



ARDSLEY UNION FREE SCHOOL DISTRICT

EVALUATION & APPR PLAN

2024-2025

PROCEDURES FOR TEACHER EVALUATION

BOARD OF EDUCATION

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This agreement may not be changed verbally. The District and ACT should meet annually to review the process. Any changes must be formally agreed upon and memorialized in the agreement.

This agreement establishes protocols for:

- The formal and informal observation processes
- Guidelines for the Student Performance Category Measure
- Guidelines for determining annual APPR rating **(3012-d)**
- Evaluation process of tenured teachers
- Evaluation process for tenured school counselors, school psychologists and service providers
- Evaluation process for probationary teachers
- Evaluation process for probationary school counselors, school psychologists and service providers
- Evaluation process for other educators including: Nurses, Part-time and Shared staff

I. FORMAL OBSERVATION PROCESS FOR EDUCATORS

The formal observation process is designed to facilitate professional dialog between faculty and administration and will be used for the purpose of annual teacher evaluation. The number of formal observations scheduled in a school year may vary depending on the years of service and tenure status.

Teachers not having regular classroom teaching responsibilities, i.e., psychologists, guidance counselors, service providers, will be evaluated on objectives to be mutually agreed upon by the staff and evaluator. Every effort will be made to observe these educators in a variety of settings representative of their assigned roles. Over the course of the probationary period, observations could include classroom teaching and parent meetings. These educators will identify what the evaluator should look for: i.e., one to one support, whole class or small group instruction, modification of tasks, etc.

A. PRE-OBSERVATION CONFERENCE

1. Formal observations must be preceded by a conference with the observer. Prior to a pre-observation conference, the supervisor may wish to identify the specific aspect(s) of instruction to be observed. The appointment memo should indicate that the educator will submit a completed pre-observation planning form (Appendix E-1 or E-2) at least **two days** in advance of the conference. The date of the observation should be no more than 5 school days after the pre-observation meeting.
2. The pre-observation conference shall include the following:
 - a. The teacher and the administrator will discuss the specific lesson and topics that precede as well as those that will follow the lesson to be observed.
 - b. The teacher and administrator will identify the objectives to be achieved during the lesson(s) to be observed.

- c. The teacher and administrator will discuss and evaluate the various methods that might be employed to achieve the attainment of objectives.

B. OBSERVATION

1. The observation should commence within five days of the pre-observation conference.
2. For secondary teachers the typical observation length is one class period. In the elementary school setting, a typical classroom observation will be 30-40 minutes in length.

C. POST-OBSERVATION CONFERENCE

All formal observations shall be followed by a post-observation conference no more than **seven (7) school days** after the formal observation. The draft of the Observation Report (Appendix F) will be provided **24 hours** before the post-observation meeting. The draft should include: Overview Section, Summary Statement, Lesson/Session Strengths and Areas for Focus. The reflection will be added following the post-observation conference. If the draft is not provided in this time-frame, the meeting will automatically be rescheduled (for probationary teachers) for a soon-as-possible date. Tenured teachers may choose to reschedule the post-observation meeting. Educators should be prepared to share their self-reflection on the lesson during the post-observation conference.

D. SCORING PROCEDURE FOR FORMAL OBSERVATION

1. During the formal observation process, including the pre-observation, observation and post-observation, teachers will receive scores based on the Danielson Rubric for the negotiated subcomponents. The formal observation accounts for 90% of the educator observation score for the purpose of APPR ratings.
2. Below lists the negotiated Domains and subcomponents to be evaluated during the formal observation. Educators should refer to the Danielson Rubric for specific criterion for each subcomponent.

Domain 1 - Planning and Preparation (25%)
<ul style="list-style-type: none"> ● Demonstrating Knowledge of Content and Pedagogy (1a) ● Demonstrating Knowledge of Students (1b) ● Setting Instructional Outcomes (1c) ● Designing Student Assessments (1f)
Domain 2 - Learning Environments (25%)
<ul style="list-style-type: none"> ● Creating an Environment of Respect and Rapport (2a) ● Establishing a Culture for Learning (2b)

<ul style="list-style-type: none"> ● Managing Classroom Procedures (2c) ● Managing Student Behavior (2d)
Domain 3 - Learning Experiences (25%)
<ul style="list-style-type: none"> ● Communicating with Students (3a) ● Using Questioning and Discussion Techniques (3b) ● Engaging Students in Learning (3c) ● Demonstrating Flexibility and Responsiveness (3e)
Domain 4 - Principled Teaching (25%)
<ul style="list-style-type: none"> ● Reflecting on Teaching (4a)

3. Each Domain receives a score of 1 through 4 based on the Danielson rubric. The Domain score will be the average of the subcomponent scores for that Domain. Each Domain accounts for 25% of the total formal observation score.
4. It will not impact the score if a sub-component is not observed during the informal observation.
5. Educators will receive a copy of their scores (APPENDIX F1) with the final copy of their written report.

E. THE FINAL WRITTEN OBSERVATION REPORT FOR FORMAL OBSERVATIONS

1. The written report (Appendix F) following a formal classroom observation shall be submitted within **ten (10) school days** following the post-observation conference and will include the observation report and APPR document. The report should be an objective account of observable events and activities engaged in by the teacher and students during the lesson observed. The post-observation conference portion of the report should represent the main points discussed by both the teacher and observer during the conference. The analysis and recommendations section should deal objectively with all aspects of the lesson observed. Recommendations should be specific and accompanied by suggestions for improvement along with timelines for implementation. The written report should not contain any major items not discussed in either the pre- or post-observation conferences. The teacher shall sign and return observation reports within **ten (10) days** of their receipt.
2. The formal report should contain information concerning the nature of the class observed, especially if the class contains exceptional students who can significantly

influence the outcome of the lesson. Such exceptional cases include but are not limited to: Honors classes, students with learning disabilities, and classes with an unusual proportion of mainstreamed students and broadly heterogeneous classes.

II. INFORMAL OBSERVATION PROCESS FOR EDUCATORS

The informal observation is a brief classroom visit by an administrator for the purpose of evaluation. The number of informal observations varies based on years of service and tenure status.

A. NOTIFICATION OF INFORMAL OBSERVATION

1. By November 1, each faculty member will be provided with the name of his/her informal evaluator. Prior to the scheduled month of the informal observation, administration will make themselves available to introduce themselves to teachers. One suggestion for this process is for administrators to attend each building's lunch periods prior to the informal observations.
2. Administrators will email teachers providing notice of the intended month for informal observations. This notice will come at least two weeks prior to the intended month. If observations are not completed in that month, notice is provided as to the intended date of the next visit. This rescheduled date will be within the next **two weeks**.

B. INFORMAL OBSERVATION GUIDELINES

1. Informal observations can occur throughout the regularly scheduled day of the faculty member.
2. A typical informal observation will be no more than 15 minutes in length.

C. SCORING PROCEDURE FOR INFORMAL OBSERVATION

1. Each subcomponent receives a score of 1 through 4 based on the Danielson rubric. It will not impact the score if a sub-component is not observed during the informal observation. The total score will be the average of the subcomponent scores. The total score will account for 10% of the total APPR observation score. Educators should refer to the Danielson Rubric for specific criterion for each subcomponent.
2. For any Danielson score of 1 or 2, a comment must be written.
3. Negotiated Danielson subcomponents are listed in the table below:

Danielson Subcomponent for Evaluation During the Informal Observation
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- 2a - Creating an Environment of Respect and Rapport
- 2c - Managing Classroom Procedures
- 2d - Managing Student Behavior
- 2e - Organizing Physical Space
- 3a - Communicating with Students
- 3c - Engaging Students in Learning

D. SCORE AND FEEDBACK REPORT

Teachers will receive feedback from the informal drop-in visits. Administrators will provide this feedback within **five days** of their classroom visit via the Informal Observation Form (Appendix F-2).

III. STUDENT PERFORMANCE CATEGORY

A. SELECTED ASSESSMENTS FOR STUDENT PERFORMANCE CATEGORY

1. The following assessments have been negotiated for determination of the Student Performance Category.
2. This section applies to: all regular classroom teachers, all special education teachers, library media specialists* and teachers on special assignments.
 * Library Media Specialists will receive an APPR rating only when they are the teacher of record. For the 2024-25 school year, this applies to AMS.

Assessments

Grade Level	Assessment(s)
K-4	ELA Regents Living Environment Regents
5-8	Grade 8 Science Earth Science Regents
High School: ELA Department Math Department Science Department Social Studies Department	ELA Regents Algebra 1 Regents
All Other Courses K-12	ELA Regents Algebra 1 Regents

K-3 Art	3012d: Questar (BUT test no longer administered) Teachers should be scored in “All Other Courses K-12” -ELA Regents -Algebra 1 Regents
Grade 9-12 English Electives	3012d: All Regents given in LEA Note: These teachers will be scored using High School measures. -ELA Regents -Algebra 1 Regents

IV. APPR RATING PROCESSES

A. DETERMINING HEDI RATING FOR THE OBSERVATION SCORE

1. The average of the informal observation scores will be worth 10% of the total APPR observation score. The average of the formal observation score(s) will be worth 90% of the total APPR observation score.
2. The cut points for the overall observation category score will be as follows:

Rating	Minimum Score	Maximum Score
H	3.50	4.0
E	2.5	3.49
D	1.75	2.49
I	0	1.74

B. DETERMINING HEDI RATING FOR THE STUDENT PERFORMANCE MEASURE

1. Each teacher will receive an annual HEDI rating based on the percent of students reaching the target.
2. The HEDI rating will be determined using the below chart.

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97 - 100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

C. FINAL DETERMINATION OF APPR HEDI RATING

1. We will be using the rating designations of Highly Effective (H), Effective (E), Developing (D), and Ineffective (I) to rate the performance of all professional staff. APPR requires any teacher who receives a rating of Developing (D) or Ineffective (I) to be placed on a Teacher Improvement Plan (TIP). There is a process in place to appeal these ratings.
2. The final HEDI determination will be based on the Observation HEDI rating and the Student Performance rating based on the matrix below. The observation category and student performance category are weighted equally in the final determination of the APPR rating using the matrix.
3. Teachers will receive the Annual APPR Summary Report and worksheet (Appendix O and O-2) at the conclusion of the school year or upon district determination of the student performance measure.
4. Appendices O and O-2 must be completed and forwarded to the Assistant Superintendent for Curriculum and Instruction at the conclusion of the school year or upon district determination of the student performance measure.
5. All documents submitted to the personnel file as part of a teacher’s APPR must be originally signed by both the teacher and the evaluator. No signature can be stamped.

		Observation/School Visit Category			
Student Performance Category	HEDI RATING	Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D (or I*)	D (or I*)	I	I

V. ANNUAL EVALUATION PROTOCOLS FOR TENURED TEACHERS

Teachers will be evaluated annually. The evaluation will reflect data gleaned from multiple classroom visits, including both formal observations and informal observations. All pedagogical work will be measured against the new NYS Teaching Standards (2011). Only information that has been communicated to the teacher may be used in the APPR Report.

We will be using the rating designations of Highly Effective (H), Effective (E), Developing (D), and Ineffective (I) to rate the performance of all professional staff. APPR requires any teacher who receives a rating of Developing (D) or Ineffective (I) to be placed on a Teacher Improvement Plan

(TIP). There is a process in place to appeal these ratings.

A. GOAL SETTING

All teachers will set a goal off of the Danielson rubric with their evaluator using Appendix G. Goals must be set by **October 25, 2024**. At the end of the year, staff will reflect on their goal using Appendix H. This must be completed and submitted to an evaluator no later than **May 30, 2025**. Goals are not subject to evaluation under APPR and will not count towards the accrual of points in any component.

B. OBSERVATION CYCLE

1. Tenured staff will participate in **one formal** observation by building administration, the Superintendent of Schools, the Assistant Superintendent for Curriculum and Instruction, the Assistant Superintendent for PPS, or the Athletic Director.
2. In addition, each teacher will have **one informal** observation. These will be conducted by an “independent evaluator” -an administrator from a different building or from Central Office.
3. Evaluators and teachers will follow the protocols for formal and informal observations established in sections I and II of this document.

C. STUDENT PERFORMANCE MEASURE

Teachers who earn an APPR rating will receive a HEDI rating based on student performance measures established in section III.

D. FINAL APPR RATING

1. Teachers who are required to receive an APPR score according to Education Law 3012-d will receive a final rating based on the protocols established in section IV. This rating will be provided to each teacher at the conclusion of the school year or upon district determination of the student performance measure.
2. Teachers will receive the Annual APPR Summary Report and worksheet (Appendix O and O-2) at the conclusion of the school year or upon district determination of the student performance measure.
3. All documents submitted to the personnel file as part of a teacher’s APPR must be originally signed by both the teacher and the evaluator. No signature can be stamped.

VI. ANNUAL EVALUATION PROTOCOLS FOR TENURED SCHOOL COUNSELORS, SCHOOL PSYCHOLOGISTS, SERVICE PROVIDERS

Teachers will be evaluated annually. The evaluation will reflect data gleaned from multiple classroom visits, including both formal observations and informal observations. All pedagogical work will be measured against the new NYS Teaching Standards (2011). Only information that has been communicated to the teacher may be used in the APPR Report.

We will be using the rating designations of Highly Effective (H), Effective (E), Developing (D), and Ineffective (I) to rate the performance of all professional staff. APPR requires any teacher who receives a rating of Developing (D) or Ineffective (I) to be placed on a Teacher Improvement Plan (TIP). There is a process in place to appeal these ratings.

A. GOAL SETTING

All teachers will set a goal off of the Danielson rubric with their evaluator using Appendix G. Goals must be set by **October 25, 2024**. At the end of the year, staff will reflect on their goal using Appendix H. This must be completed and submitted to an evaluator no later than **May 30, 2025**. Goals are not subject to evaluation under APPR and will not count towards the accrual of points in any component.

B. OBSERVATION CYCLE

1. Tenured staff will participate in **one formal** observation by building administration, the Superintendent of Schools, the Assistant Superintendent for Curriculum and Instruction or the Assistant Superintendent for PPS.
2. In addition, each teacher will have **one informal** observation. These will be conducted by an “independent evaluator” -an administrator from a different building or from Central Office.
3. Evaluators and teachers will follow the protocols for formal and information observations established in sections I and II of this document.

VII. EVALUATION PROTOCOLS FOR PROBATIONARY TEACHERS

A. GOAL SETTING

All teachers will set a goal off of the Danielson rubric with their evaluator using Appendix G. Goals must be set by **October 25, 2024**. At the end of the year, staff will reflect on their goal using Appendix H. This must be completed and submitted to an evaluator no later than

May 30, 2025. Goals are not subject to evaluation under APPR and will not count towards the accrual of points in any component. Goal setting may be used in the local evaluation process.

B. OBSERVATION CYCLE

1. Probationary staff will participate in **formal** observations by building administration, the Superintendent of Schools, the Assistant Superintendent for Curriculum and Instruction, the Assistant Superintendent for PPS, or the Athletic Director.
2. In addition, each teacher will have **informal** observations. These will be conducted by an “independent evaluator” -an administrator from a different building or from Central Office.
3. The formal and informal observations for probationary teachers’ should be scheduled so that the cycles are completed according to the following pacing chart. The pacing chart should be adjusted for a probationary teacher who is hired with an alternate probationary period.

OBSERVATION CYCLE AND TIMELINE

	Formal Observation	Informal Observation	Timeline
Year 1 & Year 2	3 formal observations 2 by a building administrator 1 by a district administrator	2 informal observations 1 by a building administrator 1 by a district administrator	2 formal observations and 1 informal observation should occur BEFORE the mid-year evaluation.
Year 3 & Year 4*	2 formal observations 2 by a building administrator	2 informal observations 1 by a building administrator 1 by a district administrator	1 formal observation and 1 informal observation should occur BEFORE mid-year
*In the final year of the tenure process - 2 formal evaluations and 1 informal evaluation will occur prior to a tenure recommendation.			

4. Evaluators and teachers will follow the protocols for formal and information observations established in section I and II of this document.

5. Probationary teachers may include their mentor in any meeting pertaining to observations, evaluations and the observations themselves. Every effort will be made to provide coverage. Whenever feasible, mentor attendance will happen without the need for sub coverage.
6. Administrators will create a schedule taking into account that one full observation cycle (pre-observation through final write up with score) will be completed **10 school days** prior to the next cycle beginning.

C. STUDENT PERFORMANCE MEASURE

Teachers who earn an APPR rating will receive a HEDI rating based on student performance measures established in section III.

D. FINAL APPR RATING

1. Teachers who are required to receive an APPR score according to Education Law 3012-d will receive a final rating based on the protocols established in section IV. This rating will be provided to each teacher at the conclusion of the school year or upon district determination of the student performance measure.
2. Teachers will receive the Annual APPR Summary Report and worksheet (Appendix O and O-2) at the conclusion of the school year or upon district determination of the student performance measure.
3. All documents submitted to the personnel file as part of a teacher's APPR must be originally signed by both the teacher and the evaluator. No signature can be stamped.

E. MID/END YEAR LOCAL EVALUATION

Teachers are subject to a four-year probationary period, unless they have already been tenured in the same tenure area.

1. During the first and second year of service, probationary faculty will receive two evaluation reports and meetings from their supervisor. The Mid-Year Evaluation Report and meeting (Appendix A1) will be completed by **February 7, 2025**. **Upon completion of all observations**, the End-of-Year Evaluation Report and meeting will be no later than **June 2, 2025** (Appendix A1).
2. During the third and/or fourth year of the probationary period, faculty will receive one End of Year Evaluation Report and meeting. **Upon completion of all observations**, the End-of-Year Evaluation Report and meeting will be no later than **June 2, 2025** (Appendix A1).

3. Faculty being recommended for tenure during the **2024-2025** school year, **upon completion of all observations**, must receive the End-of-Year Evaluation Report (Appendix A1) and meet with their evaluator by **March 10, 2025**.
4. An End-of-Year Report for probationary teachers will be based on the overall performance of the teacher during the evaluation period. Teachers will be advised formally, in conferences and writing, of their positive growth, strengths and the use of effective procedures. Similarly, teachers should be informed of procedures and areas in need of modification and/or suggestions for improvement and professional growth. The End-of-Year Report is based on the categories described in (Appendix C).
5. Prior to any Evaluation Report and meeting, educators are invited to submit **probationary INFORMATION/INPUT FOR MID/END YEAR EVALUATION** (Appendix N). A copy of Appendix N will be emailed to probationary members at least one month prior to the due date, to be set by the supervisor.

VIII. EVALUATION PROTOCOLS FOR PROBATIONARY SCHOOL COUNSELORS, SCHOOL PSYCHOLOGIST, SERVICE PROVIDERS

A. GOAL SETTING

All teachers will set a goal off of the Danielson rubric with their evaluator using Appendix G. Goals must be set by **October 25, 2024**. At the end of the year, staff will reflect on their goal using Appendix H. This must be completed and submitted to an evaluator no later than **May 30, 2025**. Goals are not subject to evaluation under APPR and will not count towards the accrual of points in any component. Goal setting may be used in the local evaluation process.

B. OBSERVATION CYCLE

1. Probationary staff will participate in **formal** observations by building administration, the Superintendent of Schools, the Assistant Superintendent for Curriculum and Instruction or the Assistant Superintendent for PPS.
2. In addition, each teacher will have **informal** observations. These will be conducted by an “independent evaluator” -an administrator from a different building or from Central Office.

- The formal and informal observations for probationary faculty should be scheduled so that the cycles are completed according to the following pacing chart. The pacing chart should be adjusted for probationary faculty who are hired with an alternate probationary period.

OBSERVATION CYCLE AND TIMELINE

	Formal Observation	Informal Observation	Timeline
Year 1 & Year 2	3 formal observations 2 by a building administrator 1 by a district administrator	2 informal observations 1 by a building administrator 1 by a district administrator	2 formal observations and 1 informal observation should occur BEFORE the mid-year evaluation.
Year 3 & Year 4*	2 formal observations 2 by a building administrator	2 informal observations 1 by a building administrator 1 by a district administrator	1 formal observation and 1 informal observation should occur BEFORE mid-year
*In the final year of the tenure process - 2 formal evaluations and 1 informal evaluation will occur prior to a tenure recommendation.			

- Evaluators and faculty will follow the protocols for formal and information observations established in section I and II of this document.
- Probationary faculty may include their mentor in any meeting pertaining to observations, evaluations and the observations themselves. Every effort will be made to provide coverage. Whenever feasible, mentor attendance will happen without the need for sub coverage.
- Administrators will create a schedule taking into account that one full observation cycle (pre-observation through final write up with score) will be completed **10 school days** prior to the next cycle beginning.

C. MID/END YEAR EVALUATION

Faculty are subject to a four-year probationary period, unless they have already been tenured in the same tenure area.

- During the first and second year of service, probationary faculty will receive two evaluation reports and meetings from their supervisor. The Mid-Year Evaluation

Report and meeting (Appendix A2 or A3) will be completed by **February 7, 2025. Upon completion of all observations**, the End-of-Year Evaluation Report and meeting will be no later than **June 2, 2025** (Appendix A2 or A3).

2. During the third and/or fourth year of the probationary period, faculty will receive one End of Year Evaluation Report and meeting. **Upon completion of all observations**, the End-of-Year Evaluation Report and meeting will be no later than **June 2, 2025** (Appendix A2 or A3).
3. Faculty being recommended for tenure during the **2024-2025** school year, **upon completion of all observations**, must receive the End-of-Year Evaluation Report (Appendix A2 or A3) and meet with their evaluator by **March 10, 2025**.
4. All faculty should receive the mid-year / end-of-year reports **24 hours** prior to this meeting. This will provide an opportunity to review the report and prepare for the meeting.
5. An End-of-Year Report for probationary faculty will be based on the overall performance of the teacher during the evaluation period. Teachers will be advised formally, in conferences and writing, of their positive growth, strengths and the use of effective procedures. Similarly, faculty should be informed of procedures and areas in need of modification and/or suggestions for improvement and professional growth. The End-of-Year Report is based on the categories described in (Appendix C).
6. Prior to any Evaluation Report and meeting, educators are invited to submit **probationary INFORMATION/INPUT FOR MID/END YEAR EVALUATION** (Appendix N). A copy of Appendix N will be emailed to probationary members at least one month prior to the due date, to be set by the supervisor.

IX. EVALUATION PROTOCOLS FOR OTHER FACULTY

A. EVALUATION OF NURSES

Building principals and/or assistant principals will evaluate nurses once a year. (Appendix P)

B. EVALUATION OF PART TIME STAFF

Teachers who work 40% or more will follow tenure track observation for the 1st year including a mid-year evaluation. Teachers who work less than 40% will have two informal observations only.

C. EVALUATION OF SHARED STAFF

Teachers working in more than one building may have observations occur in both buildings of employment. The administrator in the building, in which they spend the majority of their teaching time, will complete the evaluation. When time is divided equally, the evaluation will be rotated between buildings. The principal that is responsible for the evaluation shall consult with the principal in the second building and incorporate appropriate information.

X. APPEALS PROCEDURE

The negotiated appeals process is detailed in the **Ardsey Approved APPR Plan (3012-d)**, Section 6.3-Additional Requirements-Teachers, Appeals Process.

XI. TEACHER IMPROVEMENT PLAN (TIP)

1. Educators will be evaluated in each of the seven required categories. Under our approved APPR Plan (3012-d), a written Teacher Improvement Plan (TIP) is optional for an educator who has earned a Developing (D) overall rating. An overall rating of Ineffective (I) will require a written Teacher Improvement Plan (TIP).
2. Appendix B will be used as a guideline for the plan. A TIP shall focus on a maximum of three goals drawn from the evaluative criteria of the APPR.
3. The comments written under a category rated D or I by the administrator will clearly articulate areas requiring growth and improvement. After discussing these areas, specific goals for improvement will be established. Using the TIP form (Appendix B) the educator, administrator, and an ACT designated representative will meet to design the steps to be taken to achieve the goals and outline what the evidence of growth will be. The plan will be submitted in writing within ten days of the planning meeting. The TIP will be signed by both the educator and the administrator, and a review date will be determined.
4. A TIP will usually be done at mid-year or the end-of-year, but can be initiated any time an administrator determines it is necessary. A TIP that will begin in September must be implemented within **10 days** of the start of the school year.

XII. THE RIGHTS OF EDUCATORS

- A. All classroom observations of any educator shall be conducted openly and with full knowledge of the teacher.
- B. Educators shall receive a copy of all observations, Midyear Reports, and End-of-Year Reports placed in their files.
- C. An educator's signature on the written observation, MidYear Report, or End-of-Year Report does not signify agreement but merely signifies that the educator has read and acknowledges the report.
- D. The educator has the right to file a written response to any written observation, Midyear Report, or End-of-Year Report. Such a response will be attached to the evaluator's report and will become a part of the teacher's file.
- E. An educator shall have the right to request another observation from the same or a different observer within **10 days** of a developing or ineffective observation. Such a request must be granted prior to the filing of a formal Midyear or End-of-Year Report for the period in which the original observation occurred. Such a request may not necessarily change or replace the unsatisfactory report.

XIII. GUIDELINES FOR EVALUATION OF CURRICULUM LEADERS

The evaluation of the performance of a curriculum leader will be separate from his/her performance as a teacher. Each curriculum leader will be assessed annually by both the building principal and the Assistant Superintendent for Curriculum and Instruction using the *Evaluation of Curriculum Leaders* form (Appendix I).

XIV. GUIDELINES FOR EVALUATION OF COACHES

The evaluation of the performance of a coach will be separate from his/her performance as a teacher. Each coach will be assessed annually by the Athletic Director using the *Evaluation of Coaches* form (Appendix Q).

APPENDIX A-1

**APPR MID/END YEAR REPORT OF PROBATIONARY TEACHERS
(Including Library Media Specialists, Teacher on Special Assignment)**

Teacher:

School:

Assignment:

School Year:

Evaluator:

Select the appropriate time period for this report.

Mid Year	End Year
<p>____ Year 1 (mid-year due 2/7/25)</p> <p>____ Year 2 (mid-year due 2/7/25)</p>	<p>____ Year 1 (end-of-year due 6/2/25)</p> <p>____ Year 2 (due 6/2/25)</p> <p>____ Year 3 (due 3/10/25 probationers on a three year track with tenure recommendation if appropriate)</p> <p>____ Year 4 (due 3/10/25 w/tenure recommendation)</p>

Overall Rating: _____

Recommendation: _____

Ratings: Highly Effective (H), Effective (E), Developing (D), Ineffective (I)

Recommendations: Continued employment, Tenure, Not recommended for continued employment, Place on Teacher Improvement Plan (TIP)

I. Knowledge of Students and Student Learning _____

Standards

- Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students
- Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels
- Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes
- Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students
- Teachers acquire knowledge of individual students from students, families,

- guardians, and/or caregivers to enhance student learning
- Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning
 - Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning

Comments:

II. Knowledge of Content and Instructional Planning _____

Standards

- Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students
- Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, (and) structures and current developments within their discipline(s)
- Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts
- Teachers use a broad range of instructional strategies to make subject matter accessible
- Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement
- Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge
- Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals

Comments:

III. Instructional Practice _____

Standards

- Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards
- Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning
- Teachers communicate clearly and accurately with students to maximize their

understanding and learning

- Teachers set high expectations and create challenging learning experiences for students
- Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement
- Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology
- Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs

Comments:

IV. Learning Environment _____

Standards

- Teachers work with all students to create a dynamic learning environment that supports achievement and growth
- Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student
- Teachers create an intellectually challenging and stimulating learning environment
- Teachers manage the learning environment for the effective operation of the classroom
- Teachers organize and utilize available resources (e.g. physical space, time, technology) to create a safe and productive learning environment

Comments:

V. Assessment for Student Learning _____

Standards

- Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction
- Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning growth
- Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction
- Teachers communicate information about various components of the assessment system
- Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly

- Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated

Comments:

VI. . Professional Responsibilities and Collaboration _____

Standards

- Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning
- Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities
- Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning
- Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success
- Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations
- Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities

Comments:

VII. . Professional Growth _____

Standards

- Teachers set informed goals and strive for continuous professional growth
- Teachers reflect on their practice to improve instructional effectiveness and guide professional growth
- Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies
- Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice
- Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources

Comments:

VIII. **Additional Comments** _____

IX. Attendance

In _____, you used _____ for personal illness and _____ days for personal business. In _____ the average teacher/nurse use of personal illness and personal business was _____ days. Please note that the statistics for _____ reflect attendance through _____.

Evaluator _____ Title _____ Date _____

I have read and received a copy of this report. I understand that my signature indicates awareness of, but not necessarily agreement with the evaluation.

Teacher: _____ Date: _____

APPENDIX A-2

PSYCHOLOGIST MID/END YEAR EVALUATION REPORT

Psychologist: _____ **School:** _____

Assignment: _____ **School Year:** _____

Evaluator: _____

Mid Year	End Year
____ Year 1 (mid-year due 2/7/25) ____ Year 2 (mid-year due 2/7/25)	____ Year 1 (end-of-year due 6/2/25) ____ Year 2 (due 6/2/25) ____ Year 3 (due 3/10/25 probationers on a three year track with tenure recommendation if appropriate) ____ Year 4 (due 3/10/25 w/tenure recommendation)

Ratings: Ratings: Highly Effective (H), Effective (E), Developing (D), Ineffective (I)

General Description of Observation Setting:

I. Interaction with Students _____

School Psychologists must have the ability to establish a working relationship and facilitate growth in academic, social, emotional and/or behavioral areas.

- Shows sympathetic understanding of and respect for students.
- Elicits pupil trust and participation.
- Helps students understand issues that interfere with school success.
- Helps students deal with crises in their lives.
- Provides individual and/or group counseling for students when mandated and/or requested.

Comments:

II. **Communication, Collaboration and Consultation with School Personnel** _____

School Psychologist must have the ability to listen well, participate in discussions, convey information and work together with others at individual, group, and systems level.

- Applies psychological understandings and skills effectively.
- Maintains good relationships with staff.
- Communicates successfully with school personnel on all levels.
- Works well with other team members.
- Works collaboratively/consultatively in the classroom setting.
- Exerts positive influence on morale of associates.

Comments:

III. **Home/School/Community Collaboration** _____

School Psychologist must demonstrate knowledge of significant outside influences that effect students' wellness, learning, and achievement, and be able to collaborate with outside specialists, agencies, and the community.

- Works respectfully and communicates effectively with parents.
- Helps students understand issues that interfere with school success.
- Consults with specialists as appropriate.

Comments:

IV. **Assessment** _____

School Psychologist must be able to define current problem areas, strengths, and needs at individual, group, and systems level through assessment.

- Reports provide specific interventions and recommendations.
- Comprehensive evaluations are completed in a timely fashion.
- Effectively communicates test results to parents, teachers and students.

Comments:

V. Prevention and Crisis Intervention

School Psychologist must have knowledge of child development and psychopathology to be able to develop and implement prevention and intervention programs for students with a wide range of needs and disorders.

- Mediates conflicts
- Contributes to maintaining a safe school environment
- Plays key leadership role in handling issues at individual and systems level.
- Provides positive strategies for social interaction.

Comments:

VI. Practice and Professional Development _____

School Psychologist must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and to protect the rights of all parties.

- Uses good judgment in matters involving ethics.
- Demonstrates initiative and willingness to undertake additional responsibilities relating to the needs of students.
- Has a flexible and positive attitude toward professional responsibilities.
- Organizes time appropriately.
- Has established himself/herself as an integral part of the community.
- Displays professional growth.
- Provides professional development programs for building staff as needed.

Comments:

Observer/Evaluator _____ Date _____

Title: _____

I have received and read a copy of this report. I understand that my signature indicates awareness of, but not necessarily agreement with the evaluation.

Psychologist _____ Date _____

APPENDIX A-3
SCHOOL COUNSELOR/SOCIAL WORKER/SERVICE
PROVIDERS MID/END YEAR EVALUATION REPORT

Name: _____

School: _____

Assignment: _____

School Year: _____

Evaluator: _____

Mid Year	End Year
____ Year 1 (mid-year due 2/7/25) ____ Year 2 (mid-year due 2/7/25)	____ Year 1 (end-of-year due 6/2/25) ____ Year 2 (due 6/2/25) ____ Year 3 (due 3/10/25 probationers on a three year track with tenure recommendation if appropriate) ____ Year 4 (due 3/10/25 w/tenure recommendation)

Ratings: Highly Effective (H), Effective (E), Developing (D), Ineffective (I)

Recommendations: Continued employment, Tenure, Not recommended for continued employment

 General Description of Observation Setting:

I. Interaction with Students/Parents _____

A School Counselor/Social Worker must have the ability to establish a working relationship and facilitate growth in academic, social, emotional and/or behavioral areas.

- Shows empathetic understanding of and respect for students/parents.
- Seeks to establish students'/parents' trust and participation.
- Helps students/parents understand issues that interfere with school success.
- Helps students/parents deal with crises in their lives.
- Provides individual and/or group counseling for students/parents when requested.
- Provides high school seminars relating to transitional issues, the college process, high

school pressures, etc

Comments

II. **Communication, Collaboration and Consultation with School Personnel** _____

A School Counselor/Social Worker must have the ability to listen well, participate in discussions, convey information and work together with others at individual, group, and systems level.

- Applies counseling (instead of therapeutic) understandings and skills effectively.
- Maintains good relationships with staff.
- Communicates successfully with school personnel on all levels.
- Works well with other members of the PPS staff.
- Works collaboratively/consultatively in the school.
- Contributes to a positive school climate.
- Coordinates academic scheduling with faculty/administration.
- Tracks graduation requirements, regents' results and diploma status for each student.

Comments:

III. **Home/School/Community Collaboration** _____

A School Counselor/Social Worker must demonstrate knowledge of significant outside influence that affect students' wellness, learning, and achievement, and be able to collaborate with outside, specialists, agencies, and the community.

- Works respectfully and communicates effectively with parents.
- Helps students understand issues that interfere with school success.
- Consults with specialists/parents and makes referrals as appropriate.
- Coordination of parent presentations.
- Knowledge of regents' requirements and ability to assess appropriate course levels and diploma status.

Comments:

IV. **Student Assessment** _____

A School Counselor/Social Worker must be able to define current problem areas, strengths, and needs at individual, group, and systems level through assessment.

- Screens and assesses to determine student needs and progress.
- Assesses the family's dynamics and its impact on the learning process.
- Analyzes and integrates student achievement data to assist teachers and families in understanding the child.
- Create and monitor all student schedules.

Comments:

V. **Prevention and Crisis Intervention** _____

A School Counselor/Social Worker must have knowledge of child development in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders.

- Mediates conflicts
- Contributes to a safe school environment
- Plays a leadership role in handling issues at individual and systems level.
- Provides positive strategies for social interaction.
- Coordinates proactive programs for targeted at-risk behaviors.

Comments:

VI. **Practice and Professional Development** _____

A School Counselor/Social Worker must take responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and to protect the rights of all parties.

- Uses good judgment in matters involving ethics.
- Demonstrates initiative and willingness to undertake responsibilities relating to the needs of students.

- Has a flexible and positive attitude toward professional responsibilities.
- Organizes time appropriately.
- Has established himself/herself as an integral part of the school community.
- Displays professional growth.
- Provides professional development programs for building staff as needed.
- Knowledge of college admission requirements, trends and policies.
- Maintain knowledge of current state mandates.

Comments:

VII. Guidance Teaching Curriculum _____

A school counselor must have the ability to develop and implement a guidance program in line with the emotional and intellectual development of students in K-6.

- Demonstrates an understanding of lesson objectives and where they fit into the overall curriculum.
- Connects with students during the lesson and elicits their trust and participation.
- Checks for understanding through varied modalities and activities.
- Models and provides opportunities for students to practice and reinforce the skills being taught.

Comments:

Observer _____ Date _____

School Counselor/Social Worker _____ Date _____

The school counselor/social worker's signature does not necessarily signify agreement with the statements in this report. The school counselor/social worker has the right to file a written response, which will be part of the file.

A copy of this report is to be given to the school counselor/social worker.

APPENDIX B

TEACHER IMPROVEMENT PLAN (TIP)

TEACHER: _____ School: _____

Evaluator: _____ School Year: _____

Rating: _____ Length of **TIP**: _____

____ Year in Probationary Period

OR

____ Years of Service in Ardsley

NYS Teaching Standard in need of improvement (check all that apply):

- I. Knowledge of Students and Student Learning
- II. Knowledge of Content and Instructional Planning
- III. Instructional Practice
- IV. Learning Environment
- V. Assessment for Student Learning
- VI. Professional Responsibilities and Collaboration
- VII. Professional Growth

Please thoroughly complete the following for **each** NYS Teaching Standard identified as in need of improvement:

- What standard/area is in need of improvement? Which specific performance indicators of effective instruction are to be targeted (see Appendix B) in this **TIP**?
- What is the improvement timeline for this **TIP**? Describe all actions taken by the teacher and the administrator to monitor change, and the dates to review progress:
- How will improvement be assessed? Describe the necessary data/evidence to be collected to document teacher growth. Indicate which artifacts will be used as benchmarks and which will be used to assess the final stage of the **TIP**:

- Provide the details of all necessary professional learning activities. Describe any differentiated activities the teacher will engage in to support improvement:
- Describe any additional support and assistance needed to support this **TIP**:

Teacher: _____ Date: _____

Evaluator: _____ Date: _____

APPENDIX C

PERFORMANCE INDICATORS OF EFFECTIVE INSTRUCTION

I. *Knowledge of Students and Student Learning*

1. Teachers describe orally or in writing an understanding of the developmental characteristics of their students.
2. Teachers create developmentally appropriate lessons that address student learning differences and needs.
3. Teachers implement lessons and modify instruction based upon student developmental needs.
4. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student.
5. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student.
6. Teachers explain their instructional decisions citing current research.
7. Teachers vary and modify instruction to meet the diverse learning needs of each student.
8. Teachers create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.
9. Teachers communicate directly with each student's parents, guardians, and/or caregivers.
10. Teachers use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.
11. Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.
12. Teachers incorporate an understanding of their students' strengths and limitations and the environmental factors that influence their students' learning.
13. Teachers attend to individual students' personal and family experiences by incorporating multiple perspectives when discussing content.
14. Teachers use technological tools and a variety of communication strategies to engage each student.
15. Teachers assist students to become knowledgeable and critical consumers and users of quality information.

II. *Knowledge of Content and Instructional Planning*

1. Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.
2. Teachers engage students to use key disciplinary language with comprehension through instruction.
3. Teachers demonstrate the effective use of current developments in pedagogy and content.
4. Teachers design learning experiences that foster student understanding of key disciplinary themes.

5. Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and practice.
6. Teachers facilitate students' ability to develop diverse social and cultural perspectives.
7. Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.
8. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
9. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration.
10. Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.
11. Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students.
12. Teachers adapt instruction in response to various levels of student understanding.
13. Teachers make meaningful connections between content and students' life experiences.
14. Teachers create opportunities for students to engage in self-directed learning.
15. Teachers design learning experiences that are aligned with learning standards.
16. Teachers articulate clear learning objectives that align with learning standards.
17. Teachers include opportunities for students to achieve learning goals in a variety of ways.
18. Teachers determine current levels of student understanding and knowledge of content through questioning techniques, discussion, and other methods.
19. Teachers address common misconceptions in the content area through instructional methods.
20. Teachers design learning experiences that connect students' prior knowledge and instruction to new content.
21. Teachers organize physical space to reflect an awareness of learner needs and curricular goals.
22. Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.
23. Teachers organize and effectively use time to achieve learning goals.
24. Teachers select and adapt curricular materials to align with state standards and meet diverse learning needs.
25. Teachers access appropriate resources to meet specific learning differences or needs.

III. *Instructional Practice*

1. Teachers align instruction to standards.
2. Teachers implement instruction proven to be effective in prior research.
3. Students are actively and cognitively engaged through teacher facilitation of student- to-student and student-to-teacher interactions.

4. Students understand directions and procedures.
5. Teachers use a variety of questioning techniques to advance student learning and reflection.
6. Students' comments and questions are acknowledged and utilized to advance learning.
7. Students understand lesson content through teachers' use of oral, written and graphic methods.
8. Teachers adjust communication in response to student needs.
9. Teachers articulate high expectations for all students.
10. Students have a clear understanding of measures of success.
11. Teachers challenge and support all students by incorporating various instructional strategies, experiences and resources.
12. Teachers use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction.
13. Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.
14. Teachers incorporate into instruction motivating and meaningful opportunities to engage students in learning experiences.
15. Students synthesize and express ideas both in written and oral formats.
16. Students work effectively with others, including those from diverse groups and with opposing points of view.
17. Students make decisions, solve problems, and take actions as appropriate.
18. Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.
19. Students utilize technologies and resources to solve real world problems.
20. Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.
21. Teachers seek and provide feedback during and after instruction.
22. Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on student progress.

IV. Learning Environment

1. Teachers are caring and respectful in their interactions with students.
2. Teachers embrace student diversity as an asset in the classroom.
3. Teachers recognize and reinforce positive interactions among students.
4. Teachers create a climate of acceptance and respect.
5. Teachers create an environment where students show responsibility to and for one another.
6. Teachers encourage students to set high standards and expectations for their own performance.
7. Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.
8. Teachers promote students' curiosity and enthusiasm for learning.
9. Students are actively engaged in learning.

10. Students openly express their ideas.
11. Students show pride in their work and accomplishments.
12. Teachers establish, communicate, and maintain clear standards and expectations for student behavior.
13. Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.
14. Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.
15. Students exhibit respectful classroom interactions. Teachers arrange and adapt the physical environment to accommodate individual and group learning needs.
16. Teachers ensure that all students have equitable access to available resources and technologies.
17. Teachers effectively use the services and skills of available volunteers and paraprofessionals.
18. Teachers know and implement policies and procedures to ensure student safety.

V. Assessment for Student Learning

1. Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.
2. Teachers use formative assessment to inform teaching and learning.
3. Teachers use summative assessment to measure and record student achievement.
4. Teachers design assessments that are aligned with curricular and instructional goals.
5. Teachers design and adapt assessments that accurately determine mastery of student skills and knowledge.
6. Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance.
7. Teachers implement required assessment accommodations and modifications.
8. Teachers analyze data accurately.
9. Teachers provide timely feedback to engage students in self-reflection and self-improvement.
10. Teachers use assessment data to set goals and design and differentiate instruction.
11. Teachers engage students in self-assessment of their learning goals, strategies and outcomes.
12. Teachers provide access to information on student assessments.
13. Teachers provide appropriate information and interpretation of various assessment data.
14. Teachers demonstrate an understanding of assessment measures, grading, and procedures.
15. Teachers develop a plan for their overall assessment system.
16. Teachers use their plans and assessment data to adjust teaching and assessment practices.
17. Teachers communicate the purposes of the assessments they use.
18. Teachers prepare all students for the demands of particular assessment formats, and

- appropriately modify assessments or testing conditions for students with exceptional learning needs.
19. Teachers articulate assessment criteria to students and provide parameters for success.
 20. Teachers equip students with assessment skills and strategies.
 21. Students practice various formats of assessments using authentic curriculum.

VI. *Professional Responsibilities and Collaboration*

1. Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.
2. Teachers are proactive and advocate to meet the needs of students.
3. Teachers use self-reflection and stakeholder feedback to inform and adjust professional behavior.
4. Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.
5. Teachers complete training in response to State and local requirements and jurisdictions.
6. Teachers support and promote the shared school and district vision and mission to support school improvement.
7. Teachers participate actively as part of an instructional team.
8. Teachers share information and best practices with colleagues to improve practice.
9. Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context.
10. Teachers collaborate with others both within and outside the school to support student growth, development, and learning.
11. Teachers collaborate with the larger community to access and share learning resources.
12. Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement.
13. Teachers communicate student performance and progress in various ways and provide opportunities for discussion.
14. Teachers suggest strategies and ways in which families can participate in and contribute to their student's education.
15. Teachers collect required data and maintain timely and accurate records (e.g. planbooks, lunch counts, attendance records, student records, etc.)
16. Teachers manage time and attendance in accordance with established guidelines.
17. Teachers maintain classroom and school resources and materials.
18. Teachers participate in school and district events.
19. Teachers communicate relevant regulations and policies to stakeholders.
20. Teachers maintain confidentiality regarding student records and information.
21. Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies.
22. Teachers adhere to board policies, district procedures, and contractual obligations.

23. Teachers access resources to gain information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities.

VII. ***Professional Growth***

1. Teachers examine and analyze formal and informal evidence of student learning.
2. Teachers recognize the effect of their prior experiences and possible biases on their practice.
3. Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.
4. Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice.
5. Teachers engage in opportunities for professional growth and development.
6. Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice.
7. Teachers participate actively as part of an instructional team to improve professional practice.
8. Teachers receive, reflect and act on constructive feedback from others in an effort to improve their own professional practice.
9. Teachers benefit from, contribute to, or become members of appropriate professional organizations.
10. Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.
11. Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.

APPENDIX E-1

PRE-OBSERVATION PLANNING FORM
INCLUDING: TEACHERS, LIBRARY MEDIA SPECIALISTS AND TEACHERS ON
SPECIAL ASSIGNMENT

Teacher's Name: _____ Date of Conference: _____

Grade Level/Curriculum Area Observed: _____

Date of Observation: _____

- 1. Describe the students in your class.**
- 2. What is/are the learning objective(s) for this lesson?**
- 3. Briefly summarize what you will be doing and what students will be doing during the lesson.**
- 4. Does this lesson lend itself to differentiation? If so, what and how will you differentiate?**
- 5. How will you assess student achievement of your stated goals?**
- 6. What would you like me to look for? What specific feedback/data will help you?**

APPENDIX E-2

PRE-OBSERVATION PLANNING FORM
PSYCHOLOGISTS, GUIDANCE COUNSELORS, SOCIAL WORKERS, SPEECH
LANGUAGE PATHOLOGISTS, OCCUPATIONAL AND PHYSICAL THERAPISTS

Name: _____ Date of Conference: _____

Evaluation Setting/Context: _____

Date of Observation: _____

- 1. Describe the setting (Who is in attendance, goal(s), etc.)**
- 2. What is/are the objective(s) for this session?**
- 3. Briefly summarize what you will be doing during the session.**
- 4. How will you assess the outcomes of the session?**
- 5. What would you like me to look for? What specific feedback/data will help you?**

**APPENDIX F
OBSERVATION REPORT**

NAME:

SCHOOL:

GRADE:

SUBJECT/DEPT.:

NUMBER OF STUDENTS:

CLASS CHARACTERISTICS:

This report is to be used by the Supervisor to report: (a) details of the observation conferences held; (b) details of lesson/session activities observed and; (c) the supervisor's analysis and recommendations.

DATES:

Pre-Observation Conference:

(See attached Pre-Observation Form)

Observation:

Post-Observation Conference:

NYS TEACHING STANDARDS DOMAINS:

(Please reference any standards observed where appropriate in this document)

- I. Knowledge of Students and Student Learning
- II. Knowledge of Content and Instructional Planning
- III. Instructional Practice
- IV. Learning Environment
- V. Assessment for Student Learning
- VI. Professional Responsibilities and Collaboration
- VII. Professional Growth

OVERVIEW OF LESSON/SESSION OBSERVED:

SUMMARY STATEMENT: DESIGN & IMPLEMENTATION

(Please include comments regarding Content Planning, Instructional Strategies and Classroom Management)

LESSON/SESSION STRENGTHS:

-
-

-
-
-
-

AREAS FOR CONTINUED FOCUS & REFLECTION:

This report is to be signed and dated by both the teacher and the observer.

Observer _____ Date _____

Name _____ Date _____

The teacher's signature does not necessarily signify agreement with the statements in this report. The teacher has the right to file a written response, which will be part of the teacher's file. A copy of this report is to be given to the teacher.

2024-2025 Obs. Form

**APPENDIX F-1
FORMAL OBSERVATION RATING WORKSHEET**

Formal Observation Rating Worksheet	
DO NOT WRITE IN BLUE BOXES	
Teacher:	
Observation Score:	Observation Rating:
Final Formal Observation Score (90% of total) =	#DIV/0!
Domain 1 - Planning and Preparation - 25% of Observation Score	
Observable Components	Score of 0-4 (N/O = Not Observable)
1A - Demonstrating Knowledge of Content and Pedagogy	
1B - Demonstrating Knowledge of Students	
1C - Setting Instructional Outcomes	
1F - Designing Student Assessments	
Domain Average	#DIV/0!
Domain Average X .25	#DIV/0!
Final Domain 1 Score	#DIV/0!
Domain 2 - The Classroom Environment - 25% of Observation Score	
Observable Components	Score of 0-4 (N/O = Not Observable)
2A - Creating an Environment of Respect and Rapport	
2B - Establishing a Culture for Learning	
2C - Managing Classroom Procedures	
2D - Managing Student Behavior	
Domain Average	#DIV/0!
Domain Average X .25	#DIV/0!

Final Domain 2 Score	#DIV/0!																	
Domain 3 - Instruction - 25% of Observation Score																		
Observable Components	Score of 0-4 (N/O = Not Observable)																	
3A - Communicating with Students																		
3B - Using Questioning and Discussion Techniques																		
3C - Engaging Students in Learning																		
3E - Demonstrating Flexibility and Responsiveness																		
Domain Average	#DIV/0!																	
Domain Average X .25	#DIV/0!																	
Final Domain 3 Score	#DIV/0!																	
Domain 4 - Professional Responsibilities - 25% of Observation Score																		
Observable Components	Score of 0-4 (N/O = Not Observable)																	
4A - Reflecting on Teaching																		
Domain Average	#DIV/0!																	
Domain Average X .25	#DIV/0!																	
Final Domain 4 Score	#DIV/0!																	
Domain Total (sum of Domain 1 through 4) = Observation Score	#DIV/0!																	
Observation Rating (HEDI):																		
<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Overall Observation Category Score and Rating</th> </tr> <tr> <th>Minimum</th> <th>Maximum</th> </tr> </thead> <tbody> <tr> <td>H</td> <td>3.50</td> <td>4.0</td> </tr> <tr> <td>E</td> <td>2.5</td> <td>3.49</td> </tr> <tr> <td>D</td> <td>1.75</td> <td>2.49</td> </tr> <tr> <td>I</td> <td>0¹</td> <td>1.74</td> </tr> </tbody> </table>			Overall Observation Category Score and Rating		Minimum	Maximum	H	3.50	4.0	E	2.5	3.49	D	1.75	2.49	I	0 ¹	1.74
	Overall Observation Category Score and Rating																	
	Minimum	Maximum																
H	3.50	4.0																
E	2.5	3.49																
D	1.75	2.49																
I	0 ¹	1.74																

Evaluator's Signature	Teacher's Signature
<hr/>	<hr/>
Date	Date

**APPENDIX F-2
INFORMAL OBSERVATION REPORT**

Enter data in Yellow Highlighted Cells Only			
Teacher:		Date of Observation:	
School:		Content Area:	
Total Score:	#DIV/0!	Observation Rating:	
Score to be Added to Overall Observation Score (10%)	#DIV/0!		

Component	Highly Effective 4 Points	Effective 3 Points	Developing 2 Points	Ineffective 1 Point	N/O Not Observed	Score
2a: Establishing a culture for learning	The classroom culture is a cognitively vibrant place, characterized by a shared belief 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.	The classroom culture is a cognitively busy place where learning is valued by all with high 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.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions; and students indicate that they are interested in completion 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	The classroom culture is characterized by a lack of teacher or student commitment to 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.		

			subject.			
Comments (2a):						
2c: Managing Classroom Procedures	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 by students.	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, students follow established classroom routines.	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. With regular guidance and prompting, students follow established routines.	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 follow established routines.		
Comments (2c):						
2d: Managing Student Behavior	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.	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.	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.	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.		
Comments (2d):						

2e: Organizing physical space	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.	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 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 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	
-------------------------------	--	---	--	--	--

Comments (2e):

3a: Communicating with students	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 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	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 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	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 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,	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 written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	
---------------------------------	--	---	--	--	--

	and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.	and correct. Vocabulary is appropriate to the students' ages and interests.	vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.			
Comments (3a):						
3c: Engaging Students in Learning	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustments of instructional groups. Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all	Most activities and assignments are appropriate, and almost all students are cognitively engaged in exploring content. Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Instructional materials and resources are suitable to the instructional purposes and engage students mentally. The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially engaged with them. The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. Instructional groups are inappropriate to the students or to the instructional outcomes. Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.		

	students.								
Comments (3c):									

Average Domain Score =	#DIV/0!	
Final Score (Domain Average x .1) =	#DIV/0!	
Independent Evaluator's Signature		Teacher's Signature
Date		Date

	Overall Observation Category Score and Rating	
	<i>Minimum</i>	<i>Maximum</i>
H	3.50	4.0
E	2.5	3.49
D	1.75	2.49
I	0 ¹	1.74

**APPENDIX G
GOAL SETTING
(All Staff)**

Educator: _____

Year _____

Evaluator: _____

Date _____

Note: Goals must be set from the Danielson Rubric

Goals for the year:

Plans to achieve the stated goals:

Methods for Measuring Progress Toward or Accomplishing Goals:

Educator's Signature

Administrator's Signature

Date

Date

APPENDIX H
END-OF-YEAR EVALUATION OF GOALS
(All Staff)

Educator: _____ Date: _____

Please evaluate the progress you made for your goal set from the Danielson Rubric.

Educator's Signature _____

Evaluator Comments:

Evaluator Approval _____ Date _____

Evaluator Approval with specific recommendations

Evaluator Signature _____ Date _____

APPENDIX I
EVALUATION OF CURRICULUM LEADERS

Curriculum Leader:

School:

Subject Area:

School Year:

Evaluators:

Rating:

Recommendation:

Ratings: Highly Effective (H), Effective (E), Developing (D), Ineffective (I)

Recommendations: *Continued Appointment, Not recommended for appointment*

I. LEADERSHIP RESPONSIBILITIES:

- Provides curricular and instructional leadership to the department and colleagues
- Plans and conducts subject area meetings within the building
- Meets regularly with other curriculum/team leaders and building administrators to share information and coordinate activities across grades and/or disciplines
- Meets regularly with the Assistant Superintendent for Curriculum and Instruction and comparable curriculum leaders to assure K-12 curriculum articulation
- Assists in the recruitment and employment of new staff
- Supports and encourages positive climate among teachers as well as between teachers and administrators
- Assists in the development and implementation of District and building goals and yearly projects
- Assists in orienting new teachers (TA/Aides)
- Supports and facilitates mentoring program

II. CURRICULUM AND STAFF DEVELOPMENT RESPONSIBILITIES:

- Works with staff to develop and implement course outlines, parent-student information

sheets and other curriculum documents that are aligned with the State standards

- Recommends and implements staff development programs
- Works closely with department colleagues to ensure coordination of the curriculum
- Assists in the development and monitoring of the long range plan for curricular and instructional evaluation and improvement
- Recommends textbooks, software and other supporting instructional materials
- Maintains an inventory of textbooks and instructional supplies and materials when appropriate

III. INTERPERSONAL RESPONSIBILITIES:

- Is a supportive and constructive member of the school and District community
- Supports the mission statement of the District and the building goals and objectives
- Communicates effectively with department members, administrators and parents
- Attends to curriculum leader responsibilities with reliability and dependability
- Maintains records and completes reports accurately and with attention to detail
- Has a positive attitude toward change

IV. ADDITIONAL PERFORMANCE RESPONSIBILITIES: (as appropriate)

- Oversees the development of mid-term and final examinations
- Assists in the development of course placement criteria and student placement
- Assists in the development of the master schedule; makes recommendations based on faculty strengths in order to meet student course selection needs
- Assists in the design of special education program

Evaluator: _____
Title: Assistant Superintendent for Curriculum and Instruction

Date

Evaluator: _____
Title: Principal

Date

I have received and read a copy of this report. I understand that my signature indicates awareness of, but not necessarily agreement with the evaluation.

Curriculum Leader

Date

The self-evaluation cycle is not currently part of the approved Ardsley APPR plan.

APPENDIX J

Self-Evaluation Cycle

Possible Projects

Action Research: Teachers research and collect data to study a specific aspect of content, classroom practice, or pedagogy.

Critical Friends: Small group of staff designs a program of activities aimed at improving classroom practice. This group will meet at least 8 times a year.

Peer Observation: Two or three teachers observe and provide feedback to each other on the observation. This should occur at least 5 times yearly. The district will provide release time for actual observations.

Unit Design to Support Curriculum: Teachers collaboratively or individually design new units or program.

National Board Certification: Teachers pursue this national certification process as a multi-year evaluation option.

Parent Education Courses: Teachers work individually or collaboratively to design and implement workshops for parents.

Innovation: Implementing and evaluation a new program/approach. (i.e. Balanced Literacy at the middle school, writing conferences at the high school.)

Portfolio (paper/digital): A selection of artifacts and reflective entries representing a teacher's professional experiences, competencies, and growth over a period of time.

Study Groups: Small groups of staff read about and discuss a specific topic at least 8 times a year. For example, Brian Research, Teaching Reading in Content Areas, Multiple Intelligences, Understanding by Design, balanced literacy, differentiation, specific areas of content, etc.

Writing Articles: Staff member writes, hopefully for publication, and shares articles about pedagogy, classroom practice, and/or content.

APPENDIX N

PROBATIONARY INFORMATION/INPUT FOR MID/END YEAR EVALUATION

Teacher:

School:

School Year:

Select: _____ Mid-Year Report _____ End of Year Report

The final evaluation document offers a comprehensive view of a practice. As such, it is important to elicit input from staff around particular domains of the Danielson Revised Rubric 2011 that are difficult to assess through informal or formal observation. **Please provide information on the domains indicated below and return this form (via Frontline EEM) to your evaluator by _____.**

1. **Using Assessment in Instruction (3d)**

Assessment of student learning plays an important role in instruction. *In one succinct paragraph discuss:*

- How you give feedback to students to help them improve their performance;
- How you encourage student self-assessment and monitoring of progress.

2. **Participating in a Professional Community (4d)**

To promote student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students.

In one succinct paragraph, describe your:

- Collaboration with colleagues;
- Service to the school;
- Participation in school and district projects.

3. **Growing and Developing Professionally (4e)**

As in other professions, the complexity of teaching requires continued growth and development, in order to remain current. Networking with colleagues through such activities as joint planning, study groups, lesson study, academic and professional reading, and participation in learning networks and professional organizations provide opportunities for teachers to learn from one another.

4. **Communication and Demonstrating Professionalism (4C and 4F)**

Excellence in teaching requires strong communication skills and integrity around

decision-making. In one succinct paragraph please describe or provide an example of a parent communication and/or an example of your decision-making process around a problem of practice.

5. For educators outside of the traditional classroom setting, you are welcome but not required to provide other information that directly relates to your role in the school community.

**APPENDIX O
APPR SUMMARY REPORT**

Teacher: _____ School: _____
 Assignment: _____ School Year: _____
 Evaluator: _____ Overall Rating: _____

A. Student Performance Category (taken from SLOs)

Original Score _____ /20 *Quality Rating: H E D I*

B. Teacher Observation (taken from APPR Worksheet)

Final Score received for this Category _____ *Final Rating: H E D I*

Quality Ratings: Highly Effective (H), Effective (E), Developing (D), Ineffective (I)

Student Performance Chart

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

Overall Observation Category Score & Rating Chart		
	<i>Minimum</i>	<i>Maximum</i>
H	3.50	4.0
E	2.5	3.49
D	1.75	2.49
I	0	1.74

Overall Rating Chart						
		Observation/School Visit Category				
		HEDI RATING	Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance Category	Highly Effective (H)	H	H	E	D	
	Effective (E)	H	E	E	D	
	Developing (D)	E	E	D	I	
	Ineffective (I)	D or I*	D or I*	I	I	

C. Teacher Improvement Plan Needed: Yes _____ No _____

Evaluator: _____ Title: _____ Date: _____

I have read and received a copy of this report. I understand that my signature indicates awareness of, but not necessarily agreement with the evaluation.

Teacher: _____ Date: _____

APPENDIX O-1
APPENDIX O INSTRUCTIONS

APPR End of Year Requirements 3012d - Appendix O Instructions

I. Generate a Student Performance Score

- * Using the data from SLOs, find the score from the corresponding grid in the table below.
- * Record the Score and the Rating in the appropriate spot on the Appendix O.

II. Generate a Final Teacher Observation Score Probationers:

- * The formal observation scores of all observations have been multiplied by .9 automatically before being and entered into the Observation Spreadsheet.
- * The informal observation scores of all observations have been multiplied by .1 automatically before being entered into the Observation Spreadsheet.
- * Find the applicable ratings and enter all applicable scores onto the APPR Rating Worksheet.
- * The built-in formulas will generate the averages for recording the final score to the Appendix O.

Tenured Teachers:

- * The formal observation score has been multiplied by .9 automatically before being entered onto the Observation Spreadsheet.
- * The informal observation score has been multiplied by .1 automatically before being entered into the Observation Spreadsheet.
- * Find the applicable ratings and enter all applicable scores onto the APPR Rating Worksheet.
- * The built-in formulas will generate the averages for recording the final score to the Appendix O.

Record the Final Score and Rating to the Appendix O

- * Using the Overall Observation Category Score and Rating Chart, find the rating applicable to the final score to record the Final Rating.
- * Enter the Final Score and Rating in the appropriate spot on the Appendix O

Overall Observation Category Score & Rating Chart		
	<i>Minimum</i>	<i>Maximum</i>
H	3.50	4.0
E	2.5	3.49
D	1.75	2.49
I	0	1.74

III. Generate the Overall Rating for the Appendix O

- * Using the Observation/School Visit Category table, calculate the Overall Rating by finding the rating where Student Performance Category (A) and Teacher Observation Rating (B) intersect.

**APPENDIX O-2
APPR RATING WORKSHEET**

APPR Rating Worksheet (attach to Appendix O)																			
DO NOT WRITE IN BLUE BOXES																			
Teacher:																			
Evaluator:																			
Final Score =	#DIV/0!																		
Final Rating =																			
Note: Only enter final observations scores that are applicable - leave other cells empty (DO NOT enter 0)																			
Formal Observation 1																			
Formal Observation 2																			
Formal Observation 3																			
Formal Observation 4																			
Average Score of Formal Observation Scores 1 through 4 = Observation Score	#DIV/0!																		
Note: Only enter final informal observations scores that are applicable- leave other cells empty (DO NOT not enter 0)																			
Informal Observation 1																			
Informal Observation 2																			
Average Score of Informal Observation Scores = Observation Score	#DIV/0!																		
Final Score: (formal average plus informal average)	#DIV/0!																		
Quality Rating																			
<table border="1"> <thead> <tr> <th colspan="3">Overall Observation Category Score & Rating Chart</th> </tr> <tr> <th></th> <th><i>Minimum</i></th> <th><i>Maximum</i></th> </tr> </thead> <tbody> <tr> <td>H</td> <td>3.50</td> <td>4.0</td> </tr> <tr> <td>E</td> <td>2.5</td> <td>3.49</td> </tr> <tr> <td>D</td> <td>1.75</td> <td>2.49</td> </tr> <tr> <td>I</td> <td>0</td> <td>1.74</td> </tr> </tbody> </table>		Overall Observation Category Score & Rating Chart				<i>Minimum</i>	<i>Maximum</i>	H	3.50	4.0	E	2.5	3.49	D	1.75	2.49	I	0	1.74
Overall Observation Category Score & Rating Chart																			
	<i>Minimum</i>	<i>Maximum</i>																	
H	3.50	4.0																	
E	2.5	3.49																	
D	1.75	2.49																	
I	0	1.74																	
_____	_____																		
Evaluator's Signature	Date																		
_____	_____																		
Teacher's Signature	Date																		

**APPENDIX P
REGISTERED NURSE (SCHOOL) EVALUATION FORM**

REGISTERED NURSE:

EVALUATOR:

NAME OF SCHOOL:

YEARS IN DISTRICT: DATE:

PURPOSE: To take personal inventory, to pinpoint areas of strengths and weaknesses and to outline and agree upon a practical improvement program.

GUIDELINES FOR THE EVALUATOR: Listed below are a number of traits, abilities, and characteristics that are important for success as a registered school nurse. Carefully evaluate each of the qualities separately.

Code: E - Excellent, G - Good, IN - Improvement Needed

PROFESSIONAL QUALITIES:	E	G	IN
PLANNING: plans and completes periodic examinations and screening procedures as required by New York State law			
UNDERSTANDING: monitors and responds to the health and safety needs of students and staff			
EFFICIENCY: utilizes time and equipment efficiently			
NURSING PROCEDURES: uses proper techniques within framework of accepted school policy			
COMMUNICATION: acts as a resource person for the sharing of and interpretation of medical/health information to parents, staff and the administration			
RECORDS AND REPORTS: maintains health and immunization records, completes surveys and reports as required by the New York State Health Department; is accurate in recording student attendance			
HEALTH OFFICE MANAGEMENT: keeps a clean, pleasant environment, orders, inventories, and oversees storage of first-aid and health supplies and equipment			
PROFESSIONAL GROWTH: strives for professional self-improvement through continued education and training in current health practices			
PROFESSIONAL ATTITUDE: accepts and acts upon suggestions and constructive criticism; maintains positive relationships with parents, staff and the community service workers. Demonstrates resourcefulness, adaptability, initiative and resilience.			

EVALUATOR COMMENTS:

EVALUATOR'S SIGNATURE/DATE

I received a copy of this report:

REGISTERED NURSE'S SIGNATURE/DATE

REGISTERED NURSE'S COMMENTS:

**APPENDIX Q
ARDSLEY ATHLETICS COACHES EVALUATION FORM**

Employee Name: _____

Sport: _____

Level: _____

Evaluation Period: _____

Date of Evaluation: _____

D - Distinguished, P - Proficient, B - Basic, U - Unsatisfactory, N/A - Not Applicable

I. Administrative Responsibilities

	D	P	B	U	N/A
A. Takes ownership of all levels within the program and communicates expectations to staff.					
B. Attends section one coaches meetings					
C. Attends pre-season coaches' meetings held by the athletic department.					
D. Supervises students at all times.					
E. All athletes were medically cleared before participation					
F. Submits team roster					
G. Keeps accurate records of attendance and injuries					
H. Collects and inventories uniforms					
I. Cooperates w/ teaching staff, colleagues, and parents to help promote good community relations.					
J. Communicates practice and game changes with the athletic office and team parents.					

II. Professional Qualities

	D	P	B	U	N/A
A. Models appropriate personal conduct, good judgment, and language at all times.					
B. Promotes sportsmanship.					
C. Is cooperative in sharing facilities.					
D. Organized and promoted activities to build interest in the program.					

III. Coaching Performance

	D	P	B	U	N/A
A. Develops a well-organized practice plan.					
B. Knowledge of and ability to teach game rules, fundamentals, and strategy.					
C. Appropriately conditioned athletes.					
D. Engages in professional growth activities.					

RECOMMENDATIONS/COMMENTS

EVALUATOR: _____ **Title:** _____ **Date:** _____

Signature of Employee: _____ **Date:** _____

**APPENDIX Z
GOAL SETTING
CURRICULUM LEADERS**

Teacher:

Year:

Evaluator:

Date:

Department Goals:

Plans to Achieve Stated Goals:

Methods for Measuring Progress Toward or Accomplishing Goals:

Reflection on Goals (please provide a bulleted overview of your work):

Administrator's Comment:

Curriculum Leader Signature

Administrator's Signature

Date

Date