

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PROCESS

GENEVA CITY SCHOOL DISTRICT



Adopted 7/9/07

Revision 8/11/09, 1/24/14, 3/27/14, 9/15/14, 10/28/14, 11/17/14, 6/30/16, 7/5/16, 7/25/16, 8/11/16

Policy Number 6130

*Geneva Schools will educate and graduate every student with the essential skills
and knowledge to live lives of consequence.*

TABLE OF CONTENTS

Contents 2

Overview 3

Contract Specifications 3

Teacher Summative Evaluation 7

Teacher Improvement Plan 9

Appeals Process 11

Non 3012c APPR Teacher Rubric Appendix A

Danielson 2011 Rubric Appendix B

Teacher Improvement Plan. Appendix C

APPR Appeal Notification Form Appendix D

GTA Member Goals Form. Appendix E

Pre-Observation Conference Form. Appendix F

Post-Observation Conference Form. Appendix G

Summative Evaluation Process Chart. Appendix H

Summative Evaluation Form. Appendix I

District SLO Calculation Process. Appendix J

OVERVIEW

The ultimate purpose of a quality Annual Professional Performance Review plan (APPR) is much more than fulfilling a State mandate. It is an essential tool by which the entire learning organization can actually achieve its mission and vision for its students. The Geneva CSD APPR process was established to focus on continuous improvement for Geneva Teacher Association members (hereafter referenced as “members” or “teachers”). It was not designed to be punitive in process. The APPR plan will be approved annually by the Board of Education and will be filed in the District office by September 10th of each school year. In addition it will be reviewed every two years by the APPR Committee per State Regulations.

CONTRACT SPECIFICATIONS

Observations are performed in order to provide specific written feedback with opportunities for dialogue regarding the instructional process and the enhancement of student learning. A classroom observation shall not be less than thirty- (30) minutes and, where reasonable, should cover a class period.

An announced observation cycle shall be defined as: a pre-observation conference, observation of the lesson, teacher post-observation reflection, written observation draft presented to the teacher, post-observation conference, final observation write up presented to teacher and signed by teacher and administrator.

An unannounced observation shall be defined as: observation of the lesson, written observation draft presented to the teacher, post-observation conference with oral reflection, final observation write up presented to teacher and signed by teacher and administrator.

Probationary Members shall be observed at least three (3) times during each of the first two years of probation and two (2) times during each of the following years of probation prior to the granting or denial of tenure, if the Member is not terminated before the end of the period. It is possible that circumstances such as a leave of absence could prevent the scheduled number of observations listed above from being completed. The intent is to have 10 observations completed prior to the granting of tenure, or 8 observations if previously granted tenure in another district/tenure area. The first of these classroom observations shall take place on or before sixty- (60) days after the first date of employment and the final such observation shall be conducted no later than June 1st of each school year. During the first year of probation, any observations can occur only after the first announced observation.

Number of observations required by year for GTA members subject to Ed. Law 3012c (hired prior to July 1, 2015):

For members on a three-year tenure track:

Probationary Year	Announced	Unannounced
1	2	2
2	2	1
3	1	2
Year 4/Juul	2	2

For members on a two-year tenure track:

Probationary Year	Announced	Unannounced
1	2	2
2	1	2

Number of observations required by year for GTA members subject to Ed. Law 3012d (hired after July 1, 2015):

Probationary Year	Announced	Unannounced
1	2	1
2	1	2
3	1	1
4	1	1

For members on a three-year tenure track:

Probationary Year	Announced	Unannounced
1	2	1
2	1	2
3	1	1

If a Juul year is required, the number of announced and unannounced observations shall be determined by the teacher improvement plan process.

A Member's reasonable request for additional classroom observations shall be honored.

Tenured Members will be observed a minimum of two (2) times each school year.

- a. Number of observations required

Status	Announced	Unannounced
Tenured	1	1

GTA members not subject to Ed. Law 3012c or 3012d, such as librarians, instructional coaches, guidance counselors, physical therapists, school psychologists, and all other pupil personnel services faculty, shall be observed according the following schedule:

Probationary Year	Announced
1	4
2	3
3	3
Year 4/Juul	3

Status	Announced
Tenured	1

A Member’s reasonable request for additional classroom observations shall be honored.

The lead evaluator (administrator from the member’s building) will be conducting the announced observations and will count for 90% of the observation score weight. The independent evaluator (administrator from another building or district office) will be doing at least one of the unannounced observations and will count for 10% of the observation score weight. All 17 components of the Danielson rubric will be weighted equally on a scale of 1-4. All teachers will be evaluated by a certified administrator who has completed the evidence-based observation training.

All monitoring and observation of work performance of a Member will be conducted openly and with full knowledge of the Member. The use of any electronic and/or similar device(s) shall not be used for the purpose of audio or visual recording during observation or evaluation except with the written consent of the Member.

Timelines for conferences and write-ups:

Announced observations:

- There will be a pre-observation conference within a week prior to the observation
- 10 school days between observation and write up presented
- Teacher will complete post-observation reflection as soon as possible after the lesson and will send to the observing administrator prior to the post-observation conference
- Teachers may provide evidence for domains 2 and 3 as it pertains to the observed lesson.
- 2 days between write up presentation and post-observations conference
- 5 school days to finalize write up
- 5 days to sign and return

Unannounced observations:

- 10 school days between observation and write up presented
- 2 days between write up presentation and post-observation conference
- Teachers may provide evidence for domains 2 and 3 as it pertains to the observed lesson
- Teacher prepares for oral reflection during post-observation conversation
- 5 school days to finalize write up
- 5 days to sign and return

Minimum required classroom visits for the observation period shall be completed by the first Friday in June. The write-ups will be completed prior to delivery of the summative evaluation. This does not preclude additional classroom observations/visitations occurring during the month of June.

The APPR forms (See Appendix A or Appendix B as applicable) will be used as the evaluative instrument. There are 2 distinct forms (See Appendix A or B).

Summative Evaluation

All Members shall receive a Summative Evaluation.

- Principal will score the member's performance using the summative rubric and send to teacher by 3rd Friday in June.
- Member will accept the evaluation or request a conference regarding the evaluation by last Friday in June.
- The evaluator will add comments and student performance subcomponent points by the last Friday in August.
- Evaluator will send final summative evaluation form with overall score and rating to teacher by September 20th.
- Evaluator and member will sign summative evaluation form no later than September 30th. The Member's signature does not necessarily constitute agreement with the Summative Evaluation.
- A goal setting conference between the member and a building administrator held no later than 3rd Friday in October.

The Summative Evaluation is to be comprehensive in nature and shall relate to the Member's performance during the preceding ten (10) months.

The Summative Evaluation documents shall be completed by the Member's immediate supervisor / building administrator. If the Member holds a shared position (e.g. across buildings, departments, etc.), all of his/her supervisors may contribute to the Summative Evaluation. The author(s) of the Summative Evaluation form shall be determined by the Member's position, number of supervisors, and building assignments. The Summative Evaluation shall be a collaborative effort among the authors.

The Summative Evaluation will include observation information as required under the APPR.

All forms for the Summative Evaluation process are contained in the APPR (e.g. Summative Evaluation Form), unless the District and Association agree otherwise.

Criteria for GTA members not subject to Ed. Law 3012c/d

The template for observation and review of GTA members not subject to Ed. Law 3012c/d, such as librarians, instructional coaches, guidance counselors, physical therapists, school psychologists, and all other pupil personnel services faculty will include the following criteria:

- 1) Content and Professional Knowledge
- 2) Preparation
- 3) Instructional Delivery
- 4) Classroom Management
- 5) Student Development
- 6) Student Assessment
- 7) Collaboration
- 8) Reflective and Responsive Practice
- 9) Professional Obligations

These categories are accompanied by definitions and rubrics. (See Appendix A)

The personnel who fall into this category will be evaluated in the following manner:

Criteria for GTA members subject to Ed. Law 3012c/d

The template for observation and review of GTA members subject to Ed. Law 3012c/d will include the following criteria:

Domains 1 through 4a of the 2011 Danielson Rubric. Danielson Rubric items 4b through 4f will not be rated for the purposes of the teacher observation category score.

These categories are accompanied by definitions and rubrics (See Appendix B)

Teacher Improvement Plans and Focused APPRs

While our focus throughout the APPR process is supporting the self-directed professional growth of faculty members, we recognize that some faculty members will need differentiated support to achieve effective teaching levels, which ultimately leads to improved instruction and student learning.

New York State law and regulations provide that “an improvement plan shall be developed locally through negotiations pursuant to article 14 of the Civil Service Law and shall include, but need not be limited to, identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiate activities to support a faculty member's improvement in those areas.” Upon request of the teacher, GTA representation will be provided. The plan must then be submitted to the New York State Education Department

Teacher Improvement Plans:

- a. Comply with all NYS Commissioner regulations (§30-2.10);
- b. Comply with all local APPR and contractual requirements;
- c. A TIP related to APPR will commence after a teacher receives an Annual Teacher Evaluation Composite Score of “Ineffective” or “Developing”;
- d. A TIP may be initiated related to other professional expectations or professional conduct;
- e. A TIP related to APPR shall commence within 10 days of the start of the succeeding school year or within ten (10) school days after the teacher has received his/her Annual Teacher Evaluation Composite Score;
- f. Will NOT be disciplinary in any manner;
- g. Involve the teacher and, if requested, an Association representative;
- h. These areas should be tied to either a Danielson rubric domain and/or component, or a standard from the NYS Teaching and Learning standards;
- i. Include a timeline for commencement, checkpoints, and completion;
- j. Identify the professional resources (e.g. professional development, mentor) provided by the District and/or Association;
- k. Identify the actions or activities that the teacher will be responsible for;
- l. Identify the evidence (including observations) that will be collected to demonstrate improvement and/or achievement;
- m. Provide a means of assessment for the improvement area(s).

Faculty members earning a composite (i.e. overall) rating of “developing” will begin a Focused APPR which utilizes the same process and documents as the standard APPR, however the process and documents will also need to meet the following requirements:

1. The Lead Evaluator will select the specific focus area or areas from the rubric which are in need of improvement. The current state and desired state as described in the rubric will be clearly identified.

2. The faculty member will indicate what specific differentiated activities they intend to engage in to promote their professional growth in the focus area(s) with the guidance and approval of the administrator. The faculty member will provide evidence at subsequent meetings of their progress in these activities.
3. The faculty member is expected to demonstrate progress in aspects of the focus area(s) during the school year in which the process is started. Evidence of progress needs to be sufficient such that the Lead Evaluator can confidently move the faculty member up a rubric level in some or most of the elements within a specific component(s) of focus.

Faculty members earning a composite (i.e. overall) rating of “ineffective” will begin an Administrative Improvement Plan which utilizes the same process and documents as the standard APPR, all of the requirements for “developing” faculty members (see above) and the following additional requirements:

4. The Lead Evaluator will determine the structure and frequency of observations, meetings, and additional evidence the faculty member needs to provide relative to the focus area(s).
5. The Lead Evaluator will indicate additional specific differentiated activities the faculty member will be required to engage in to promote their professional growth in the focus area(s). The faculty member will provide evidence at subsequent meetings of their progress in these activities.
6. The faculty member is expected to demonstrate significant progress in the focus area(s) during the school year in which the process is started. Evidence of progress needs to be sufficient such that the Lead Evaluator can confidently move the faculty member up a rubric level in most or all of the elements within a specific component(s) of focus.

Faculty members earning a composite (i.e. overall) rating of “effective or highly effective” may be encouraged by their Lead/Independent Evaluator to participate in a Guided Improvement Plan which utilizes the same process and documents as the standard APPR.

It is the responsibility of the faculty member to inform all district employees listed as support or resources in the TIP.

At the conclusion of a TIP, the District shall determine, using the identified means of assessment from the TIP, whether the teacher has successfully completed the TIP. If the teacher has been successful, he/she will be released from the TIP. If he/she has not been successful, the TIP will be revised and continued.

The District shall provide the Association with a list of all teachers on a TIP as soon as practicable but no later than September 30th of the succeeding school year. The District shall update this list by notifying the Association whenever teachers are added or removed. As needed, the Superintendent shall communicate

any TIP concerns, including any concerns for particular teachers who are not making progress on their TIP, to the Association president.

The Teacher Improvement Plan Form (found in the district’s APPR plan) shall be used to codify and track all TIPs.

Appeals Process

APPR Appeals Procedures

The overall APPR process is designed so that professional conversations between teachers and administrators occur on a regular basis to ensure that concerns, differences of professional opinion, professional growth, dissemination of evidence, etc. take place. This process provides and encourages collegial support and an “early warning” for all teachers. The purpose of the APPR appeals process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective instructional environment. The appeal procedures shall provide for the timely and expeditious resolution of procedural and/or substantive issues. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may file only one (1) appeal regarding the same performance review (summative evaluation). All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

The appeals process shall not apply to any unit member receiving an APPR Composite Score rating of either “effective” or “highly effective.” However, he/she may attach a statement (e.g. evidence, rebuttal) to his/her APPR that will be included in his/her personnel file.

Grounds for an Appeal

Any unit member receiving an APPR Composite Score rating of either “ineffective” or “developing” may challenge that rating.

Probationary Teachers may file an appeal challenging the APPR Composite Score based upon one or more of the following grounds:

- a. The APPR process
- b. Contractual obligations
- c. Where a teacher is rated Ineffective on the student performance category but rated Highly Effective on the observation category based on an anomaly, as determined locally.

Tenured Teachers may file an appeal challenging the APPR Composite Score based upon one or more of the following grounds:

- a. The APPR process

- b. Contractual obligations
- c. The substance of the Annual Professional Performance Review
- d. The outcome of a Teacher Improvement Plan (TIP).
- e. Where a teacher is rated Ineffective on the student performance category but rated Highly Effective on the observation category based on an anomaly, as determined locally.

Procedural Appeals

Procedural appeals shall include:

- a. The district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to *Education Law* and applicable rules and regulations;
- b. The district's failure to comply with either the applicable regulations of the Commissioner of Education or locally negotiated procedures;
- c. The district's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under *Education Law*

Substantive Appeals

Substantive appeals may be filed by a tenured teacher where he/she disagrees with the evaluator's Composite Score for the Teacher Observation Category (50 points). Said appeals must be based upon actual evidence, which can include observations, that was provided to the evaluator during the prior school year.

Appeals Notification

In order to be timely, the notification of the appeal shall be filed, in writing, within ten (10) business days after the teacher has received his/her APPR Composite Score rating or written TIP. Notification of the appeal by the teacher shall be provided to the superintendent of schools (or his/her designee) and the Association president (or his/her designee).

All unit members are entitled to an Association representative throughout the appeals process. A request to waive the right to representation must be in writing.

Any teacher APPR which is the subject of a pending appeal shall not be offered as evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated disciplinary procedure, until the appeal process is concluded.

Appeals Resolution Process

Procedural Appeals

Conference with the Superintendent

The appeal conference shall be a formal meeting, wherein the superintendent (or designee) and the teacher (and Association representative if not waived) discuss the evaluation procedures and the areas of dispute. The teacher will be encouraged to provide any and all evidence relevant to the appeal. The superintendent shall consider the evidence, perform any investigation, and render his/her written decision to the teacher and Association president within ten (10) business days after the conference. The superintendent's (or designee's) decision is final and not subject to any further appeal or the grievance procedure, unless the appeals process was not followed.

If the superintendent (or designee) affirms the teacher's appeal, his/her APPR Composite Score shall be recalculated taking into account the corrected evaluation (e.g. recalculate average score if an observation was missing). If the superintendent (or designee) rejects the teacher's appeal, the original APPR Composite Score will be affirmed.

Substantive Appeals

Conference with the APPR Appeals Panel

A three-member APPR Appeals Panel composed of the superintendent (or designee), another in-district administrator (APPR certified) who has not evaluated the appealing teacher, and the Association president (or designee if he/she is in the appealing teacher's same subject area and/or grade level) shall hear all substantive appeals.

The appeal conference shall be a meeting, wherein the APPR Appeals Panel and the teacher (and Association representative if not waived) discuss the substance of the APPR evaluation and the areas of dispute. The teacher will be required to provide any and all relevant evidence to the panel at least five (5) business days in advance of the meeting. The panel shall consider the evidence, perform any investigation, and render their written decision to the teacher and Association president within ten (10) business days after the conference. The panel's decision is final and not subject to any further appeal or the grievance procedure, unless the appeals process has not been followed.

If the panel affirms the teacher's appeal, the panel shall determine and direct the appropriate remedy. For example, if evidence is provided that results in a change of a teacher's Teacher Observation Category Score (50 points), then this score would be amended as would the APPR Composite Score. If the panel rejects the teacher's appeal, the original APPR Composite Score will be affirmed.

The APPR Appeals Form shall be used to codify and track all appeals. (See Appendix D)

APPENDIX A

Non-3012c/d APPR TEACHER RUBRIC

CONTENT AND PROFESSIONAL KNOWLEDGE

***Demonstrates a thorough knowledge of the subject matter area and curriculum.**

Element	Distinguished	Proficient	Basic	Unsatisfactory
Interdisciplinary Knowledge	Extensive and current knowledge of disciplines	Discipline knowledge goes beyond the text and consistent connections with other disciplines are made	General knowledge of the discipline being taught	Inadequate knowledge of the discipline being taught
Use of District Curricula, which includes the New York State Standards	Fully aligned with curricula and standards	Consistently displays congruence with curriculum and standards	Generally reflects congruence with curriculum and standards	Minimal evidence of curriculum or standards implementation

***In order to be considered for any level, you must meet or exceed the criteria in all previous levels.**

PREPARATION

***Demonstrates appropriate preparation employing the necessary pedagogical practices to support instruction.**

Element	Distinguished	Proficient	Basic	Unsatisfactory
Selecting instructional goals	Teacher's goals represent valuable high-level learning and relate to multiple disciplines and standards	Teacher's goals represent valuable learning and are aligned with the standards	Teacher's goals are of moderate value and are aligned with the standards.	Teacher's goals are not valuable or are not aligned with the standards.
Plans for effective instruction which includes but is not limited to: <ul style="list-style-type: none"> - Objective/Purpose - Linking to Prior Instruction - Essential Vocabulary - Modeling - Active Participation - Monitor and Adjust - Differentiating - Resources/Material and/or Personnel 	Lesson design reflects collaboration and/or multiple disciplines	Consistently incorporates components of an effective lesson design	Generally incorporates components of an effective lesson design	Little evidence of effective lesson design

***In order to be considered for any level, you must meet or exceed the criteria in all previous levels.**

INSTRUCTIONAL DELIVERY

***Demonstrates that the delivery of instruction encourages active student involvement, appropriate teacher/student interaction and clear and focused instruction resulting in student learning.**

Element	Distinguished	Proficient	Basic	Unsatisfactory
Directions/Procedures	Directions and procedures anticipate possible student misunderstandings	Directions and procedures are clearly accessible and detailed	Directions and procedures are clear and accessible	Directions and procedures are confusing
Engages Students	Students are highly engaged throughout the lesson	Students are consistently engaged	Students are generally engaged	Students are minimally engaged
Questioning and Discussion Techniques	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full engagement of all students	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and engagement of students	Teacher's use of questioning and discussion techniques reflects some attempts at high-level questions, true discussion, and moderate student engagement	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion
Integrates Appropriate Technology	Multiple technologies are infused to enhance student learning	Consistently integrates appropriate technologies	Generally integrates appropriate technologies	Minimal evidence that appropriate technology is integrated

***In order to be considered for any level, you must meet or exceed the criteria in all previous levels.**

CLASSROOM MANAGEMENT

***Demonstrates classroom management skills supportive of diverse student learning needs that create an environment conducive to student learning.**

Element	Distinguished	Proficient	Basic	Unsatisfactory
Respect and Rapport	Classroom interactions are constructive, collaborative, mutually reinforced and are positively reflect the differences between individuals and among groups.	Classroom interactions are consistently respectful of the cultural developmental differences among groups of students	Classroom interactions are generally respectful of the cultural developmental differences among groups of students but may be characterized by occasional displays of insensitivity.	Classroom interactions are negative or inappropriate
Organizing Physical Space	Physical space and resources are used creatively and enhance student learning	Physical resources are utilized to accommodate various levels of learning	Physical space and resources are utilized to support learning	Physical space and resources are used ineffectively or creates unsafe conditions
Culture for Learning	Demonstrates passion and commitment for the content and holds student and self to the highest standard	Classroom culture consistently supports learning	Classroom culture generally supports learning	Classroom culture does not support learning
Class Procedures	Classroom routines and procedures are seamless in their operation and function	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time	Classroom routines and procedures have been established by function unevenly or inconsistently with some loss of instruction of time	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of instruction time or unsafe conditions
Managing Student Behaviors	Anticipates and manages behavior to enhance learning	Response to student behavior is consistent, timely and appropriate	Response to student behavior is generally timely and appropriate for learning to take place	Inappropriate response to student misbehavior

***In order to be considered for any level, you must meet or exceed the criteria in all previous level.**

STUDENT DEVELOPMENT

***Demonstrates knowledge of student development, and understanding and appreciation of diversity, and the regular application of developmentally appropriate instructional strategies for the benefit of all students.**

Element	Distinguished	Proficient	Basic	Unsatisfactory
Demonstrating Knowledge of Students	Demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning	Demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students	Demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole	Makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning
Demonstrating Flexibility and Responsiveness	Highly responsive to students' interests and questions, making major lesson adjustments if necessary and persists in ensuring the success of all students	Seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions	Demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students	Adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest, and fails to respond to students' questions; assumes no responsibility for students' failure to understand

***In order to be considered for any level, you must meet or exceed the criteria in all previous levels.**

STUDENT ASSESSMENT

***Demonstrates that he or she implements techniques to measure students' progress in learning, based on appropriate learning standards.**

Element	Distinguished	Proficient	Basic	Unsatisfactory
Alignment with Instructional Goals	Multiple methods of assessment are congruent with instructional goals	Student assessment is congruent with instructional goals	Student assessment is generally congruent with instructional goals	Student assessment is incongruent with instructional goals
Assessing Student Learning	Innovative assessments are collaboratively developed with students	Multiple methods of assessment are effectively used to differentiate instruction	Assessments and accompanying criteria are clearly communicated and used to inform instruction	Student assessment contains unclear criteria or standards and/or is not used to inform instruction
Testing Protocol	N/A	Consistently follows protocols and adheres to test modifications	Generally follows protocols and adheres to test modifications	Disregards protocols and/or modifications
Providing Feedback to Students	Student reflection is infused into the feedback cycle	Feedback is instructive and constructive and given in a timely manner	Feedback is timely and is relevant to instructional goals or objectives	Feedback is not timely and/or relevant to instructional goals or objectives
Student Participation and Task Completion	Evidence of collaboration and differentiation for participation and task completion	Consistently holds students accountable	Generally holds students accountable	Minimal student accountability
Maintaining Accurate Records	Students contribute to maintenance of accurate records	Teacher's system for maintaining accurate records is efficient and effective	Teacher's system for maintaining accurate records is generally effective	Teacher's system results in errors and confusion

***In order to be considered for any level, you must meet or exceed the criteria in all previous levels.**

COLLABORATION

***Teacher develops effective collaborative relationships to meet the learning needs of students.**

Element	Distinguished	Proficient	Basic	Unsatisfactory
Relationship with Colleagues	Facilitates and enhances positive collegial relationships on an ongoing basis	Exhibits support and cooperation in collegial relationships	Develops and maintains professional relationships with colleagues	Relationships with colleagues are nonproductive
Staff Relationships that Support the Needs of Students	Facilitates additional relationships that support student needs	Consistently works with others to support student needs	Generally works with others to support student needs	Staff relationships hinder student learning/growth
Inclusion of families in the instructional program	Collaborates with families on matters of student performance	Includes families in student performance	Informs families of student performance	Makes minimal attempt to involve families in student performance
Community relationships that support the needs of students	Collaborates with community to enhance student learning	Consistently uses community resources to enhance student learning	General knowledge of community resources; occasional contact with community	Minimal knowledge or contact with community

***In order to be considered for any level, you must meet or exceed the criteria in all previous levels.**

REFLECTIVE AND RESPONSIVE PRACTICE

***Teacher will demonstrate that practices are reviewed; effectively assessed and appropriate adjustments are made.**

Element	Distinguished	Proficient	Basic	Unsatisfactory
Conscious Refinement of Practice	Reflection and refinement are continuous and pervasive	Demonstrates meaningful reflection and refinement	Generally demonstrates meaningful reflection and refinement	Demonstrates little meaningful reflection and/or refinement
Professional Development	Seeks and leads opportunities for professional growth	Seeks opportunities for professional growth	Engages in professional development	Shows minimal signs of engaging in professional development

***In order to be considered for any level, you must meet or exceed the criteria in all previous levels.**

PROFESSIONAL OBLIGATION

***Teacher demonstrates professional behaviors with all constituents of the school community.**

Element	Distinguished	Proficient	Basic	Unsatisfactory
Demonstrates Punctuality and Dependability	Serves as a model for others	Consistently punctual and dependable	Generally punctual and dependable	Lack of punctuality and dependability negatively impact the learning environment.
Maintains Confidentiality	Acts in a professional manner maintaining confidentiality in the school and community at all times	Consistently maintains confidentiality in the school and community	Generally respects confidentiality in the school and community	Lack of confidentiality negatively impacts students colleagues and/or the learning environment
Follows District and Building Policies and Procedures	Serves as a role model for others	Consistently follows district and building policies and procedures	Generally follows district and/or building policies and procedures	Failure to follow district and/or building policies and procedures negatively impacts the learning environment and/or safety
Participates in District, School and Department Meetings	Assumes a leadership role	Actively participates	Generally participates	Fails to participate and/or negatively impacts learning environment
Communication	Promotes effective communication between all members of the school community	Consistently communicates in an effective manner	Generally communicates in an effective manner	Communication or lack there of negatively impacts the learning environment and/or safety

***In order to be considered for any level, you must meet or exceed the criteria in all previous levels.**

APPENDIX B

DANIELSON 2011 RUBRIC

GENEVA CITY SCHOOL DISTRICT

POST-CONFERENCE OBSERVATION FORM

TEACHER: Click here to enter text.	SUPPORT PERSONNEL: Click here to enter text.	DATE OF PRE-CONFERENCE: Click here to enter a date.
TENURE STATUS: Click here to enter text.	GRADE/POSITION: Click here to enter text.	DATE OF OBSERVATION: Click here to enter a date.
TIME: Click here to enter text. TO Click here to enter text.	LESSON/ACTIVITY: Click here to enter text.	DATE OF POST-CONFERENCE: Click here to enter a date.
EVALUATOR: Click here to enter text.	GROUP SIZE: Click here to enter text.	DATE OF RECEIPT OF REPORT: Click here to enter a date.

Check One: Announced Observation Unannounced Observation

Description of Observation: Click here to enter text.

Danielson 2011 Rubric and Evidence:

Domain 1: Planning and Preparation (Pre-Observation Conference)				
	Unsatisfactory	Basic	Proficient	Distinguished
<p>1a:</p> <p><i>Demonstrating Knowledge of Content and Pedagogy</i></p>	<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
Rating (Mark One)				
Evidence:				

Domain 1: Planning and Preparation (Pre-Observation Conference)				
	Unsatisfactory	Basic	Proficient	Distinguished
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Rating (Mark One)				
Evidence:				

Domain 1: Planning and Preparation (Pre-Observation Conference)				
	Unsatisfactory	Basic	Proficient	Distinguished
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment.

	reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
Rating (Mark One)				
Evidence:				

Domain 1: Planning and Preparation (Pre-Observation Conference)				
	Unsatisfactory	Basic	Proficient	Distinguished
1d: <i>Demonstrating Knowledge of Resources</i>	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Rating (Mark One)				
Evidence:				

--

Domain 1: Planning and Preparation (Pre-Observation Conference)				
--	--	--	--	--

	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Rating (Mark One)				

Evidence:

Domain 1: Planning and Preparation (Pre-Observation Conference)

	Unsatisfactory	Basic	Proficient	Distinguished
<p>1f:</p> <p><i>Designing Student Assessments</i></p>	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>
Rating (Mark One)				

Evidence:

Domain 2: The Classroom Environment (Announced/Unannounced Classroom Observation)				
	Unsatisfactory	Basic	Proficient	Distinguished
2a: <i>Creating an Environment of Respect and Rapport</i>	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.
Rating (Mark One)				
Evidence:				

Domain 2: The Classroom Environment (Announced/Unannounced Classroom Observation)				
	Unsatisfactory	Basic	Proficient	Distinguished
	The classroom culture is characterized by a lack of teacher or student commitment to	The classroom culture is characterized by little commitment to learning by	The classroom culture is a cognitively busy place where learning is valued by all with high	The classroom culture is a cognitively vibrant place, characterized by a shared belief

<p>2b:</p> <p><i>Establishing a Culture for Learning</i></p>	<p>learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued .Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p>	<p>teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested incompletion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	<p>in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.</p>
<p>Rating (Mark One)</p>				
<p>Evidence:</p>				

<p>Domain 2: The Classroom Environment (Announced/Unannounced Classroom Observation)</p>				
	<p>Unsatisfactory</p>	<p>Basic</p>	<p>Proficient</p>	<p>Distinguished</p>
<p>2c:</p> <p><i>Managing Classroom Procedures</i></p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting,</p>	<p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated</p>

	follow established routines.	With regular guidance and prompting, students follow established routines.	students follow established classroom routines.	by students.
Rating (Mark One)				
Evidence:				

Domain 2: The Classroom Environment (Announced/Unannounced Classroom Observation)				
	Unsatisfactory	Basic	Proficient	Distinguished
2d: <i>Managing Student Behavior</i>	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students.
Rating (Mark One)				
Evidence:				

Domain 2: The Classroom Environment (Announced/Unannounced Classroom Observation)

	Unsatisfactory	Basic	Proficient	Distinguished
2e: Organizing Physical Space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Rating (Mark One)				
Evidence:				

Domain 3: Instruction (Announced/Unannounced Classroom Observation)

	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's

	written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Rating (Mark One)				
Evidence:				

Domain 3: Instruction (Announced/Unannounced Classroom Observation)				
	Unsatisfactory	Basic	Proficient	Distinguished
3b: <i>Using Questioning and Discussion Techniques</i>	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students

	discussion.	students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	themselves ensure that all voices are heard in the discussion.
Rating (Mark One)				
Evidence:				

Domain 3: Instruction (Announced/Unannounced Classroom Observation)				
	Unsatisfactory	Basic	Proficient	Distinguished
3c: <i>Engaging Students in Learning</i>	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding.

				Students may have some choice in how they complete tasks and may serve as resources for one another.
Rating (Mark One)				
Evidence:				

Domain 3: Instruction (Announced/Unannounced Classroom Observation)				
	Unsatisfactory	Basic	Proficient	Distinguished
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students' self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
Rating (Mark One)				

Evidence:

Domain 3: Instruction (Announced/Unannounced Classroom Observation)

	Unsatisfactory	Basic	Proficient	Distinguished
<p>3e: <i>Demonstrating Flexibility and Responsiveness</i></p>	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire</p> <p>of instructional strategies and soliciting additional resources from the school or community.</p>
Rating (Mark One)				

Evidence:

Domain 4: Professional Responsibilities (Announced Classroom Observation)

	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Rating (Mark One)				
Evidence:				

Domain 4: Professional Responsibilities (Not rated, but may be discussed during summative evaluation conference or noted in summative evaluation comments)

	Unsatisfactory	Basic	Proficient	Distinguished
4b:	Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.	Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially	Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully	Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully

Maintaining Accurate Records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	effective.	effective. Students contribute information and participate in maintaining the records.
Rating (Mark One)				
Evidence:				

Domain 4: Professional Responsibilities (Not rated, but may be discussed during summative evaluation conference or noted in summative evaluation comments)				
	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
Rating (Mark One)				
Evidence:				

Domain 4: Professional Responsibilities (Not rated, but may be discussed during summative evaluation conference or noted in summative evaluation comments)				
	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Rating (Mark One)				
Evidence:				

Domain 4: Professional Responsibilities (Not rated, but may be discussed during summative evaluation conference or noted in summative evaluation comments)				
	Unsatisfactory	Basic	Proficient	Distinguished

<p>4e:</p> <p>Growing and Developing Professionally</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.</p>
<p>Rating (Mark One)</p>				

Evidence:

<p>Domain 4: Professional Responsibilities (Not rated, but may be discussed during summative evaluation conference or noted in summative evaluation comments)</p>				
	<p>Unsatisfactory</p>	<p>Basic</p>	<p>Proficient</p>	<p>Distinguished</p>
<p>4f:</p> <p>Showing Professionalism</p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher</p>	<p>Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision</p>	<p>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or</p>

	does not comply with school and district regulations.	professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	making. Teacher complies fully with school and district regulations.	practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Rating (Mark One)				
Evidence:				

Evaluator Comments: [Click here to enter text.](#)

Teacher Comments: (Comments may be written on a separate page)

*Teacher's signature does not constitute agreement, but does signify receipt of the report.

Signature of Evaluator

Date

Signature of Teacher

Date

Cc: Human Resources (Original), Principal, and Teacher



GENEVA CITY SCHOOL DISTRICT

Danielson 2011 Rubric

A Framework for Teaching



Domain 1: Planning and Preparation (Pre-Observation Conference)

Component	
1a:	Demonstrating Knowledge of Content and Pedagogy
1b:	Demonstrating Knowledge of Students
1c:	Setting Instructional Outcomes
1d:	Demonstrating Knowledge of Resources
1e:	Designing Coherent Instruction
1f:	Designing Student Assessments

Domain 3: Instruction (Formal/Unannounced Classroom Observation)

Component	
3a:	Communicating with Students
3b:	Using Questioning and Discussion Techniques
3c:	Engaging Students in Learning
3d:	Using Assessment in Instruction
3e:	Demonstrating Flexibility and Responsiveness

Domain 2: The Classroom Environment (Formal/Unannounced Classroom Observation)

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

Domain 4: Professional Responsibilities (Post-Observation Conference – Formal/Unannounced Observation)

Component	
4a:	Reflecting on Teaching
4b:	Maintaining Accurate Records
4c:	Communicating with Families
4d:	Participating in a Professional Community
4e:	Growing and Developing Professionally

APPENDIX C: Teacher Improvement Plan (TIP)

GENEVA CITY SCHOOL DISTRICT



Date:

Teacher:

Building:

Reason for Teacher Improvement Plan:

Teacher Improvement Plan Support Team: *(It is the responsibility of the faculty member to inform all district employees listed as support or resources in the TIP).*

Expected Outcomes and Means of Assessment:

Action Plan: (*maximum of three (3) areas of improvement should be included in this TIP)

Area of Improvement	Strategies	Resources	Time Line	Other/Update

Area of Improvement	Strategies	Resources	Time Line	Other/Update

PROGRESS REVIEW:

The Teacher Improvement Support Team will review the progress made by the teacher on or before the following dates (a minimum of two and the end of plan review should be indicated below):

Progress review date #1: _____

Progress review date #2: _____

Progress review date #3: _____

End of plan/year review date: _____

Progress Review	Date Held	PIP Support Team Members in attendance	Notes:	Plan Outcome: (check one)
Progress Review #1				<input type="checkbox"/> Plan Modified (specify in notes) <input type="checkbox"/> Plan

				Continued ___ Plan Terminated
Progress Review #2				___ Plan Modified (specify in notes) ___ Plan Continued ___ Plan Terminated
Progress Review #3				___ Plan Modified (specify in notes) ___ Plan Continued ___ Plan Terminated

End of Plan Review				___ Plan Modified (specify in notes) ___ Plan Continued ___ Plan Terminated

Teacher Improvement Plan Development and Agreement

The signatures below indicate that this Teacher Improvement Plan was developed in collaboration and complies with the Annual Professional Performance Review process as outlined in the GTA Contract.

Teacher Signature/Date

PIP Support Team Member Signature /Date

PIP Support Team Member Signature /Date

PIP Support Team Member Signature /Date

Teacher Improvement Plan End of Plan Review

The signatures below indicate that this Teacher Improvement Plan:

_____ has been successfully completed as indicated in the assessment means indicated above.

_____ will continue for the following length of time: _____ to _____

Teacher Signature/Date

PIP Support Team Member Signature /Date

PIP Support Team Member Signature /Date

PIP Support Team Member Signature /Date

Cc: Personnel (Original), Principal, Teacher

APPENDIX D

APPR – Appeal Notification Form

Teacher: _____ Evaluation Year: _____ File Date: _____

Notification of the appeal by the teacher must be provided to the superintendent of schools (or his/her designee) and the Association president (or his/her designee) within ten (10) business days after the teacher has received his/her APPR Composite Score rating.

Superintendent's Signature of Receipt: _____ Date: _____

President's Signature of Receipt: _____ Date: _____

The appealing teacher should complete the following. All evidence must be submitted at least five (5) business days prior to the appeals conference.

1. Teacher's APPR Composite Score: _____

2. Type of Appeal: Procedural or Substantive (check all that apply)

3. Basis of Appeal (include any evidence, observations, explanations necessary):

Attach additional documentation as needed.

The Superintendent or Appeals Committee should complete the following:

1. Appeal Conference Location, Date & Time: _____

2. Appeal Decision: Affirmed / Denied (check one)

3. Appeal Decision w/ Teacher's APPR Composite Score:

Attach additional documentation as needed.

Committee Member (or Super) Signature: _____ Date: _____

Committee Member Signature: _____ Date: _____

Committee Member Signature: _____ Date: _____

Copies of this document must be forwarded to the teacher, personnel file, superintendent, & president.

APPENDIX E

Geneva City School District
GTA Member Goals
20__ - 20__

Name: _____

Building/Assignment: _____

Directions: Based on the questions/comments on your summative evaluation from the previous school year, indicate two professional goals and the steps you will take to achieve those goals.

Goal	Action Steps	Evidence

Teacher Signature: _____ **Date:** _____

Administrator Signature: _____ **Date:** _____

APPENDIX F
GENEVA CITY SCHOOL DISTRICT



Pre-Observation Conference
CLASSROOM TEACHER

Teacher _____ Date _____

Grade Level(s) _____ Subject _____

Prior to completing this worksheet, please review the Danielson 2011 rubric domain 1 for information.

As an additional resource, you may wish to refer to the observation guidance document located on our website.

Lesson Plan attached. If you have not addressed components in your lesson plan, complete the following:

1. **What are the essential questions for this unit? What do you want the students to know and be able to do? What are your learning outcomes (objectives) for this lesson and how are they connected to past and future learning and/or authentic experiences? (1a)**

2. **What sources have you used to inform your knowledge and ability to effectively instruct individual students? Please specifically address how this connects to individual students' backgrounds, cultures, skills, level of language proficiency, interests and special needs. (1b)**

- 3. What evidence do you have to show that all outcomes from this lesson represent rigorous learning for your discipline? Please be sure to describe the different types of learning that will take place and how you have accounted for the varying needs of your students. (1c)**

- 4. Describe the resources used in preparing this lesson. Why did you choose to use these and not others? Please be sure to include any resources you plan to make available to students. These may include resources from the district, community, or professional organizations. (1d)**

- 5. Why did you select these activities and sequence them in this manner? Please be sure to comment on the instructional groupings used throughout the lesson including the basis for how groups were selected. (1e)**

- 6. How will you use assessment throughout this lesson to ensure that the desired learning outcomes are achieved? Please be sure to address how you plan to make use of formative assessment throughout your lesson and explain how the results of assessment will be used to guide future instruction. (1f)**

APPENDIX G
GENEVA CITY SCHOOL DISTRICT



Post-Observation Conference
REFLECTION ON THE LESSON

Teacher _____

Date _____

Grade Level(s) _____

Subject _____

Please review the Danielson 2011 rubric and answer the questions below based on your reflections. For the announced observation, this will be reflected in Domain 4a. For the unannounced observation, this will be helpful review for the oral reflection. Turning in the form for the unannounced post-observation conference is not necessary.

1. Please comment on the effectiveness of the lesson. To what extent did the students meet the objectives of the lesson? What evidence do you have to support this conclusion?

2. Comment on the delivery of instruction (directions, activities, grouping of students, use of materials and resources, etc.). What evidence do you have that the delivery of instruction was effective?

3. Describe any changes you would make if you were to teach this lesson again to the same group of students.

4. What can the observer do to support your professional development?

Announced Observations:

- 10 school days between observation and write up presented
- 2 days between write up presentation and post observation conference
- 5 school days to finalize write up
- 5 days to sign and return

Appendix H

Geneva City School District Summative Evaluation Process

Step	What	Who	Timeline	Notes
1.	Summative Rubric is scored and sent to teacher	Principal	Submitted to Teacher by third Friday in June	Ratings on rubric only based on observation process
2.	Evaluation accepted or conference requested	Teacher	Accepted or Conference by last Friday in June	Conferences could be held from receipt of summative rubric through August 30 th
3.	Final Summative Evaluation Form with Overall Score and Rating sent to teacher	Principal	No later than September 20 th	*will need state scores to complete these forms
4.	Final signatures on summative evaluation form	Teacher Building Principal	No later than September 30 th	
5.	Scores entered into NYS Ed. Portal	Data Coordinator	No later than September 15 th	
6.	Goal Setting Conference	Teacher with Principal or Asst. Principal	By the third Friday in October	Goals should be directly related to summative evaluation and questions for growth

Announced Observations:

- Pre-observation conference within a week prior to observation
- 10 school days between observation and write up presented
- Teacher completes and sends post-observation form as soon as possible after observation
- 2 days between write up presentation and post-observations conference
- 5 school days to finalize write up
- 5 days to sign and return

Overall HEDI Rating:

APPENDIX I: Summative Evaluation Form GENEVA CITY SCHOOL DISTRICT

SUMMATIVE EVALUATION FORM

Teacher Name:

Year:

Grade/Subject Area:

Building:

Tenured/Non-Tenured:

Date of Receipt of Report: _____

Date of APPR Conference: _____

Observation Category	Rubric Score	Weight	Points
From the Lead Evaluator		X .9	
From the Independent Evaluator		X .1	
	Total (max 4 points)		
	HEDI Rating		

Student Performance Category		Points
District wide SLO (Weighted score of all core Regents exams, NYS science 4 and 8, K-2 Math SLO)		
State Provided Growth Measure (Reported but not counted)		N/A through 2019
	Total (max 20 points)	
	HEDI Rating	

Teacher: Please check one:

Accepted **OR** Conference Requested

Initials: _____ Date: _____

Scoring Bands

Teacher Observation Category	Permissible Statewide Ranges (Actual Cut scores determined locally)	
	Minimum	Maximum
Highly Effective (H)	3.5	4.0
Effective (E)	2.5	3.49
Developing (D)	1.5	2.49
Ineffective (I)	0	1.49

Student Performance Category	Permissible Statewide Scoring Ranges in Points*	
	Minimum	Maximum
Highly Effective (H)	18	20
Effective (E)	15	17
Developing (D)	13	14
Ineffective (I)	0	12

*See detailed chart in Appendix I

Domain 1: Planning and Preparation (Pre-Observation Conference Observation)

Component		Rating
1a:	Demonstrating Knowledge of Content and Pedagogy	
1b:	Demonstrating Knowledge of Students	
1c:	Setting Instructional Outcomes	
1d:	Demonstrating Knowledge of Resources	
1e:	Designing Coherent Instruction	
1f:	Designing Student Assessments	

Overall Domain Rating: Points:

Domain 2: The Classroom Environment (Announced/Unannounced Observations)

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

Overall Domain Rating: Points:

Domain 3: Instruction (Announced/Unannounced Classroom Observations)

Component		Rating
3a:	Communicating with Students	
3b:	Using Questioning and Discussion Techniques	
3c:	Engaging Students in Learning	
3d:	Using Assessment in Instruction	
3e:	Demonstrating Flexibility and Responsiveness	

Overall Domain Rating: _____ Points:

Domain 4: Professional Responsibilities (Announced Classroom Observations Only)

Component		Score
4a:	Reflecting on Teaching	

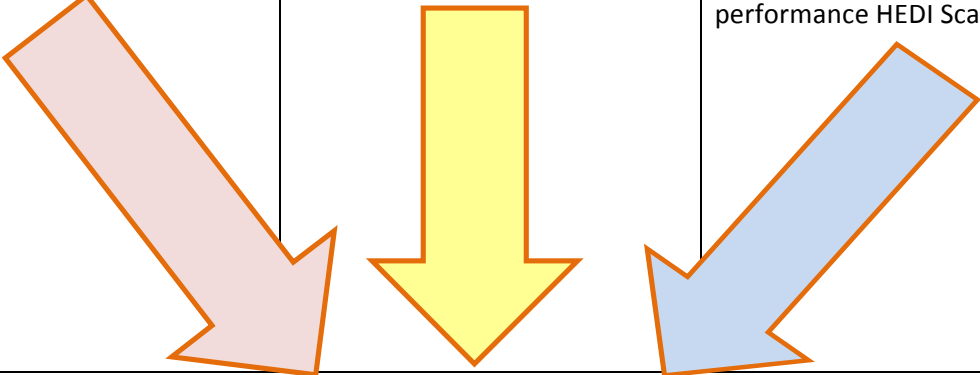
Overall Domain Rating: Points:

Evaluator Comments: [Click here to enter text.](#)

Teacher Comments: (Comments may be written on a separate page)

Cc: Human Resources (Original), Principal, and Teacher

APPENDIX J

District SLO Calculation Process		
NYS Science 4th & 8th	Regents Exams	K-2 Math
Step 1	Step 1	Step 1
Determine the number of students who took each assessment and the percentage that scored a level 3 or 4.	Determine the number of students who took each assessment and the percentage that scored a 65% or higher.	Determine the number of students who took each assessment and scored at 11 points or above.
Step 2	Step 2	Step 2
Convert the proficiency percentages to 0-20 points using the left side of the GCSO Student Performance HEDI Scale.	Convert the proficiency percentages to 0-20 points using the left side of the GCSO Student Performance HEDI Scale.	Convert the weighted student scores to 0-20 points using right side of the GCSO student performance HEDI Scale.
		
Step 3		
Weight the HEDI points figured for each column above based on the number of data points that correlate to each point value: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20		
Step 4		
Divide the weighted score sum by the total number of data points.		
Step 5		
Apply the numerical point outcome to the left side of the GCSO Student Performance HEDI Score		

District Wide SLO Regents Exams Science 4 and 8 And K-2 Math		Scoring Range (Points)
Rating	% of Students Meeting Target	
Ineffective	0-4%	0
Ineffective	5-8%	1
Ineffective	9-12%	2
Ineffective	13-16%	3
Ineffective	17-20%	4
Ineffective	21-24%	5
Ineffective	25-28%	6
Ineffective	29-33%	7
Ineffective	34-38%	8
Ineffective	39-43%	9
Ineffective	44-48%	10
Ineffective	49-54%	11
Ineffective	55-59%	12
Developing	60-66%	13
Developing	67-74%	14
Effective	75-79%	15
Effective	80-84%	16
Effective	85-89%	17
Highly Effective	90-92%	18
Highly Effective	93-96%	19
Highly Effective	97-100%	20

SCORING EXAMPLE:

Faculty Member Name:

Lead Evaluator:

Independent Evaluator:

Observation Category	Rubric Score	Weight	Points
From the Lead Evaluator	3.5	X .9	3.15
From the Independent Evaluator	3	X .1	.3
	Total (max 4 points)		3.45
	HEDI Rating		Effective
Student Performance Category			Points
District wide SLO(Weighted score of all core Regents exams, NYS science 4 and 8, K-2 Math SLO)			17
State Provided Growth Measure (Reported but not counted)	(15, Effective)		
	Total (max 20 points)		17
Student Performance Category	HEDI Rating		Effective

		OBSERVATIONS			
		Highly Effective	Effective	Developing	Ineffective
STUDENT PERFORMANCE	Highly Effective	Highly Effective	Highly Effective	Effective	Developing
	Effective	Effective	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Ineffective
	Ineffective	Developing*	Developing*	Ineffective	Ineffective