

Target Appraisal
For all Project Challenge, SST, ESOL, Counselor

PITTSFORD CENTRAL SCHOOL DISTRICT

Target Appraisal

The Professional Standards for Excellence in Teaching defines expectations for teachers in the Pittsford Central School District. They reflect our commitment to the educational success of each student and to the district tradition of academic excellence. It is our intent that these Standards enhance the teaching profession by clearly defining and communicating professional expectations and by promoting accountability for all teachers in the district.

The Teacher Assessment Process is designed to provide assessment of teaching performance, improve the quality of instruction, be supportive of the teacher's professional growth, provide an opportunity for the teacher and supervisor to discuss mutual interests and concerns and provide a written record for feedback.

The Teacher Assessment Process consists of three components and is based on the Professional Standards for Teachers.

- A. Teacher Target Appraisal
- B. Observation or Alternative
- C. Summative Evaluation

Teacher Target Appraisal

The Teacher Target Appraisal is an opportunity for teachers to focus on areas of professional development. In cooperation with the appropriate supervisor the teacher will develop two or more target areas each year. One of these targets will be drawn from professional standards. Target conferences can be combined with summative assessment conferences. Teacher Target Appraisal forms will be submitted at the beginning of the school year by October 15.

PITTSFORD CENTRAL SCHOOLS

TARGET APPRAISAL

Teacher: _____ Building: _____ Position: _____

Date of Initial Conference: _____

Please describe below targets or goals that you wish to accomplish. One target will be drawn from professional standards.

I. Target: Criteria should be specific, realistic, manageable and measurable.

II. How: Include means, methods, activities, processes, materials, personnel by which specific objectives will be achieved.

Appraisee Comments: Was target met? What are the indicators?

Appraiser Comments: (Administrator/Supervisor)

Appraisee: _____ Appraiser: _____ Date: _____

(Completed form will be placed in your personnel file)

Classroom Observation Form for SST, ESOL, Counselors, Psychologists

PITTSFORD CENTRAL SCHOOL DISTRICT

Observation Report

Classroom observations are an important component of the Teacher Assessment Process. Observations shall be conducted by the building principal or other appropriate supervisors. Each visitation report will reflect some, but not necessarily all, elements in the Professional Standard documents.

All tenured teachers receive at least one classroom observation every year prior to May 15 or participate in a mutually agreed upon alternative to this traditional observation.

All non-tenured teachers serving a full year shall receive at least four classroom observations each year. At least two of these observations shall be completed prior to the end of first semester. All non-tenured teachers serving less than a full year shall receive a prorated number of observations. All non-tenured teachers serving in the District more than three years shall receive at least one observation every year.

Teachers may request additional observations by an appropriate supervisor. There shall be a post-conference after each observation. Pre-observation conferences are not mandatory.

The Professional Standards will be the criteria for the observation.

A. Planning and Preparation

| | |
|--------------------------------------|---|
| Knowledge of Content/Pedagogy | Demonstrating extensive content knowledge and effective instructional techniques to convey the knowledge. |
| Knowledge of Students | Demonstrating knowledge of development and or intellectual, social and emotional characteristics of age groups and incorporating this knowledge into instructional planning; planning lessons based on the diverse skills, knowledge, interests, and cultural heritage of each student. |
| Instructional Goals | Establishing clearly written goals based on district curriculum and standards to indicate expected student learning and reflect the needs of all students. |
| Knowledge of Resources | Use building, district, and community resources to enhance instruction. |

| | |
|------------------------------|--|
| Instructional Lessons | Preparing meaningful lessons that engage the students, promote academic rigor, and provide a rationale for learning; selecting learning activities and resources/materials that support instructional objectives and accommodate different learning styles; incorporating varied group practices; using technology to enhance instruction. |
| Assessment | Selecting assessment techniques that are congruent with instructional goals, both in content and process, clearly communicating criteria and standards of assessment to students. |

B. Delivery of Instruction

| | |
|---------------------------------------|--|
| Communication | Providing clear directions and explanations to students and modeling correct English usage, grammar, and expressive vocabulary. |
| Questioning | Using questioning and discussion techniques that foster student learning; promoting a student involvement in discussions and encouraging students to take responsibility for the success of discussions. |
| Student Engagement | Engaging students in learning by presenting materials at the appropriate level and pace, linking learning with students' knowledge and experience, employing a wide variety of resources and strategies, and involving students in developing learning activities. |
| Feedback | Providing feedback that is accurate, substantive, constructive, specific, and timely in order to enhance learning. |
| Flexibility and Responsiveness | Demonstrating flexibility and responsiveness by adjusting to student needs, recognizing and responding to teachable moments by making major and minor changes in lessons to take advantage of unplanned opportunities for learning. |
| Persistence | Using knowledge of the wide variety of instructional strategies and resources and consulting with other staff in order to find ways to help students who are having difficulties in meeting instructional objectives. |

C. Classroom Environment

| | |
|-------------------------------------|---|
| Teacher/Student Interactions | Continuously demonstrating caring and respect for students and modeling and promoting respectful and courteous interactions with and among students. |
| Culture for Learning | Conveying a genuine enthusiasm for the subject and encouraging students to value the subject; setting high expectations for student achievement and high standards for the quality of student work and encouraging students to meet the standards and take pride in their efforts and work. |
| Classroom Procedures | Organizing student group work so that students are on task and productive; providing smooth and efficient transition between activities; establishing effective routines and systems for handling materials and supplies, for performing non-instructional duties and for working with support personnel and volunteers in the classroom. |
| Student Behavior Management | Developing clear standards for student conduct with student participation; monitoring students' behavior at all times and consistently responding to student misbehavior in an appropriate manner, sensitive to and respectful of the individual student. |

Counselors:

A. Planning and Preparation

Pittsford school counselors effectively plan and prepare delivery of services by:

| | |
|--|---|
| Counseling Procedures | Establishing effective routines and systems for delivery of services; counseling students, consulting with staff and other professionals, responding to crisis situations, and effectively using technology and clerical support. |
| Knowledge of Resources | Demonstrating extensive knowledge of building, district, and community resources and accessing those resources to enhance the delivery of services. |
| Instructional Goals | Establishing clearly written objectives based on ASCA standards, district standards, and building goals to indicate expected student outcomes in order to promote the academic, personal/social, and career development of all students. |
| Assessment | Continually assessing the needs of all students, evaluating the counseling programs, and annually reviewing the guidance plan. Interpreting standardized measures to assist in planning for the academic, career, and personal growth of all students. |
| Knowledge of Content and Pedagogy Knowledge of Students | Demonstrating extensive content knowledge, effective instruction techniques and counseling skills to convey that knowledge. Demonstrating knowledge of the development of intellectual, social, and emotional characteristics of age groups and incorporating this knowledge into program planning, delivery of services, and consultations; delivering services based on the diverse skills, knowledge, interests, personalities, needs, and cultural heritage of each student. |
| Instructional Lessons | Planning meaningful lessons that engage students and provide a rationale for learning; selecting learning activities and resources/materials that support instructional objectives and accommodate different learning styles; incorporating varied grouping practices; using technology to enhance instruction. |

B. Delivery of Services

Pittsford school counselors provide effective counseling programs by:

| | |
|--|--|
| Developmental and Preventative Counseling | Providing information and implementing building activities focusing on relevant, age appropriate issues such as, communication skills, decision making skills, academic achievement, conflict management and coping skills. |
| Support and Crisis Counseling | Addressing the specific concerns of students with identified needs in small group or individual counseling sessions. |
| Environment for Learning / Development | Encouraging and modeling a genuine enthusiasm for student learning and self growth; using active listening skills; creating a caring, safe environment; supporting all students to meet the district and state standards; and develop to their individual potential. |
| Feedback | Providing feedback that is accurate, substantive, constructive, specific, sensitive and timely in order to enhance learning and personal development. |
| Student Engagement | Engaging students in learning by presenting materials at the appropriate level and pace, linking learning with students' knowledge and experience, employing a wide variety of resources and strategies, and involving students in developing learning activities. |

C. Collaboration, Coordination and Facilitation

Pittsford school counselors effectively collaborate by:

| | |
|-------------------------------------|--|
| Facilitation / Participation | Participating in or facilitating meetings with students, parents, teachers, administration, and related professionals. |
| Coordination | Planning and coordinating materials, staff, and information pertinent to meetings, programs, and student needs. |
| Case Management | Providing the necessary monitoring of student progress towards achieving success in academic, career, and personal/ social areas. |
| Communication | Modeling, teaching, and promoting communication skills which convey empathy, honesty, integrity and problem solving. |
| Establishing Relationships | Demonstrating unconditional positive regard for students, families, and staff through promoting and facilitating respectful and professional interactions. |
| Consultation | Consulting with other professionals and staff to support students' academic, career, social, and emotional goals. |
| Coordination of Services | Serving as a liaison between students, teachers, parents, administration, support personnel, and community resources to facilitate student development. |

D. Professional Responsibilities

Pittsford school counselors demonstrate their professionalism by:

| | |
|--|---|
| Reflection | Making thoughtful and accurate assessments of the effectiveness of services; identifying professional and personal strengths and challenges. |
| Record-keeping | Developing and implementing a system for maintaining accurate records of instructional and non-instructional information. |
| Communication with Families | Maintaining communication with families about program and student development in a manner which is timely and encourages family involvement. |
| Contributing to Building/District | Contributing to building and district by participating in meetings, committees, and building and district projects. |
| Professional Growth | Planning, developing, and participating in continuous professional improvement. |
| Professional Qualities | Displaying personal and professional qualities that contribute to the well-being of students, the building, the district, and the profession. Modeling life-long learning on a daily basis. |
| Teamwork | Maintaining positive sharing relationships, enhancing professional practice and working with colleagues to promote morale. |

Psychologists:

A. Consultation

Pittsford school psychologists meet with school personnel to discuss, decide and plan, typically regarding primary prevention or the reasons for an identified problem, and the resulting interventions by:

| | |
|----------------------|--|
| Collaboration | Facilitating delivery of services by assisting other personnel in the educational system regarding mental health, behavioral and education concerns. |
| Planning | Designing and developing programs and procedures for promoting mental health and learning and improving educational systems. |
| Training | Educating school personnel, parents and others in the community, regarding issues of learning and child development. |

B. Direct Services

Pittsford school psychologists use techniques designed to effectively support students by:

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|---------------------|---|
| Intervention | Developing interventions that are appropriate to the presenting problems and are consistent with data collected. Modifying or terminating the treatment plan when the data indicate the plan is not achieving the desired goals. |
| Prevention | Supporting research-based prevention initiatives. Providing parents and teachers strategies to foster positive behavioral and learning outcomes. |
| Education | Providing information on topics such as learning strategies, classroom management techniques, working with students with disabilities and crisis management. Using techniques designed to enhance the mental health, behavior, social-emotional competency, or educational status of the student or prevent difficulties in these areas. |

C. Assessment

Pittsford school psychologists provide effective assessment by:

| | |
|----------------------------|--|
| Resources | Using a wide variety of techniques, instruments and procedures at an individual, group and system level. |
| Ecological Approach | Considering a broad array of factors impacting a child's social, emotional, and educational adjustment when conducting evaluations. |
| Student Diversity | Selecting and using appropriate research-based assessment and treatment procedures, techniques and strategies that are non-biased and respect student diversity. |

D. Professional Responsibilities

Pittsford school psychologists demonstrate their professionalism by:

| | |
|--|---|
| Reflection | Having a clear understanding of the professional role of the School Psychologist in each setting. Making thoughtful self-appraisals of one's assessment and intervention methods and skills. |
| Record Keeping | Developing and implementing a system for maintaining accurate records of student-based assessments, interventions and consultations. Complying with all laws, regulations and policies to maintain appropriate confidentiality of information. |
| Communication with Families | Developing and maintaining effective communication with families in order to enhance a mutual understanding of the unique needs and strengths of students. |
| Contributing to Building and District | Sharing expertise through participation in building/district level teams in order to promote learning and social-emotional development |
| Professional Growth | Developing and pursuing individual professional growth plans and modeling life-long learning. |
| Professional Qualities | Displaying personal and professional qualities that contribute to the well-being of students, families, school staff, the district, and the profession; practicing in full accordance with the principles for ethics as developed by professional psychology organizations. |
| Teamwork | Maintaining positive and sharing relationships with colleagues, families and other professionals. |

PITTSFORD CENTRAL SCHOOLS
Pittsford, New York

CLASSROOM VISITATION REPORT

Teacher:
Date:

Building:
Time:

Room:
Class:

Lesson plan and/or other materials may be attached to the file copy of this record.

VISITATION FOCUS:

APPRAISER COMMENTS:

A. Planning & Preparation

B. Delivery of Instruction

C. Classroom Environment

D. General Comments

APPRAISEE COMMENTS:

DATE: _____

SIGNATURE OF APPRAISER: _____

DATE: _____

SIGNATURE OF APPRAISEE: _____

(This form will be retained in your personnel file.)

Alternatives to Observations

Purpose: Ensure Professional Standards are addressed so that there is continual growth in professional practice

- Series of drop-ins and compilation of what was observed
 - The principal or designated supervisor will drop in the classroom at various times, write anecdotal notes and share those with the teacher in a professional conversation
- Working with teacher on unit planning and reviewing student work subsequently
 - The principal or designated supervisor will review a teacher's unit plan and subsequent, related student work and the two can jointly create a reflection on the work
- Look at student work for growth over time
 - The principal or designated supervisor will review the work of a pre-selected group of students over a period of time. The review might, for example, include low, middle and high achieving students and focus on a particular area such as writing, comprehension or mathematical problem-solving.
- On-going reflection
 - The principal or designated supervisor will review the teacher's reflection journal and engage in a professional conversation with the teacher.
- Focus on targeted "mini observations"
 - The principal or designated supervisor will agree on a series of targeted mini observations based on agreed upon criteria to provide feedback related to specific issues such as questioning, formative assessment, wait time, etc.
- Peer project
 - The principal or designate supervisor will review a curriculum- related project conducted by a pair / triad, etc. of teachers and conduct a professional conversation regarding that project with the teacher(s).
- Critical friend process
 - The principal or designated supervisor will review the outcomes of a critical friends review in which they participated, or which was conducted by a group of teachers and presented in written form to the supervisor. The critical friend process involves colleagues in peer observation, tuning a teaching artifact and / or consulting about an issue of pedagogy.
- Other means mutually agreed upon by the supervisor and teacher.

For each of the options listed above, a written product would be produced which fully describes the activities engaged in. That product can be written by the supervisor or the teacher, but must be signed by the supervisor to acknowledge acceptance. The responsibility for production of the written product must be determined at the beginning of the process.

Pittsford Schools

PROPOSED ALTERNATIVE TO TRADITIONAL OBSERVATION

Name: _____ Date: _____

Grade / Position: _____ School: _____

Please address these areas of Professional Standards (or those appropriate to your tenure area) as you complete this form:

- Planning and Preparation – *Knowledge of content/pedagogy; knowledge of students; instructional goals; knowledge of resources; instructional issues; assessment*
- Delivery of Instruction – *Communication; questioning; student engagement; feedback; flexibility and responsiveness; persistence*
- Classroom Environment – *Teacher/student interactions; culture for learning; classroom procedures; student behavior management*

Briefly describe your proposed observation alternative:

Describe the projected impact on student learning of this observation alternative, including the evidence you will gather:

Teacher Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Pittsford Schools

SUMMARY OF ALTERNATIVE TO TRADITIONAL OBSERVATION

Describe the impact on student learning of this observation alternative:

Explain how this observation alternative informed your instruction or aided in your growth as a professional:

Appraiser Comments:

Teacher Signature: _____ **Date:** _____

Supervisor Signature: _____ **Date:** _____

PITTSFORD CENTRAL SCHOOL DISTRICT

Summative Evaluation for School Counselors

School Counselor Name: _____ Building: _____ Position: _____

Directions:

The Summative Evaluation is comprised of a written summary and a conference. The written summary is a reflection on performance, which includes input from both the school counselor and the administrator. Using a common form the school counselor and the administrator independently assess the school counselor's performance based on Professional Standards. During the Summative Evaluation Conference, the agreements and differences can provide a basis for discussion.

School counselors and administrators may complete separate forms or use a single form. When a single form is used, the administrator marks with a ✓; the school counselor marks with a +. The administrator must complete the comment sections when the "Area of Strength" or "Needs Improvement" categories are marked. When "Demonstrates Competence" is marked, the teacher and administrator may write comments.

For tenured school counselors a Summative Evaluation shall be completed least once every three years.

For non-tenured school counselors a Summative Evaluation shall be completed annually by May 1.

A. PLANNING AND PREPARATION

Pittsford school counselors effectively plan and prepare delivery of services by

| | | | | |
|--|--|------------------|-------------------------|-------------------|
| Counseling Procedures | Establishing effective routines and systems for delivery of services; counseling students, consulting with staff and other professionals, responding to crisis situations, and effectively using technology and clerical support. | | | |
| Knowledge of Resources | Demonstrating extensive knowledge of building, district, and community resources and accessing those resources to enhance the delivery of services. | | | |
| Instructional Goals | Establishing clearly written objectives based on ASCA standards, district standards, and building goals to indicate expected student outcomes in order to promote the academic, personal/social, and career development of all students. | | | |
| Assessment | Continually assessing the needs of all students, evaluating the counseling programs, and annually reviewing the guidance plan. Interpreting standardized measures to assist in planning for the academic, career, and personal growth of all students. | | | |
| Knowledge of Content and Pedagogy | Demonstrating extensive content knowledge, effective instruction techniques and counseling skills to convey that knowledge. | | | |
| Knowledge of Students | Demonstrating knowledge of the development of intellectual, social, and emotional characteristics of age groups and incorporating this knowledge into program planning, delivery of services, and consultations; delivering services based on the diverse skills, knowledge, interests, personalities, needs, and cultural heritage of each student. | | | |
| Instructional Lessons | Planning meaningful lessons that engage students and provide a rationale for learning; selecting learning activities and resources/materials that support instructional objectives and accommodate different learning styles; incorporating varied grouping practices; using technology to enhance instruction. | | | |
| A. PLANNING AND PREPARATION | | Area of Strength | Demonstrates Competence | Needs Improvement |
| | | | | |

Principal Comments:

School Counselor Comments:

B. DELIVERY OF SERVICES

Pittsford school counselors provide effective counseling programs by

| | | | | |
|--|--|-------------------------|--------------------------------|--------------------------|
| Developmental and Preventative Counseling | Providing information and implementing building activities focusing on relevant, age appropriate issues such as, communication skills, decision making skills, academic achievement, conflict management and coping skills. | | | |
| Support and Crisis Counseling | Addressing the specific concerns of students with identified needs in small groups or individual counseling sessions. | | | |
| Environment for Learning / Development | Encouraging and modeling a genuine enthusiasm for student learning and self growth; using active listening skills; creating a caring, safe environment; supporting all students to meet the district and state standards; and develop to their individual potential. | | | |
| Feedback | Providing feedback that is accurate, substantive, constructive, specific, sensitive and timely in order to enhance learning and personal development. | | | |
| Student Engagement | Engaging students in learning by presenting materials at the appropriate level and pace, linking learning with students' knowledge and experience, employing a wide variety of resources and strategies, and involving students in developing learning activities. | | | |
| B. DELIVERY OF SERVICES | | Area of Strength | Demonstrates Competence | Needs Improvement |

Principal Comments:

School Counselor Comments:

C. COLLABORATION, COORDINATION, AND FACILITATION

Pittsford school counselors effectively collaborate by

| | | | | |
|---|--|--|--|--|
| Facilitation / Participation | Participating in or facilitating meetings with students, parents, teachers, administration, and related professionals. | | | |
| Coordination | Planning and coordinating materials, staff, and information pertinent to meetings, programs, and student needs. | | | |
| Case Management | Providing the necessary monitoring of student progress towards achieving success in academic, career, and personal/ social areas. | | | |
| Communication | Modeling, teaching, and promoting communication skills which convey empathy, honesty, integrity and problem solving. | | | |
| Establishing Relationships | Demonstrating unconditional positive regard for students, families, and staff through promoting and facilitating respectful and professional interactions. | | | |
| Consultation | Consulting with other professionals and staff to support students' academic, career, social, and emotional goals. | | | |
| Coordination of Services | Serving as a liaison between students, teachers, parents, administration, support personnel, and community resources to facilitate student development. | | | |
| C. COLLABORATION, COORDINATION, AND FACILITATION | | | | |

Principal Comments:

School Counselor Comments:

D. PROFESSIONAL RESPONSIBILITIES

Pittsford school counselors demonstrate their professionalism by

| | | | | |
|--|---|------------------|-------------------------|-------------------|
| Reflection | Making thoughtful and accurate assessments of the effectiveness of services; identifying professional and personal strengths and challenges. | | | |
| Record-keeping | Developing and implementing a system for maintaining accurate records of instructional and non-instructional information. | | | |
| Communication with Families | Maintaining communication with families about program and student development in a manner which is timely and encourages family involvement. | | | |
| Contributing to Building/District | Contributing to building and district by participating in meetings, committees, and building and district projects. | | | |
| Professional Growth | Planning, developing, and participating in continuous professional improvement. | | | |
| Professional Qualities | Displaying personal and professional qualities that contribute to the well-being of students, the building, the district, and the profession. Modeling life-long learning on a daily basis. | Area of Strength | Demonstrates Competence | Needs Improvement |
| Teamwork | Maintaining positive sharing relationships, enhancing professional practice and working with colleagues to promote morale. | | | |
| D. PROFESSIONAL RESPONSIBILITIES | | | | |

Principal Comments:

School Counselor Comments:

E. SUMMARY COMMENTS

Principal Comments:

School Counselor Comments:

School Counselor Signature _____ Date _____

Principal Signature _____ Date _____

Date of Conference _____

(This form will be retained in your personnel file.)

Plan to Improve Performance (Must be completed if any of the four professional standards domains show "need for improvement"):

Target:

Tenure Year Only

Portfolio Evaluator Comments:

Portfolio
Completed

Additional Comments:

Pittsford Central School District

Summative Evaluation for School Library Media Specialists

LMS Name: _____ Building: _____ Position: _____

Directions:

The Summative Evaluation is comprised of a written summary and a conference. The written summary is a reflection on performance, which includes input from both the library media specialist and the administrator. Using a common form the library media specialist and the administrator independently assess the library media specialist's performance based on Professional Standards. During the Summative Evaluation Conference, the agreements and differences can provide a basis for discussion.

Library media specialists and administrators may complete separate forms or use a single form. When a single form is used, the administrator marks with a ✓; the library media specialist marks with a +. The administrator must complete the comment sections when the "Area of Strength" or "Needs Improvement" categories are marked. When "Demonstrates Competence" is marked, the library media specialist and administrator may write comments.

For tenured library media specialists a Summative Evaluation shall be completed least once every three years.

For non-tenured library media specialists a Summative Evaluation shall be completed annually by May 1.

A. PLANNING AND PREPARATION

Pittsford Library Media Specialists effectively organize and design instruction by

| | | | | |
|--------------------------------------|--|------------------|-------------------------|-------------------|
| Knowledge of Content/Pedagogy | Demonstrating extensive content knowledge and effective instructional techniques to convey the knowledge. | | | |
| Knowledge of Students | Demonstrating knowledge of development and or intellectual, social and emotional characteristics of age groups and incorporating this knowledge into instructional planning; planning lessons based on the diverse skills, knowledge, interests, and cultural heritage of each student. | | | |
| Instructional Goals | Establishing clearly written goals based on district curriculum and standards to indicate expected student learning and reflect the needs of all students. | | | |
| Collaboration | Planning collaboratively with teachers to integrate library standards and curriculum with other subject areas standards and curriculum. Developing and providing instructional opportunities for staff and students | | | |
| Knowledge of Resources | Using building, district, and community resources, including the Interlibrary Loan Networks and selecting, acquiring and managing resources to support school curriculum needs and enhance instruction. | | | |
| Instructional Lessons | Preparing meaningful lessons that engage the students, promote academic rigor, and provide a rationale for learning; selecting learning activities and resources/materials that support instructional objectives and accommodate different learning styles; incorporating varied group practices; using technology to enhance instruction. | Area of Strength | Demonstrates Competence | Needs Improvement |
| Assessment | Selecting assessment techniques that are congruent with instructional goals, both in content and process, clearly communicating criteria and standards of assessment to students. | | | |
| A. PLANNING AND PREPARATION | | | | |

Principal Comments:

Library Media Specialist Comments:

B. DELIVERY OF INSTRUCTION

Pittsford Library Media Specialists provide effective classroom instruction by

| | | | | |
|---------------------------------------|--|--|--|--|
| Communication | Providing clear directions and explanations to students and modeling correct English usage, grammar, and expressive vocabulary. | | | |
| Questioning | Using questioning and discussion techniques that foster student learning; promoting a student involvement in discussions and encouraging students to take responsibility for the success of discussions. | | | |
| Student Engagement | Engaging students in learning by presenting materials at the appropriate level and pace, linking learning with students' knowledge and experience, employing a wide variety of resources and strategies, and involving students in developing learning activities. | | | |
| Feedback | Providing feedback that is accurate, substantive, constructive, specific, and timely in order to enhance learning. | | | |
| Flexibility and Responsiveness | Demonstrating flexibility and responsiveness by adjusting to student needs, recognizing and responding to teachable moments by making major and minor changes in lessons to take advantage of unplanned opportunities for learning. | | | |
| Persistence | Using knowledge of the wide variety of instructional strategies and resources and consulting with other staff in order to find ways to help students who are having difficulties in meeting instructional objectives. | | | |
| B. DELIVERY OF INSTRUCTION | | | | |

Principal Comments:

Library Media Specialist Comments:

C. LIBRARY ENVIRONMENT

Pittsford Library Media Specialists create effective environment for learning by

| | | | | |
|-------------------------------------|---|--|--|--|
| Teacher/Student Interactions | Continuously demonstrating caring and respect for students and modeling and promoting respectful and courteous interactions with and among students. | | | |
| Culture for Learning | Conveying a genuine enthusiasm for learning and encouraging students to value the library as a resource. | | | |
| Facility | Maintaining a technologically current facility that provides access to electronic and online resources. Organizing and maintaining the LMC as a functional and attractive learning environment and encouraging its maximum use. | | | |
| Library Procedures | Organizing student group work so that students are on task and productive; providing smooth and efficient transition between activities; establishing effective routines and systems for handling materials and supplies, for performing non-instructional duties and for working with support personnel and volunteers in the library. | | | |
| Student Behavior Management | Developing clear standards for student conduct with student participation; monitoring students' behavior at all times and consistently responding to student misbehavior in an appropriate manner, sensitive to and respectful of the individual student. | | | |
| C: LIBRARY ENVIRONMENT | | | | |

Principal Comments:

Library Media Specialist Comments:

D. PROFESSIONAL RESPONSIBILITIES

Pittsford Library Media Specialists demonstrate their professionalism by

| | | | | |
|--|---|-------------------------|--------------------------------|--------------------------|
| Reflection | Making thoughtful and accurate assessments for the effectiveness of lessons and services; identifying professional and personal strengths and weaknesses; planning and preparation for continuous professional improvement. | | | |
| Record-keeping | Developing and implementing a system for maintaining accurate records of instructional and non-instructional information. | | | |
| Communication | Maintaining communication with families about program. Publicizing LMC programs, services and resources through presentations, orientations, and written and online materials. | | | |
| Contributing to Building/District | Contributing to building and district by performing service, participating in building and district projects and in the development and implementation of academic standards. | | | |
| Professional Growth | Developing and pursuing individual professional growth plans and modeling life-long learning. Participating in local, state or national organizations related to teaching and librarianship. | | | |
| Supervision | Providing training, leadership and supervision for the LMC staff. | | | |
| Professional Qualities | Displaying personal and professional qualities that contribute to the well being of students, the building, the district and the profession. | | | |
| Teamwork | Maintaining positive and sharing relationships, enhancing professional practice and working with colleagues to promote morale. | | | |
| Financial Management | Planning and administering a budget according to the goals and objectives of the program, and the building. | | | |
| D. PROFESSIONAL RESPONSIBILITIES | | Area of Strength | Demonstrates Competence | Needs Improvement |

Principal Comments:

Library Media Specialist Comments:

E: SUMMARY COMMENTS

Principal Comments:

Library Media Specialist Comments:

Library Media Specialist Signature _____ Date _____

Principal Signature _____ Date _____

Date of Conference: _____
(This form will be retained in your personnel file.)

Plan to Improve Performance (Must be completed if any of the four professional standards domains show "need for improvement"):

Target:

Tenure Year Only **Portfolio Evaluator Comments:**
 **Portfolio
Completed**

Additional Comments:

PITTSFORD CENTRAL SCHOOL DISTRICT

Summative Evaluation for School Psychologists

School Psychologist Name: _____ Building: _____ Position: _____

Directions:

The Summative Evaluation is comprised of a written summary and a conference. The written summary is a reflection on performance, which includes input from both the school psychologist and the administrator. Using a common form the school psychologist and the administrator independently assess the school psychologist's performance based on Professional Standards. During the Summative Evaluation Conference, the agreements and differences can provide a basis for discussion.

School psychologists and administrators may complete separate forms or use a single form. When a single form is used, the administrator marks with a ✓; the school psychologist marks with a +. The administrator must complete the comment sections when the "Area of Strength" or "Needs Improvement" categories are marked. When "Demonstrates Competence" is marked, the school psychologist and administrator may write comments.

For tenured school psychologists a Summative Evaluation shall be completed least once every three years.

For non-tenured school psychologists a Summative Evaluation shall be completed annually by May 1.

A. CONSULTATION

Pittsford school psychologists meet with school personnel to discuss, decide and plan, typically regarding primary prevention or the reasons for an identified problem, and the resulting interventions by

| | | | | |
|------------------------|--|------------------|-------------------------|-------------------|
| Collaboration | Facilitating delivery of services by assisting other personnel in the educational system regarding mental health, behavioral and education concerns. | | | |
| Planning | Designing and developing programs and procedures for promoting mental health and learning and improving educational systems. | Area of Strength | Demonstrates Competence | Needs Improvement |
| Training | Educating school personnel, parents and others in the community, regarding issues of learning and child development. | | | |
| A. CONSULTATION | | | | |

Supervisor Comments:

School Psychologist Comments:

B. DIRECT SERVICES

Pittsford school psychologists use techniques designed to effectively support students by

| | | | | |
|---------------------------|--|------------------|-------------------------|-------------------|
| Intervention | Developing interventions that are appropriate to the presenting problems and are consistent with data collected. Modifying or terminating the treatment plan when the data indicate the plan is not achieving the desired goals. | | | |
| Prevention | Supporting research-based prevention initiatives. Providing parents and teachers strategies to foster positive behavioral and learning outcomes. | | | |
| Education | <p>Providing information on topics such as learning strategies, classroom management techniques, working with students with disabilities and crisis management.</p> <p>Using techniques designed to enhance the mental health, behavior, social-emotional competency, or educational status of the student or prevent difficulties in these areas.</p> | Area of Strength | Demonstrates Competence | Needs Improvement |
| B. DIRECT SERVICES | | | | |

Supervisor Comments:

School Psychologist Comments:

C. ASSESSMENT

Pittsford school psychologists provide effective and thorough assessment by

| | | | | |
|----------------------------|--|--|--|--|
| Resources | Using a wide variety of techniques, instruments and procedures at an individual, group and system level. | | | |
| Ecological Approach | Considering a broad array of factors impacting a child's social, emotional, and educational adjustment when conducting evaluations. | | | |
| Student Diversity | Selecting and using appropriate research-based assessment and treatment procedures, techniques and strategies that are non-biased and respect student diversity. | | | |
| C. ASSESSMENT | | | | |

Supervisor Comments:

School Psychologist Comments:

D. PROFESSIONAL RESPONSIBILITIES
Pittsford school psychologists demonstrate their professionalism by

| | | | | |
|--|--|------------------|-------------------------|-------------------|
| Reflection | Having a clear understanding of the professional role of the School Psychologist in each setting. Making thoughtful self-appraisals of one's assessment and intervention methods and skills. | | | |
| Record Keeping | Developing and implementing a system for maintaining accurate records of student-based assessments, interventions and consultations. Complying with all laws, regulations and policies to maintain appropriate confidentiality of information. | | | |
| Communication with Families | Developing and maintaining effective communication with families in order to enhance a mutual understanding of the unique needs and strengths of students. | | | |
| Contributing to Building and District | Sharing expertise through participation in building/district level teams in order to promote learning and social-emotional development | | | |
| Professional Growth | Developing and pursuing individual professional growth plans and modeling life-long learning. | | | |
| Professional Qualities | Displaying personal and professional qualities that contribute to the well-being of students, families, school staff, the district, and the profession. | Area of Strength | Demonstrates Competence | Needs Improvement |
| | Practicing in full accordance with the principles for ethics as developed by professional psychology organizations. | | | |
| Teamwork | Maintaining positive and sharing relationships with colleagues, families and other professionals. | | | |
| D. PROFESSIONAL RESPONSIBILITIES | | | | |

Supervisor Comments:

School Psychologist Comments:

E. SUMMARY COMMENTS

Supervisor Comments:

School Psychologist Comments:

School Psychologist Signature _____ Date _____

Supervisor Signature _____ Date _____

Date of Conference _____

(This form will be retained in your personnel file.)

Plan to Improve Performance (Must be completed if any of the four professional standards domains show "need for improvement"):

Target:

Tenure Year Only

**Portfolio
Completed**

Portfolio Evaluator Comments:

Additional Comments:

PITTSFORD CENTRAL SCHOOL DISTRICT

Summative Evaluation for Teachers

Teacher Name: _____ Building: _____ Position: _____

Directions:

The Summative Evaluation is comprised of a written summary and a conference. The written summary is a reflection on performance, which includes input from both the teacher and the administrator. Using a common form the teacher and the administrator independently assess the teacher's performance based on Professional Standards. During the Summative Evaluation Conference, the agreements and differences can provide a basis for discussion.

Teachers and administrators may complete separate forms or use a single form. When a single form is used, the administrator marks with a ✓; the teacher marks with a +. The administrator must complete the comment sections when the "Area of Strength" or "Needs Improvement" categories are marked. When "Demonstrates Competence" is marked, the teacher and administrator may write comments.

For tenured teachers a Summative Evaluation shall be completed least once every three years.

For non-tenured teachers a Summative Evaluation shall be completed annually by May 1.

A. Planning and Preparation

Pittsford teachers effectively organize and design instruction by

| | | | | |
|--------------------------------------|--|------------------|-------------------------|-------------------|
| Knowledge of Content/Pedagogy | Demonstrating extensive content knowledge and effective instructional techniques to convey the knowledge. | | | |
| Knowledge of Students | Demonstrating knowledge of development and or intellectual, social and emotional characteristics of age groups and incorporating this knowledge into instructional planning; planning lessons based on the diverse skills, knowledge, interests, and cultural heritage of each student. | | | |
| Instructional Goals | Establishing clearly written goals based on district curriculum and standards to indicate expected student learning and reflect the needs of all students. | | | |
| Knowledge of Resources | Use building, district, and community resources to enhance instruction. | | | |
| Instructional Lessons | Preparing meaningful lessons that engage the students, promote academic rigor, and provide a rationale for learning; selecting learning activities and resources/materials that support instructional objectives and accommodate different learning styles; incorporating varied group practices; using technology to enhance instruction. | | | |
| Assessment | Selecting assessment techniques that are congruent with instructional goals, both in content and process, clearly communicating criteria and standards of assessment to students. | Area of Strength | Demonstrates Competence | Needs Improvement |
| A. PLANNING AND PREPARATION | | | | |

Principal Comments:

Teacher Comments:

B. Delivery of Instruction

Pittsford teachers provide effective classroom instruction by

| | | | | |
|---------------------------------------|--|------------------|-------------------------|-------------------|
| Communication | Providing clear directions and explanations to students and modeling correct English usage, grammar, and expressive vocabulary. | | | |
| Questioning | Using questioning and discussion techniques that foster student learning; promoting a student involvement in discussions and encouraging students to take responsibility for the success of discussions. | | | |
| Student Engagement | Engaging students in learning by presenting materials at the appropriate level and pace, linking learning with students' knowledge and experience, employing a wide variety of resources and strategies, and involving students in developing learning activities. | | | |
| Feedback | Providing feedback that is accurate, substantive, constructive, specific, and timely in order to enhance learning. | | | |
| Flexibility and Responsiveness | Demonstrating flexibility and responsiveness by adjusting to student needs, recognizing and responding to teachable moments by making major and minor changes in lessons to take advantage of unplanned opportunities for learning. | | | |
| Persistence | Using knowledge of the wide variety of instructional strategies and resources and consulting with other staff in order to find ways to help students who are having difficulties in meeting instructional objectives. | Area of Strength | Demonstrates Competence | Needs Improvement |
| B. DELIVERY OF INSTRUCTION | | | | |

Principal Comments:

Teacher Comments:

C. CLASSROOM ENVIRONMENT

Pittsford teachers create effective environment for learning by

| | | | | |
|-------------------------------------|---|--|--|--|
| Teacher/Student Interactions | Continuously demonstrating caring and respect for students and modeling and promoting respectful and courteous interactions with and among students. | | | |
| Culture for Learning | Conveying a genuine enthusiasm for the subject and encouraging students to value the subject; setting high expectations for student achievement and high standards for the quality of student work and encouraging students to meet the standards and take pride in their efforts and work. | | | |
| Classroom Procedures | Organizing student group work so that students are on task and productive; providing smooth and efficient transition between activities; establishing effective routines and systems for handling materials and supplies, for performing non-instructional duties and for working with support personnel and volunteers in the classroom. | | | |
| Student Behavior Management | Developing clear standards for student conduct with student participation; monitoring students' behavior at all times and consistently responding to student misbehavior in an appropriate manner, sensitive to and respectful of the individual student. | | | |
| C: CLASSROOM ENVIRONMENT | | | | |

Principal Comments:

Teacher Comments:

D. Professional Responsibilities

Pittsford teachers demonstrate their professionalism by

| | | | | |
|--|--|--|--|--|
| Reflection | Making thoughtful and accurate assessments for the effectiveness of lessons; identifying professional and personal strengths and weaknesses; planning and preparation for continuous professional improvement. | | | |
| Record-keeping | Developing and implementing a system for maintaining accurate records of instructional and non-instructional information including attendance, student progress, assignment completion and results of student assessments. | | | |
| Communication with Families | Maintaining communication with families about program and student progress in a manner that encourages family involvement. | | | |
| Contributing to Building/District | Contributing to building and district by performing service and participating in building and district projects and in the development and implementation of academic standards. | | | |
| Professional Growth | Developing and pursuing individual professional growth plans and modeling life-long learning. | | | |
| Professional Qualities | Displaying personal and professional qualities that contribute to the well being of students, the building, the district and the profession. | | | |
| Teamwork | Maintaining positive and sharing relationships, enhancing professional practice and working with colleagues to promote morale. | | | |
| D. PROFESSIONAL RESPONSIBILITIES | | | | |

Principal Comments:

Teacher Comments:

E. SUMMARY COMMENTS

Principal Comments:

Teacher Comments:

Teacher Signature _____ Date _____

Principal Signature _____ Date _____

Date of Conference _____

(This form will be retained in your personnel file.)

Plan to Improve Performance (Must be completed if any of the four professional standards domains show "need for improvement"):

Target:

Tenure Year Only Portfolio Evaluator Comments:

**Portfolio
Completed**

Additional Comments: