chappaqua, the Professional Development Team reviewed data related to student achievement and determined that our District would be best served by a plan that addressed generic and

positive student needs rather than student deficiencies.

We also determined to develop relatively broad goals and objectives to encompass a range of professional development opportunities directed at the student needs. Given that the goals are broad, the evaluation activities are suggestive and intended to be made more specific as specific professional development projects are conceived.

It is expected (and required by Regulation) that all teachers will participate in professional development activities each year through one or more of the mechanisms specified in the implementation component. It is also expected that each professional development activity - whether created at the district level, building level, or by individual teachers - will specify the goals and objectives that are being addressed and the manner by which the participants will know if the objective was achieved. To that end, the enclosed forms are included.

It is envisioned that the Professional Development Plan along with the Annual Professional Performance Review (APPR) will integrate professional development and teacher review toward the common goal of improved student outcomes. When the PDP and APPR are approved by the Board of Education, they will supercede the current Professional Growth Cycle.

Highlights of the State Plan

Goals of the Professional Development Plan

- To improve the quality of teaching and learning
- To meet the learning needs of students

Objectives of the Plan

- To increase professional development
- To be based on teachers' needs - not wants
- To be tied to student achievement
- To provide for participation in planning
- To coordinate planning process
- To strengthen evaluation

Professional Development Plan Required Components

- Needs analysis
- Goals
- Objectives
- Strategies
- Activities (Implementation)
- Evaluation standards

Professional Development Plan

For all teachers:

Provides substantial professional development
Is aligned with students learning needs and teacher capacity
Participation is expected
Is aligned with NYS learning standards
Is articulated across grade levels
Is continuous and sustained
Indicates how effectiveness is determined

For new teachers (entering 2/2/04 and after)

Provides 175 hours of participation every five years to maintain Professional Certification

Members of the Professional Development Team

Appointed by the Board of Education.
Must have a majority of teachers (appointed by bargaining unit)
Must include Superintendent or designee
Must include school administrators (selected by bargaining unit)
Must include at least one parent (selected by parent group)
Must include a curriculum specialist
A higher education representative (where feasible)

Professional Development Team Schedule

Has 180 days to develop a Plan
Must convene prior to October 8, 1999
First year for Plan implementation: September, 2000

Board of Education Role and Schedule

Board of Education may accept or reject plan in whole or in part
Professional Development Team must resubmit revised components by 6/1/00
BOE must act on Plan by 6/30/00
Plan must be in place by 9/1/00
Plan must be reviewed annually or multi-year plan must be reviewed annually by the Professional Development Team

Reporting Requirements

Superintendent assures:

That the District has complied with the PDP requirement in the current year
That the District has a plan in place for the succeeding year

Commissioner may request a copy of the PDP and recommend changes

Other Provisions

Voluntary participation by teachers for after school hours or subject to collective bargaining
Variance for districts with existing contracts which conflict with regulations

The Mission Statement of the Chappaqua Schools

The mission of the Chappaqua Schools is to create a community for learning, where students, parents,

and staff are joined in the pursuit of academic excellence and personal growth in a caring environment. We seek to develop each student's full potential through a challenging curriculum, a diversified faculty, and a commitment to intellectual freedom. We will teach basic skills, foster creative and critical thinking, and provide a foundation for life-long learning. We will nourish our students' emotional lives and guide their social development, instill in them an appreciation of self-worth, of individual difference, and of global interdependence. We will help them learn how to manage free time and to act ethically so that each may become a responsible, contributing member of society.

Standards of Excellence - Academic

As evidence of academic excellence, all Chappaqua students should:

- Demonstrate knowledge that will enable them to understand, succeed in, and contribute to our changing nation and world.
- Demonstrate that they possess the skills to locate, analyze, synthesize, transfer, evaluate, and apply information of all kinds in order to solve problems and/or create new ideas and things.
- Demonstrate that they have intellectual curiosity, that they value learning, and that they will continue to learn throughout life.

Indicators of Excellence

Students demonstrate mastery of:

- Performance tasks which measure ability to access, synthesize, analyze, transfer, and apply information to solve higher-level, real-life interdisciplinary problems.
- Locally developed tests of academic development
- State and standardized exams.

Method of Assessment

Traditional and alternative measures of assessment given at certain benchmark levels that:

- Require students to demonstrate applied understanding of subject matter and intellectual skills.
- Accurately reflect Chappaqua's curriculum in each of the subject areas.
- Are selected or created by curriculum in each area and approved by the School Board.
- Meet New York State requirements as valid measures of achievement.
- Are systematically and periodically reviewed.

Standards of Excellence - Personal Growth

As evidence of personal growth, all Chappaqua students should:

- Demonstrate self-confidence and self-respect as well as growing awareness of themselves: their feelings, values, strengths, needs, and weaknesses, and their particular style of learning and relating to others.
- Demonstrate that they can identify goals which are personally motivating, take action to accomplish them, and learn from successes and failures.
- Demonstrate that they value their individuality, that they assume responsibility for learning more about themselves, and that they are pursuing new and challenging experiences.

Indicators of Excellence

Students:

- Articulate clearly, both verbally and in writing, their values, strengths and weaknesses, needs, learning styles, and ways of relating to others.
- Identify clearly, both verbally and in writing,
 - Goals which are personally motivating.
 - Actions taken to accomplish them.
 - Understanding gained from the process of forming goals and taking action, whether results are successful or unsuccessful.
 - The impact of these experiences on the formation of future goals.
- Pursue activities and opportunities for personal growth which:
 - Go beyond minimal expectations.
 - Differ from past experiences.
 - Do not guarantee success.
 - Challenge them.

Method of Assessment

Cumulative records, periodically summarized, which detail things such as:

- Structured and unstructured experiences and opportunities for students to demonstrate and articulate their knowledge about themselves.
- Endeavors in academic, creative, physical, and artistic areas.
- Participation in after-school activities.
- Anecdotal remarks recognizing personal efforts.

Standards of Excellence - Responsible Citizenship

As evidence of academic responsible citizenship, all Chappaqua students should:

- Demonstrate knowledge of, and exercise, their rights and responsibilities as members of a democratic society.
- Demonstrate skill in promoting trust, in practicing tolerance, and in fostering ethical conduct in order to work effectively with others for the common good.
- Demonstrate that they value the diversity of people and cultures and that they have an awareness of forces that support and that resist greater global interdependence.

Indicators of Excellence

Students:

- Show growth in ethical reasoning.
- Demonstrate an awareness of and responsibility for people in need; act selflessly.

- Demonstrate a respect for individual differences; act tolerantly.
- Accept criticism constructively.
- Demonstrate leadership, work well with others, and support responsible group behavior.
- Support and understand the rule-making process and social contracts.
- Render service.
- Participate in organizations.
- Seek to become an informed citizen and know democratic rights.
- Demonstrate concern for the environment.
- Respect and defend the rights of others; challenge irresponsible behavior of others.

Method of Assessment

Cumulative records, periodically summarized, which detail things such as:

- Self-assessment activities.
- Observations from a variety of sources.
- Academic assessment.
- Records of activities.
- Records of voting.
- Letters of recommendation.

New York State Learning Standards

Learning Standards for the Arts

Standard 1: Creating, Performing and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Learning Standards for Career Development and Occupational Studies

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of foundation skills and competencies essential for success in the workplace.

Standard 3b: Students who choose a career major will acquire the career-specific technical

knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Learning Standards for English Language Arts

Standard 1: Language for Information and Understanding

Students will read, write, listen and speak for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply and transmit information.

Standard 2: Language for Literary Response and Expression

Students will read, write, listen, and speak for literary response and expression. Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, student will use oral and written language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation

Students will read, write, listen, and speak for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction

Students will read, write, listen, and speak for social interaction. Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Learning Standards for Health, Physical Education, and Family and Consumer Sciences

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

Learning Standards for Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills and understandings.

Learning Standards for Mathematics, Science and Technology

Standard 1: Analysis, Inquiry and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Learning Standards for Social Studies

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live - local, national, and global - including the distribution of people, places, and environments over the Earth's surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

New York State Teacher Standards
(from *Teaching to Higher Standards: New York's Commitment*)

Teacher standards will include the following:

- A. The teacher promotes the well-being of students and helps them learn to their highest levels of achievement and independence, demonstrating an ability to form productive connections with students with diverse characteristics and backgrounds, students for whom English is a new language, students with varying abilities and disabilities, and students of both sexes.
- B. The teacher has a solid foundation in the arts and sciences, breadth and depth of knowledge of the subject to be taught and understanding of subject matter, pedagogy and curriculum development.
- C. The teacher understands how students learn and develop.
- D. The teacher effectively manages classrooms that are structured in a variety of ways, using a variety of instructional methods, including educational technology.
- E. The teacher uses various types of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students.
- F. The teacher promotes parental involvement and collaborates effectively with other staff, the community, higher education, other agencies, and cultural institutions as well as parents and other caregivers, for the benefit of students.
- G. The teacher maintains up-to-date knowledge and skills in the subject taught and in methods of instruction and assessment.
- H. The teacher is of good moral character.

NYSED Criteria for Evaluation of Teachers Providing Instructional Services

with Relevant Citations from Other Sources (T. Cardellichio 9/9/99)

1. Content Knowledge - The teacher demonstrates a thorough knowledge of subject matter, area and curriculum. (NYS Teacher Standards B, G)

Knowledge of content / presentation
Content knowledge / appropriateness
Knowledge of resources
Alignment with standards

Chappaqua Criteria I A, 1a and 2a

Standards for Excellence in Teaching. Prince George's County Public Schools: Knowledge

Enhancing Professional Practice: A Framework for Teaching.

Domain 1: Planning and Preparation
Component 1a. Demonstrating Knowledge of Content and Pedagogy
Component 1b. Demonstrating Knowledge of Students
Component 1c. Selecting Instructional Goals
Component 1d. Demonstrating Knowledge of Resources
Component 1e. Designing Coherent Instruction
Component 1f. Assessing Student Learning

2. Preparation - The teacher demonstrates appropriate preparation employing the necessary pedagogical practices to support instruction. (NYS Teacher Standards A, B, G)

Knowledge of pedagogy

Chappaqua Criteria I A, 1a and 2a

Standards for Excellence in Teaching. Prince George's County Public Schools: Planning and Preparation, Knowledge

Enhancing Professional Practice: A Framework for Teaching

Domain 1: Planning and Preparation

- Component 1a. Demonstrating Knowledge of Content and Pedagogy
- Component 1b. Demonstrating Knowledge of Students
- Component 1c. Selecting Instructional Goals
- Component 1d. Demonstrating Knowledge of Resources
- Component 1e. Designing Coherent Instruction
- Component 1f. Assessing Student Learning

3. Instructional Delivery - The teacher demonstrates that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lessons plans resulting in student learning. (NYS Teacher Standards B, D, G)

- Active student involvement
- Teacher/student interactions
- Meaningful instructional lessons
- Instructional goals
- Communication
- Questioning
- Student engagement
- Feedback
- Flexibility and responsiveness

Chappaqua Criteria I A, 2a-n

Relevant Saphier Parameters: Attention, Momentum, Space, Time, Routines, Discipline, Clarity, Principles of Learning, Models of Teaching, Expectations, Personal Relationship Building. Classroom Climate, Objectives, Learning Experiences, Assessment, Curriculum Design, Overarching Objectives

Dimensions of Learning Reference: Dimensions 1, 2, 3, 4, 5

Standards for Excellence in Teaching. Prince George's County Public Schools: Process of Instruction

Madeline Hunter Reference: Essential Elements of Instruction

Enhancing Professional Practice: A Framework for Teaching

Domain 3: Instruction

- Component 3a. Communicating Clearly and Accurately
- Component 3b. Using Questioning and Discussion Techniques
- Component 3c. Engaging Students in Learning
- Component 3d. Providing Feedback to Students
- Component 3e. Demonstrating Flexibility and Responsiveness

Tri-States Assessment Model -- Performance Indicators

Student Performance: Indicator 1: Performance Assessment
Indicator 2: Standardized Testing

Indicator 3: Longitudinal Progress of Student Performance from K-12

Indicator 4: Students as Active Participants in the Learning Process

Indicator 5: College Enrollment and College Success

Indicator 6: Meaningful Extracurricular Activity

Internal Support:

Indicator 7: Instruction Linked to Use of Student Assessment Data

Indicator 12: Curriculum Development and Articulation Linked to Achievement

4. Classroom Management - The teacher demonstrates classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning. (NYS Teacher Standards A, C, D)

Classroom procedures

Student reaction to the teaching

Student behavior management

Chappaqua Criteria I A, 2j

Relevant Saphier Parameters: Attention, Momentum, Space, Time, Routines, Discipline, Clarity, Expectations, Personal Relationship Building. Classroom Climate

Dimensions of Learning Reference: Dimension 1

Standards for Excellence in Teaching. Prince George's County Public Schools: Classroom Management and Organization, Classroom Climate

Enhancing Professional Practice: A Framework for Teaching

Domain 2: The Classroom Environment

Component 2a. Creating an Environment of Respect and Rapport

Component 2b. Establishing a Culture for Learning

Component 2c. Managing Classroom Procedures

Component 2d. Managing Student Behavior

Component 2e. Organizing Physical Space

Tri-States Assessment Model -- Performance Indicators

Student Performance: Indicator 4: Students as Active Participants in the Learning Process

Internal Support: Indicator 14: Support for Academic, Social and Emotional Needs of Each Child

5. Student Development - The teacher demonstrates 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. (NYS Teacher Standards A, C)

Knowledge of students

Sensitivity to the needs of children and families
Application of child development knowledge or stages
Employs varied and developmentally appropriate instructional strategies

Chappaqua Criteria I B and I C

Relevant Saphier Parameters: Expectations, Personal Relationship Building. Classroom Climate

Dimensions of Learning Reference: Dimension 1

Standards for Excellence in Teaching. Prince George's County Public Schools: Classroom Climate

Enhancing Professional Practice: A Framework for Teaching

Domain 2: The Classroom Environment

Component 2a. Creating an Environment of Respect and Rapport

Component 2b. Establishing a Culture for Learning

Tri-States Assessment Model -- Performance Indicators

Student Performance: Indicator 6: Meaningful Extracurricular Activity

Internal Support: Indicator 14: Support for Academic, Social and Emotional Needs of Each Child

6. Student Assessment - The teacher demonstrates that s/he implements assessment techniques based upon appropriate learning standards designed to measure students' progress in learning. (NYS Teacher Standards E, G)

Appropriate assessment techniques

Student performance data

Record keeping

Chappaqua Criteria I A, 1b, 1c, and 3a-d

Relevant Saphier Parameters: Models of Teaching, Expectations, Objectives, Assessment

Dimensions of Learning Reference: Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model, Robert Marzano et al

Standards for Excellence in Teaching. Prince George's County Public Schools: Outcomes of Instruction

Enhancing Professional Practice: A Framework for Teaching

Domain 3: Instruction

Component 3d. Providing Feedback to Students

Tri-States Assessment Model -- Performance Indicators

Student Performance: Indicator 1: Performance Assessment
 Indicator 2: Standardized Testing
 Indicator 3: Longitudinal Progress of Student Performance from K-12
 Indicator 4: Students as Active Participants in the Learning Process
 Indicator 5: College Enrollment and College Success

Internal Support: Indicator 7: Instruction Linked to Use of Student Assessment Data
 Indicator 8: Supervision and Evaluation Linked to Use of Assessment Data
 Indicator 9: Professional Development Linked to Student Learning Standards

7. Collaboration - The teacher demonstrates that s/he develops effective collaborative relationships with students, parents or care givers, as needed, and appropriate support personnel to meet the learning needs of the students. (NYS Teacher Standards A, F, H)

Opportunity for integration in larger community
Communication with families
Contributing to building/district
Teamwork

Chappaqua Criteria II A and B

Relevant Saphier Reference: Collegiality

Dimensions of Learning Reference: Study Groups

Standards for Excellence in Teaching. Prince George's County Public Schools:

Enhancing Professional Practice: A Framework for Teaching

Domain 4: Professional Responsibilities
 Component 4c. Communicating with Families
 Component 4d. Contributing to the School and District
 Component 4e. Growing and Developing Professionally
 Component 4f. Showing Professionalism

Tri-States Assessment Model -- Performance Indicators

Internal Support: Indicator 10: Environment for Change and Innovation
 Indicator 11: Building Shared Vision and Goals

External Support: Indicator 15: Parent and Community Partnership

8. Reflective and Responsive Practice - The teacher shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

Chappaqua Criteria II D

Relevant Saphier References: Collegiality, Experimentation

Dimensions of Learning References:

Dimensions of Thinking: A Framework for Curriculum and Instruction, Robert Marzano et al

A Different Kind of Classroom: Teaching with Dimensions of Learning, Robert Marzano

Observing Dimensions of Learning in Classrooms and Schools. John L. Brown

Dimensions of Learning: Teacher's Manual. Marzano et al

Dimensions of Learning: Trainer's Manual. Marzano et al

Standards for Excellence in Teaching. Prince George's County Public Schools: Knowledge

Enhancing Professional Practice: A Framework for Teaching

Domain 4: Professional Responsibilities

Component 4a. Reflecting on Teaching

Component 4e. Growing and Developing Professionally

Component 4f. Showing Professionalism

Tri-States Assessment Model -- Performance Indicators

Internal Support: Indicator 10: Environment for Change and Innovation
 Indicator 11: Building Shared Vision and Goals

Enhancing Professional Practice: A Framework for Teaching

This model is based on Charlotte Danielson, *Enhancing Professional Development: A Framework for Teaching*. Alexandria, VA: ASCD, 1996. See document for standards associated with each component.

Domain 1: Planning and Preparation

- Component 1a. Demonstrating Knowledge of Content and Pedagogy
- Component 1b. Demonstrating Knowledge of Students
- Component 1c. Selecting Instructional Goals
- Component 1d. Demonstrating Knowledge of Resources
- Component 1e. Designing Coherent Instruction
- Component 1f. Assessing Student Learning

Domain 2: The Classroom Environment

- Component 2a. Creating an Environment of Respect and Rapport
- Component 2b. Establishing a Culture for Learning
- Component 2c. Managing Classroom Procedures
- Component 2d. Managing Student Behavior
- Component 2e. Organizing Physical Space

Domain 3: Instruction

- Component 3a. Communicating Clearly and Accurately
- Component 3b. Using Questioning and Discussion Techniques

- Component 3c. Engaging Students in Learning
- Component 3d. Providing Feedback to Students
- Component 3e. Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- Component 4a. Reflecting on Teaching
- Component 4b. Maintaining Accurate Records
- Component 4c. Communicating with Families
- Component 4d. Contributing to the School and District
- Component 4e. Growing and Developing Professionally
- Component 4f. Showing Professionalism

Tri-States Assessment Model

Performance Indicators

- Student Performance:
- Indicator 1: Performance Assessment
 - Indicator 2: Standardized Testing
 - Indicator 3: Longitudinal Progress of Student Performance from K-12
 - Indicator 4: Students as Active Participants in the Learning Process
 - Indicator 5: College Enrollment and College Success
 - Indicator 6: Meaningful Extracurricular Activity
- Internal Support:
- Indicator 7: Instruction Linked to Use of Student Assessment Data
 - Indicator 8: Supervision and Evaluation Linked to Use of Assessment Data
 - Indicator 9: Professional Development Linked to Student Learning Standards
 - Indicator 10: Environment for Change and Innovation
 - Indicator 11: Building Shared Vision and Goals
 - Indicator 12: Curriculum Development and Articulation Linked to Achievement
 - Indicator 13: Budget Development Aligned with Learning Improvement
 - Indicator 14: Support for Academic, Social and Emotional Needs of Each Child

External Support: Indicator 15: Parent and Community Partnership
 Indicator 16: Budget Support

Chappaqua Criteria for Effective Teaching (pre-2000)

The primary role of the teacher is that of director of learning. Listed in this document are criteria which we feel are indicative of effective teaching and which will be used as a reference in the evaluation process.

Following each criterion are illustrative examples of the kinds of evidence that might be considered in meeting the criterion. The examples are by no means exhaustive. They do not appear in priority order and are not meant to be used as a check list. Principals will discuss the criteria and examples with teachers at the beginning of their evaluation year.

I. Primary Responsibility: Instruction

A. Cognitive Development

Teachers are expected to have a command of their subject content as well as demonstrate a repertoire of strategies to present the content.

Teacher are expected to plan, implement and evaluate programs which facilitate learning. These three broad, yet overlapping, areas encompass a multiplicity of competencies.

The following are areas and examples that might be considered in meeting these criteria.

1. Plans learning experiences
 - a. Applies a knowledge base of learning and theories of teaching
 - b. Utilizes results of appropriate diagnostic measures
 - c. Perceives needs of both individual students and the group
 - d. Develops short-term and long-range objectives that match the district curriculum
 - e. Incorporates the philosophy of the school system

2. Implements learning experiences
 - a. Displays a broad comprehensive knowledge of his/her subject
 - b. Promotes class activities related to the objectives of the lesson
 - c. Provides appropriate practice
 - d. Makes assignments appropriate to the course objectives
 - e. Recognizes individual differences
 - f. Makes students aware of expectations
 - g. Provides clear explanations
 - h. Encourages the development of thinking
 - i. Uses techniques to stimulate and motivate students
 - j. Provides an environment conducive to learning
 - k. Uses appropriate resources and materials
 - l. Encourages honest communication
 - m. Probes for understanding and helps students to find clarification
 - n. Helps each student to experience success

3. Helps students assess progress
 - a. Helps each student identify strengths and weaknesses and establish realistic goals
 - b. Assists students in assessing their progress toward the achievement of these goals
 - c. Provides appropriate evaluation devices on a regular basis and uses these to:
 1. Modify and improve instruction
 2. Provide the basis for reporting students' progress
 - d. Helps identify and plan for students who need specialized services

B. Affective Development

The teacher should recognize that a student's emotional development directly affects his/her academic growth. A teacher, therefore, is expected to respond to a student's emotional and social needs to facilitate that growth.

The following are areas and examples that might be considered in meeting this criterion.

1. Helps the student develop as an individual
 - a. Maintains effective communications with the student's home
 - b. Uses student's previous and current teachers as resources where appropriate
 - c. Helps student increase feelings of self-worth
 - d. Helps student develop a sense of responsibility and self-discipline

2. Helps the student develop as a member of the group
 - a. Helps each student interact effectively in groups
 - b. Helps student adapt to and social within the classroom environment
 - c. Creates a classroom atmosphere which encourages acceptance of others' rights to have different attitudes and values
 - d. Helps students recognize their value to the group

C. Respect for Human Differences

The teacher should be sensitive to the variety of differences in students.

The following are areas and examples that might be considered in meeting this criterion.

1. Helps students respect cultural, sexual, and ethnic differences
2. Encourages students to reason in order to help them eliminate stereotyping and biases
3. Models positive attitudes toward human differences

II. Additional Responsibilities

The responsibilities of a teacher are broader and more inclusive than teaching a specific subject or grade level.

A. Member of the staff

As a member of the total school community teachers are expected to share the responsibilities for accomplishing the objectives of the school.

The following are areas and examples that might be considered in meeting this criterion.

1. Shares in the development of the over-all objectives of the school and the district
2. Participates in the development of policies to ensure student and teacher well-being
3. Participates in the formulation and development of curriculum
4. Shares the responsibilities for the supervision of students outside the classroom during the school day
5. Participates in the planning and guidance of student activities
6. Shares ideas, suggestions, and resources with others
7. Attempts to promote good relationships with the staff
8. Participates in school and system-wide committees

B. Interaction with the Community

The teacher is expected to interact with the community on school related issues.

The following are areas and examples that might be considered in meeting this criterion.

1. Encourages and initiates parent conferences
2. Answers communication with parents promptly

3. Becomes involved in school community programs and activities
4. Communicates the school's programs and policies to the community
5. Informs parents and public about school activities
6. Elicits adult cooperation in utilizing available community resources
7. Shares appropriate student activities (theatrical, musical productions, etc.) with the community
8. Supports efforts and activities of colleagues when speaking with community members

C. Non-classroom duties

The teacher has a responsibility to handle non-classroom duties that are essential to the effective operation of the school, including student safety and well-being.

The following are areas and examples that might be considered in meeting this criterion.

1. Handles clerical tasks promptly and efficiently
2. Supervises students actively as required in activities such as bus duty, recess supervision, cafeteria supervision

D. Professional Development

Each teacher has a responsibility to grow professionally.

The following are areas and examples that might be considered in meeting this criterion.

1. Examines the effectiveness and appropriateness of his/her techniques
2. Participates in the professional growth cycle
3. Takes appropriate course work
4. Participates in professional dialogue
5. Keeps abreast of current educational trends and issues (e.g. participates in professional organizations, reads current literature...)

E. Attendance

The teacher has a responsibility to be in attendance.

Sample: Form for Annual Professional Review (Non-administrative Years)

To be submitted by June 1 or October 15 of the year preceding the project

The intent of the Professional Review experience is to encourage teachers to become thoughtful, reflective and purposeful practitioners. The plan requires that teachers consider how teacher growth is linked to student needs. We believe that the thinking process and reflection that underlie this work may be more valuable than the experience itself in respect to long-term professional growth.

Teacher's Name: Special Education Teacher **School:**

School Year:

1. Purpose

Why are you proposing this project? (Indicate which Criteria for Performance Review will be addressed. Also indicate which goals and objectives from the Professional Development Plan will be addressed.)

The teachers and I would like to increase meaningful learning by responding to students' needs with differentiated instruction. We will select one instructional strategy to differentiate in math. We will differentiate instruction in respect to content, process and product

Criteria for Performance Review: 3. Instructional Delivery; 5. Student Development; 6. Student Assessment; 7. Collaboration

Professional Development Plan: Goal 3: Teachers will address the needs of all learners. Objective 1: Differentiated learning. Objective 4: Varied collection of resources.

2. Implementation

What will you do to achieve your purpose(s)? Suggestions for implementation activities are included in the Professional Development Plan.

1. Meet to discuss and establish common knowledge and understanding.
2. Identify ways we already differentiate and select one strategy to implement in the grade level.
3. Document efforts and share results.
4. Meet together a minimum of four times for planning and review.

Activities:

- Group discussion
- Pre-assessment
- Tiered lessons
- Post-assessment
- Reflection and dialogue

3. Evaluation *(To be submitted by May 15)*

At the end of this project, this form will be returned to you, and you will be asked to indicate the effect your work had on your students. Please complete the following items at that time:

What did your students learn? Submit relevant evidence. Do not describe what you did.

The group decided one strategy was too limiting, so we chose the data collection unit to differentiate. Started with pre-assessment. Analysis revealed many students already knew the material. Therefore, we provided tiered assignments and extensions which allowed students to work at more appropriate levels and with more independence. The culminating assessment required students to apply knowledge learned. Results indicated students were able to do so. See sample products.

What did you learn about your own teaching?

We found that this was not the best unit to differentiate. I learned that I need to be clearer in planning my immediate goals. I need to provide structure for explicit expectations. I need to encourage high expectations. Modeling lessons for teachers worked well. The feedback provided helpful ideas. By extension, modeling for students is also a powerful technique.

Did you accomplish your purpose? What next steps are planned?

As noted above, we did respond to student needs with differentiated strategies. We gained a better understanding of the context for differentiation and will use the results of the experience to refine our work with the differentiated model.

Sample: Form for Annual Professional Review (Non-administrative Years)

To be submitted by June 1 or October 15 of the year preceding the project

The intent of the Professional Review experience is to encourage teachers to become thoughtful, reflective and purposeful practitioners. The plan requires that teachers consider how teacher growth is linked to student needs. We believe that the thinking process and reflection that underlie this work may be more valuable than the experience itself in respect to long-term professional growth.

Teacher's Name: Middle School Teacher

School:

School Year:

1. Purpose

Why are you proposing this project? (Indicate which Criteria for Performance Review will be addressed. Also indicate which goals and objectives from the Professional Development Plan will be addressed.)

Research indicates that people have their own styles of learning. However, school tests are generally visual. Therefore, students require coaching to recall information better in that mode. This project will teach students how to study more effectively using visual and auditory cues.

Criteria for Performance Review: 3. Instructional Delivery; 5. Student Development; 6 Student Assessment

Professional Development Plan: Goal 1: Teachers will support their students in becoming responsible and self-reliant learners. Objective 3: Students ... use technology effectively. Goal 3: Teachers will address the needs of all learners. Objective 1: Teachers will differentiate instruction based on the needs of learners....

2. Implementation

What will you do to achieve your purpose(s)? Suggestions for implementation activities are included in the Professional Development Plan.

1. Research literature on visual and auditory study styles.
2. Preview existing assessments for visual/auditory discrimination.
3. Develop assessment instrument to determine visual/auditory discrimination (if necessary).
4. Administer the assessment twice to insure validity.
5. Develop teaching methods using specific modalities to increase the benefits of study time.
6. Survey students for final evaluation.

3. Evaluation *(To be submitted by May 15)*

At the end of this project, this form will be returned to you, and you will be asked to indicate the effect your work had on your students. Please complete the following items at that time:

What did your students learn? Submit relevant evidence. Do not describe what you did.

Students were taught to use their primary channel for study tasks and were encouraged to develop other channels via introduction to specific study skills. Sample homework assignments (included) indicate that students were able to do this.

Analysis of student surveys (samples attached) indicates that students learned to study for tests more efficiently by using visual and auditory channels. Students also reported on the surveys that material was more easily recalled.

What did you learn about your own teaching?

I learned that I emphasized my own personal preference for learning when I taught. I am a visual learner, so I used many visual cues when helping students study for tests. I now administer the assessment instrument and teach students study strategies for the channel which they prefer. Not only are visual study strategies emphasized but auditory strategies as well.

Did you accomplish your purpose? What next steps are planned?

As indicated above, I believe the purpose was accomplished. I am planning to broaden this work to include other channels (kinesthetic) as well.

Sample: Form for Annual Professional Review (Non-administrative Years)

To be submitted by June 1 or October 15 of the year preceding the project

The intent of the Professional Review experience is to encourage teachers to become thoughtful, reflective and purposeful practitioners. The plan requires that teachers consider how teacher growth is linked to student needs. We believe that the thinking process and reflection that underlie this work may be more valuable than the experience itself in respect to long-term professional growth.

Teacher's Name: Elementary Teacher

School:

School Year:

1. Purpose

Why are you proposing this project? (Indicate which Criteria for Performance Review will be addressed. Also indicate which goals and objectives from the Professional Development Plan will be addressed.)

To continue experimenting with a variety of assessment tools with a focus on portfolio assessment. The purpose of collecting student work in the form of a portfolio is to get a "whole picture" of my students. It will show students' efforts, progress and achievements or growth over the period of a school year. Students will be a part of the entire process which includes collecting their work, selecting specific pieces, setting goals and reflecting on the pieces selected. While this project addresses many of the goals and criteria for the professional development plan, we will be emphasizing the following:

- Goal 1: Supporting students in becoming responsible and self-reliant learners
- Goal 3, Objective 2: Teachers will understand, develop, and utilize appropriate alternative assessment tools.
- Goal 3, Objective 3: Teachers will support each student's individuality by encouraging students to assume responsibility for learning more about themselves...
- Goal 4, Objective 5: Teachers will work to create positive relationships with families...

Criteria for Performance Review: Collaboration and Student Assessment

2. Implementation

What will you do to achieve your purpose(s)? Suggestions for implementation activities are included in the Professional Development Plan.

I plan on incorporating what I've learned about portfolios from current literature and in courses that I've recently taken, one on portfolio assessment and a second called "Helping Students become Self-Directed Learners." I will be collaborating with a colleague throughout the year to discuss our plan of action, monitor progress and make necessary modifications. We will also observe each other teaching portfolio lessons. We may videotape these lessons and our post conferences for discussion. Lessons will include:

- An introduction to portfolios
- Goal setting
- How to select work
- How to reflect on selected work
- Role-playing effective and ineffective conferences
- Criteria for conducting a quality conference with parents

I will be collaborating with my colleague on a key component of this project which is for children to have an opportunity to share their portfolios with their parents in a meaningful way. We would like to have students lead the conference and set future academic goals with their parents on a "Portfolio Night." Managing my time and organizing the portfolios are my two greatest concerns. I will have to experiment

with different models throughout the year until I find what works for me.

3. Evaluation *(To be submitted by May 15)*

At the end of this project, this form will be returned to you, and you will be asked to indicate the effect your work had on your students. Please complete the following items at that time:

What did your students learn? Submit relevant evidence. Do not describe what you did.

Adding portfolios to our repertoire of assessment tools has been a powerful learning experience for both students and teachers. The use of portfolios helped us communicate to our students that we value goal setting, growth and ongoing reflection. As the portfolio evolved, students monitored the content, and evaluated their work for quality. The process of collecting, selecting and reflecting on their work has helped students take ownership of their learning, become more organized and develop skills for self-directedness. (See attached portfolios; note the student reflections on their work. Also note parent comments about their child's growth/progress throughout the year.)

What did you learn about your own teaching?

This experience benefitted us professionally in many ways. It was a safe, collaborative environment where the observations were non-threatening. For me it was an opportunity to build on the previous year's work on portfolios. Working with my colleague helped me to implement the process in a more systematic manner. The brainstorming sessions also helped increase the level of quality of the lessons and final product. This collaborative experience brought us closer together as professionals and colleagues.

The feedback we have received from parents was overwhelmingly positive and insightful. (See attached parent comment sheets.) This year's experience using portfolios gave me greater insight into this area of assessment. I think I have a clearer picture of who my students are as learners. I also found the portfolio invaluable in conferences with parents because while a test score is only a "snapshot" of a student on a particular day, a portfolio shows how the student's work has evolved..

Did you accomplish your purpose? What next steps are planned?

As noted above, we felt the purpose was accomplished. We found this experience to be so rewarding for our students that we look forward to continue to develop our work to sharing it with the rest of our colleagues.

Professional Development Record

This form is to be completed by individuals and groups who are offering professional development opportunities in the Chappaqua School District. All professional development activities undertaken in the District must have a record on file.

Title: _____ Creating Visual Tools Using
Inspiration _____

Leader/Coordinator: _____

Proposed Dates and Meeting
Times: _____

Audience: K-8 Faculty _____ Maximum Number of Participants: _____

Category (check one): Course Workshop Seminar

1. Purpose: What is the purpose of this offering? What will participants learn? Indicate the goals and objectives to be addressed (from the Professional Development Plan, pp 7-8).

This course introduces a powerful learning tool that helps teachers and students organize their thinking.

Professional Development Plan: Goal 1: Teachers will support their students in becoming responsible and self reliant learners. Objective 3: Teachers will enhance students' abilities to use technology effectively.

2. Implementation Plan: What will be done to achieve the purpose(s)? Suggestions for implementation activities are included in the Professional Development Plan (pp. 8-9).

This class will meet in five two hour sessions. Teachers will be asked to create a project which requires use of Inspiration software to achieve specific instructional goals.

3. Outline or Description of Sessions:

- Session 1: Introduction to software
- Session 2: Goals for which the software is appropriate
- Session 3: Practice with the software
- Session 4: Developing specific and appropriate goals and beginning to use the software to implement them
- Session 5: Finishing the project

4. Evaluation: How will you evaluate or measure how successfully your purpose was achieved? What did participants learn? What will students learn? Evidence should be submitted as relevant. Avoid evidence of implementation being used as evidence of results. Suggestions for evaluation tools are included in the Professional Development Plan (pp. 12-13)

Teacher surveys (samples attached) indicated that they were able to use this tool to help students better understand the logical connection between ideas. Teachers also noted that students learned to develop and organize patterns of ideas which best suited the students' individual thinking styles. In addition, teachers noted the power of allowing students to choose the organizational tool that suited their thinking rather than having the teacher supply it. Samples of student work are also attached.

Approved by: _____

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