

Dansville Central School District



Professional Learning Plan Sept 2024-Sept 2025



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

*This Plan will be reviewed on an annual basis.

Professional Development Planning Team / Shared Decision Making Team

Revised in May 2016, July 2017, June 2018, June 2019, October 2020, June 2021, June 2022, June 2023

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Professional Learning Planning Team / Shared Decision Making Team:

Kelly Zimmerman	:	Dansville Central School District Superintendent
Barb Pamper	:	Director - Curriculum, Instruction & Computer Technology
Joie Petrillo	:	High School STEA- TA
Dave Moodie	:	HS 7-12 Principal
Pam Mark	:	BOE
Mike Birmingham	:	District Technology, Network Administrator
Velma Kahn	:	EBH Teacher
Char Bennett	:	Parent Representative, Primary School Teacher

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

District Mission Statement

We collectively and collaboratively prepare each student for their successful future.

Professional Learning Mission Statement

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

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

Culturally Relevant and Response PL

The rural community served by our school district comprises approximately ____ residents. Our school enrolls about 1439 students with a demographic breakdown of 92% white, 4% hispanic, 2% Black, 2% multiracial and 1% Asian. Notably, 47% of our student populations is considered economically disadvantaged. These demographics shape the unique educational needs and challenges our district must address to foster an inclusive and supportive learning environment. Professional learning activities in our district are intricately designed to reflect and respond to the specific needs of our community. By focusing on culturally responsive teaching practices, our professional learning initiatives aim to equip educators with the skills and knowledge necessary to acknowledge and celebrate diverse backgrounds and experiences of all students. The approach ensures that every student, regardless of their economic or cultural background, feels valued and supported in their educational journey.

To embed culturally responsive practices in our PL, topics and activities, we prioritize training that enhances educators' understanding of cultural competence, inclusive curriculum development, and differentiated instruction tailored to diverse learning needs. Workshops and collaborative sessions are designed to help educators create a learning environment that respects and integrates students' cultural identities, promotes equity, and addresses the socioeconomic challenges faced by nearly half of our students. By aligning our professional learning efforts with the community's demographic realities, we strive to foster an educational experience that is both equitable and empowering for all students.

Our districts consists of: Primary School (grades 3PK - 2), Elementary School (grades 3-6), & High School (grades 7-12).

Principles of Exemplary Professional Learning

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

- A meaningful relationship between professional learning and student learning
- Addresses NYS Learning Standards and pedagogy derived from research and exemplary practice
- Adheres to the teacher evaluation rubrics in the Marshall Rubric (see Appendix A) based on the New York State Teaching Standards
- Uses assessment and evaluation for active monitoring of student learning by teacher teams
- A commitment to ongoing learning which directly impacts the quality and variety of student learning opportunities
- Recognizes that all people learn at different rates and in different ways and accommodations are made
- Awareness that Instructional staff members have varied educational responsibilities; therefore, have different professional learning needs
- Opportunities for instructional staff to increase their knowledge in the content area, learning strategies, and other non-content areas which impact teaching and learning
- Commitment of time, resources, and support to maximize professional learning opportunities
- Ongoing processes that must involve all instructional staff, leaders, and support staff collaborating around student learning
- Opportunities for newly hired staff to help to ensure their success
- Adherence to Educational research that is grounded in experience and best practices
- Alignment with New York State Next Generation ELA, Math and Content Standards
- Collegial activities that offer opportunities for collaboration, re-teaching and reflection
- Develops, reinforces, and sustains group work by collaborative practice within schools and through networks across districts
- Integrates effective instructional technology practices as *We are Leaders in Technology for Learning*
- Improving the culture focused on 21st century learning foundational to all quality professional learning
- Development of improved culture through Seven Habits and Leader in Me district-wide

To be effective, professional learning must be built on the following questions from the initial planning to implementation and follow-through:

1. **Student Outcomes** - How will this new learning improve student achievement?

2. **Instructional Practices to be Implemented** - Are we applying solid, research-based practices and strategies rather than chasing after a new fad?
3. **Organizational Support** - Does this new learning have widespread application and is it widely recognized as a need, or does it appeal only to a small number of people?
4. **Desired Educator Knowledge and Skills** - Can we clearly articulate what we want teachers to learn? To know and be able to do?
5. **Optimal Learning Activities** - What set of experiences will best enable participants to acquire the needed knowledge and skills, and are we providing those?

Overarching Goals for Professional Learning

Long Term Goals:

The district's aspirational goal is rooted in our commitment to students and our desire to see all students achieve growth and progress toward their ultimate outcome, whether it be college or a career. Our Long term goals are what establish, inform and drive the areas of focus related to annual goals and objectives.

Aspirational Goal: All students will demonstrate a minimum of one year's growth in one year's time in all instructional areas.

List Long term (3 year goals) to be derived from the Strategic Plan

Needs Analysis:

The following sources have been referred to in the development of the Professional Learning Plan (PLP). Annual review of this data ensures the plan is aligned to NYS Learning Standards and assessments and specific student needs. The data analysis will also ensure that the plan includes substantive content for all grade levels and instructional areas:

1. BOE Goals
2. School Report Card and NYS benchmarks for student performance including the NYS 3-8 assessment data and Regents exam data
3. Local Benchmark Assessments:
 - a. aimswebPlus Assessments
 - b. Early literacy and math data
4. AIS and IST data reports from each building
5. Department and grade level goals
6. Student and staff surveys

BOE Goals supported in this PD Plan:

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

In 2024-25 the district is focused:

Analysis of district needs and student data, the district will focus on developing reading instructional skills at the primary and elementary levels and continue to build on our skills with data informed instructional practices at the elementary and high school levels.

~~At the elementary and primary schools: on deeply exploring the Science of Reading and aligning our curriculum and instruction to the 6 areas of Reading emphasized by NYSED in the Literacy Briefs: Oral Language, Phonological Awareness, Phonics, Comprehension, Fluency & Vocabulary as well as Writing. Elementary and Primary Teachers will engage in professional learning to deepen their understanding of all aspects of effective literacy instruction as defined in the Science of Reading and the Literacy Briefs. A series of professional learning sessions are available for teachers online in summer and during the school year. In addition teachers will work with a literacy consultant in the science of reading in summer workshops, on conference days and in on-site coaching. At the secondary level: teachers are focused on improving Tier 1 instruction through data analysis and assessment development. Teachers will work with BOCES consultants on reviewing data, not only of state assessments but also ongoing formative and summative assessments. Teachers will participate in professional learning on assessment development to create quality assessments aligned to standards and various DOK levels to drive collaboration and enhancements to curriculum and instruction. 3 Professional learning needs vary greatly across the faculty and staff and we continue to offer the support from our partners in professional learning including Genesee Valley BOCES School Improvement & Model Schools, Leah Mermelstein Consulting, Teachers' College and the Units of Study, Foundations, 95 Phonics, UFLI (Literacy Institute) and others. For the timeframe of 2024-25 we will continue in these professional learning goals as we remain committed to ongoing school improvement that seeks to empower students with leadership and life skills.~~

The goals for 2024-25:

Goal 1- Student Achievement By Aligning with the Science of Reading and Data Analysis / Assessment development, the District seeks to improve curriculum and instruction and increase student achievement.

Goal 2-Student Development The District will focus on the developmental and behavioral needs of students to help them independently manage themselves in healthy and productive ways.

Goal 3-School- Community Culture The District will collaborate with the community to nurture and sustain positive relationships

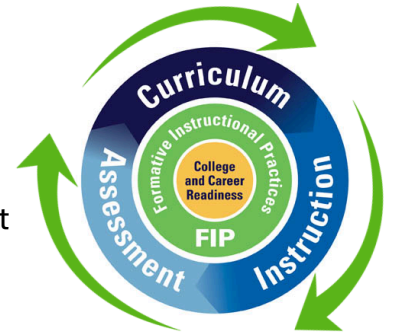
The District's Shared Decision-Making Team shall serve as the professional learning committee (as required by Part 100.2), and review the various aspects of the District professional learning plan. The responsibilities of the committee shall include but are not limited to: oversee the design, selection and implementation of all professional learning activities; ensure that each teacher is afforded the opportunity to participate in selecting professional learning activities that are appropriate for his/her needs; ensure that professional learning includes training on the Teaching Standards and rubrics used in the APPR process; and make decisions, other than those requiring the expenditure of additional district funds, as may be necessary to ensure the continued implementation of effective professional learning opportunities for all District teachers. Professional learning will be provided

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

Detail of Annual Goals Details for Professional Learning 2024-25:

Goal 1- Student Achievement The District will focus on using NYS an district data to improve curriculum and instruction to provide effective classroom instruction, support and feedback to students and their parents to improve academic performance This includes:

- a. Structure collaboration (teamwork) and PL to support student centered pedagogy.
- b. Students, classrooms and buildings select WIGs (Wildly Important Goals) around student achievement in accordance with the Leader in Me. 4
- c. Participation in Science of Reading aligned Professional Learning including Foundations, Science of Reading Series of 8 introductory workshops and 8 advanced workshops, LETRS training, UFLI.
- d. Participation in Summer Science of Reading Professional Learning as well as coaching and professional learning during the school year with an literacy consultant
- e. Participation in professional learning with GV BOCES in data analysis and effective assessment development
- f. Collaboration in focused priority standards and monitoring student learning
- g. Aligning Literacy instruction with the Science of Reading and NYSED Literacy Briefs across all content areas
- h. Use Data Analysis to drive Continuous cycle of improvement in curriculum, instruction, and assessment
- i. STEM aligned 21st Century instruction



Student Performance: Student performance is measured at least 3 times per year.

- Student each set individual goals referred to as Wildly Important Goals (WIGs) to encourage them to set and monitor their academic performance.
 - Primary Level- early literacy skills: phonics, phonemic awareness, letter and sound identification, and concepts about print are measured with aimswebPlus. Data is analyzed and annual achievement goals are set. Early numeracy development is monitored with the Early Math Profile, a similar series of assessments to inform instruction on early numeracy skills as well as aimswebPlus.
 - Elementary Level- student performance in ELA and Math is measured and monitored with the aimswebPlus. In addition teachers review NYS 3-8 ELA and Math assessment data.
 - High School Level- measurement continues with aimswebPlus and IXL (math) in grades 7 and 8. HSteachers monitor student performance with interim assessments. Regents examination data is analyzed each year.
 - Lighthouse Teams- all levels- monitor WIGs for student achievement both individual, classroom and building level WIGs.

Professional Learning Associated with Goal 1:

1. Professional Learning Offerings are always in development as we seek to be responsive to the needs of staff. In 2024-25 emphasis is on deepening staff understanding of the Science of Reading as set out by NYSED in a series of Literacy Briefs. The district will offer the following in support of Goal 1 (We continue to support professional learning in-house and through the support of local BOCES, colleges, professional associations, the College Board, local and regional industry etc. Between BOCES and in District we ensure all staff receive information and professional learning in their instructional and certification areas):
 - a. A Series of BOCES Developed videos on the Not So Simple View of Reading: The Science of Reading, Word Recognition, Language Comprehension, & Reading Comprehension. Bonus Sessions: The Reading Brain, Digging Deeper into Phonological Awareness, Orthographic Mapping, Implementing a Sound Wall, Improving Phonics Instruction, Teaching with Decodable Texts, and Connecting Research & Practice.
 - b. Foundations (our Tier 1 Phonics Instruction K-3) Summer online workshops on Foundations of good phonics instruction and a series of online workshops during the school year to coincide with each Foundations lesson.
 - c. UFLI (Literacy Institute) online training.
 - d. Summer In Person Science of Reading / Vocabulary Two Day Workshop with consultant Leah Mermelstein.
 - e. SCDs
 - i. Elementary & Primary Full Day Workshops with consultant Leah Mermelstein
 - ii. High School BOCES school improvement team work with each department on data analysis and quality assessment development
 - f. On-Site Coaching in the classroom with consultant Leah Mermelstein in Oct & Jan.
 - g. Grade Level / Department Curriculum Planning Time: In collaboration with colleagues, using data analysis to adjust curriculum & instruction.
 - h. Math Curriculum Resource Continue integration of the Reveal Math curriculum resources in grade level and department collaboration.
 - i. New Teacher Orientation new teacher participate in professional learning around teaching and learning as measured by the Marshall Rubric, effective strategies as well as orientation to 7 Habits and the district
 - i. New Teacher Celebration April 2025
 - j. Mentor Program Professional learning and collaboration with mentor teachers and mentor coordinator.

Goal 2 - Student Development

The District will focus on the developmental and behavioral needs of students to help them independently manage themselves in healthy and productive ways.

Academic achievement is dependent on the health, well-being, safety and professional practice of our faculty, staff, students and families. The District is committed to supporting and enhancing our Health & Wellness. Goal 2 will focus on Social - Emotional Learning, Leader in Me (and WIGs), and further development of our MTSS (Multi Tier System of Support).

1. **Student Development Learning.** Social - Professional learning and instructional programs for staff and instructional support for students.
2. **Leader in Me** - Building and District Lighthouse teams oversee the development of student leadership skills. In 2024-25 we will

The
Leader in Me™

great happens here

continue to develop these skills in students through the WIGs, school-wide behavior expectations and LIM curriculum.

3. **Multi-Tiered System of Supports (MTSS):** Each building has created a behavior matrix that aligns with the 7 Habits/Leader in Me. The Leader in Me program is our Tier 1 for behavior.

Professional Learning Associated with Goal 2:

- ~~Whole Child Learning~~
 - ~~Restorative Practices Pilot.~~ Several teachers across the district were trained in restorative practices. In 2024-25 building capacity:
 - ~~Student Instruction~~ – Activating student-led learning. Students draw from the 7 Habits to mature from dependence to interdependence. In addition, students participate in student development curriculum to assist them in healthy emotional development
- ~~7 Habits – The Leader in Me~~
 - ~~Lighthouse Teams,~~ ongoing school support in the principles of 7 Habits / Leader In Me
 - ~~2nd Steps~~ curriculum for students
 - ~~Student and building WIGs (Wildly Important Goals) – Personal~~
- ~~Multi-Tiered System of Support (MTSS)~~
 - ~~District and building behavior team and mental health support team to develop and monitor multiple systems of support for behavior~~

Goal 3 - School - Community Culture

The District will collaborate with the community to nurture and sustain positive relationships

1. Ensure the safety and security of staff through complete training in Response to Emergency Situations and acts of violence.

Professional Learning Associated with Goal 3:

- ~~The School Resource Officer, Social Worker and building Principals will oversee staff training in response to emergency situations and acts of violence.~~
- ~~Mandated Reporter Training~~
- ~~TIG – Trauma, Illness, Grief PD and support team~~
- ~~Restorative Practices pilot~~
- ~~Safe Schools Training in Workplace bullying, Sexual Harassment, Blood Borne Pathogens, and enhanced Cybersecurity training, Workplace Violence Awareness & Prevention~~
- ~~Digital Citizenship & Cybersecurity training provided to students and staff each year~~

NYS - Mandated Annual or Regulatory-Provided Training

Following NYS regulations and guidance, the district offers opportunities for required training. These offerings are provided annually or as otherwise required by NYS and include the following:

- **Workplace Violence** - provided annually via online tutorials from [Safe Schools](#)
 - Also provided each year via online tutorials from Safe Schools includes Bloodborne Pathogens, Hazard Communication, Sexual Harassment, EdLaw2-d, Bullying awareness and prevention, Cybersecurity and cyberbullying
- **Child Abuse Recognition (Mandated Reporters)** - Provided annually via in-person sessions. (in 2024-25 the new Mandated Reporter 2 hour training was provided via online tutorial)

District Contractual - Professional Learning

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

1. DTA Contract - Provision pertaining to Professional Learning:

a. ARTICLE III -

- i. A2 provides that teachers attend 2 meetings per month scheduled by the building administrator. These meetings may be used for curriculum and professional learning.
- ii. A5 Provides that Teacher Leaders and/or paid supervisory positions attend meetings in addition to the 2 mentioned above. These meetings provide curriculum direction. In addition, teacher leaders often use up to 1 day over the summer (between July 1 and August 31) for curriculum and professional learning.

b. ARTICLE IV

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

c. ARTICLE VIII

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

2. Mentors

- a. The District formal mentoring program is for teachers in the first and second year of employment pursuant to this document, the District's Professional Learning Plan (See [DCSD Mentor Handbook](#)) and the Commissioner's Regulations. The plan is overseen by a Mentor Coordinator and the Director of Curriculum, Instruction & Technology.
- b. Mentors will: perform position related responsibilities including: provide feedback to mentee; lend support; document progress; facilitate regular communication and visitation with mentee; assist mentee and meet monthly with mentees' building administrator. Mentors must have a minimum of five (5) consecutive years experience in the district to serve as a mentor.

3. Professional Learning Hours

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

4. Professional Certification PL Requirements

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

District Resources devoted to Professional Learning:

The content of the DCSD Professional Learning Plan and the implementation of the professional learning opportunities are being supported in part by the Genesee Valley BOCES (GV BOCES), EduTech (WFL BOCES), Teacher Centers and approved consultants. The following professional learning funds, staff resources, external professional learning providers and other human and fiscal resources are available:

Teaching Staff Resources:

- Director of Curriculum, Instruction & Computer Technology (DCICT) - Teacher Mentors - Technology Mentors - Grade Level Leaders - Curriculum Leaders - Cabinet members - Director of Special Programs - Technology Director - Network Administrator - Building Principals & Assistant Principals - Director of Athletics - BOCES Professional Learning Trainers/Programs - BOCES School Improvement Staff - Outside Professional Learning Consultants/Facilitators, - NYSED Best Practices - Print and On-Line Resources - Teaching and Learning Activities - Rochester Regional Library Council - GVEP Library resources - Grade Level RTI - Building IST Support Teams

Providers of PL:

- Board of Cooperative Education Services (BOCES) - Genesee Valley BOCES - Wayne-Finger Lakes BOCES - EduTech (part of Wayne-Finger Lakes BOCES) - Leah Mermelstein Consulting - Erie 1 BOCES - Monroe 1 BOCES - Monroe 2 BOCES - Mid-West RBERN (Regional Bilingual Resource Network) - New York State Education Department (NYSED) - Institutions of Higher Education - Content Specific Organizations (ie: American Library Association, NYS Reading Association) - RSE-TASC / Special Education PD and Support - Genesee Region Teacher Center & Tri-County Teacher Resource Center (GRTC & TCTRC) - University of Rochester - Seven Habits / Leader in Me - Franklin Covey - Common Sense Media - ISTE - NYSCATE - Kim Marshall - aimswebPlus - Castle Learning - eDoctrina - Frontline Professional Growth - Google EdTech - NYSUT - Kagan Cooperative Learning

Professional Learning Catalogs are accessible on the District maintained [Frontline Professional Growth](#).

Fiscal Resources:

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

Community:

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

Professional Learning Requirements for NYS Teaching Certification:

- The District maintains a website - Frontline (formerly My Learning Plan) - for teachers to track and record professional learning hours (CTLE). The District ensures teachers with Professional Certification are provided sufficient professional learning opportunities both in house and locally to meet the CTLE 100 hours of PL requirement over 5 years necessary to maintain Professional Certification. The District ensures PL is eligible for CTLE Credit, issues Certificates of Completion, and maintains PD records for 8 years.
- Dansville's CTLE Certified Provider number is 585.
- In 2016 changes to NYS Certification Requirements provided that ALL teachers, regardless of certification (Permanent or Professional) to register once every 5 years on the NYS TEACH system. Teachers with Professional certification must further certify that they have completed at least 100 hours of CTLE qualified Professional Learning, within that 5 year time period. Changes to the law were and continue to be incorporated in annual PL Plan renewal.
- Because of our low enrollment of ELL students, we do not have a separate ELL Professional Learning plan, however, the district employs 1 ELL teacher. The chair of the ELL Dept is a part of the DLSDMT and assists the district in ensuring ELL teachers and staff who work with ELL students are trained in ELL support and that appropriate Professional Learning is offered.

Professional Learning and Program:

Current opportunities to provide professional learning:

- Superintendent's Conference Days - Faculty meetings - Department/Grade Level/Team Level Meetings - Mentor/Mentee Meetings (Mentor program participation) - GVBOCES cohort professional learning in math, ELA, Social Studies, Science, ELL, and other content areas - Action Committees - Coaching from Leah Mermelstein Inc. - Professional learning in the Units of Reading and Writing - Mid-West RBERN - Monthly professional learning schedule of courses on Frontline (My Learning Plan) - Instructional Technology Courses - NYSCATE Conferences and Google Camp - Regional Instructional Technology Institutes - Google EdTech conferences - College courses and year-round workshops - Online and distance learning - BOCES and State workshops - Outside and internal consultant workshops - Training and support within the classroom - National Board Certification program for teachers - Team Data Collaboration / analysis - Summer Curriculum/PL/Collaboration by proposal - Study Groups - National workshops/conferences - Release time for curriculum and professional learning - BOCES Cohort Groups - Book Studies - Mini-Academies - Regional Music Association Collaboration PL

"We are accountable to one another . . ."



Support Programs - Teacher Mentor Program:

Dansville CSD Mentor Program ([DCSD Mentor Handbook](#))

Purpose of the Dansville School District Mentor Program:

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

Both the District and the DTA are responsible for implementing the program, delineating roles, responsibilities and success measures for each pre-tenured year, monitoring and documenting the Mentor Program according to state guidelines. Among the goals of the program are:

1. To increase student success and achievement
2. To facilitate new teacher, and mentor success as professional educators
3. To retain teachers at Dansville Central School who have the ability to be distinguished educators
4. To provide the new teacher the benefit of all the mentor's experience and knowledge of teaching
5. To help the new teacher to become more comfortable with the procedures and expectations of Dansville Central School and to become comfortable with the teaching process
6. To help the new teacher gain an understanding of teaching as a profession. The following are included in this understanding:
 - a. Commitment to the learning of students
 - b. Commitment to the school and community
 - c. Commitment to the profession
 - d. Continued professional learning
 - e. Knowledge of the responsibilities and expectations of the professional educator

How are mentors selected:

Building Principals work with the Mentor Coordinator and DCICT in identifying teachers who clearly

demonstrate they can assume additional responsibilities. Mentors are approved by the Superintendent and the Board of Education.

How long a new teacher is mentored:

Dansville's Mentor Program is designed to offer assistance in the first and second years of teaching experience. A building principal will assign mentors to new teachers for one year of formal mentoring. In the second year of mentoring, the mentee takes a more active role, still working with a mentor. No formal mentor is assigned for years 3 and 4 pre-tenured. Additional year(s) of mentoring is possible at the supervisor's discretion.

How mentees are paired with mentors:

Building principals make the mentor/mentee matches in collaboration with the Mentor Coordinator and DCICT and the Superintendent. Mentees are paired with mentors based on common certification **if possible**. When a mentor is not available in a mentee's area of certification or even in the same building, a mentor will be assigned who, while certified in other areas/works in another building, is knowledgeable about classroom management and instruction, and will introduce new teachers to professionals in their certification area.

How often mentees and mentors should meet:

In the first year mentors will meet with mentees once a week for the first ten weeks. These meetings may be scheduled for a lunch meeting, before/after school, planning time, etc.

Building principals will allow release time for mentor/mentee responsibilities including:

- released time for mentor/mentee meetings
- other inservice and professional learning
- additional planning/conferring
- observing other teachers

How performance as a mentee is reviewed:

Just as teachers have different levels of skill and experience, maximizing the professional growth opportunities from the mentoring experience is the responsibility of both the mentor and the mentee.

- Mentors will observe mentee teaching about once a month which will be varied between full period and short (mini) observations (15 minutes)
 - Mentors will follow up and reflect with mentees afterwards, usually within a week
 - This is meant to help mentees grow and learn in a professional capacity
- **Artifacts:** Mentors should encourage pre-tenured teachers to collect artifacts (2 for the domain for each year) for 3 years of their probationary period. The mentor should guide the mentored teacher through this process. The purpose of collecting artifacts is to develop reflective practice and demonstrate evidence of teacher effectiveness and professional learning. These artifacts contribute to probationary teacher assessment by the building principal.
 - Give them guidance in what they should save throughout the pre-tenure years.
 - Each year's artifacts should reflect 2 parts of the Marshall Rubric:
 - Parts A & B - 1st year in Dansville
 - Parts C & D - 2nd year in Dansville
 - Parts E & F - 3rd year in Dansville
 - *New Teacher Celebration - For the 2024-25 school year, New Teacher Celebration Night*

will take place in late April 2025 (date TBD)

- Teaching performance will be evaluated by supervisor(s) only. [DCSD APPR Plan](#)

Problems with the Mentor Program:

Mentee experience with the mentor program is designed to be a positive, helpful and productive experience. If a mentee has concerns, they should contact the mentor coordinator (contact provided in the New Teacher Handbook) or the building principal.

New Teacher responsibilities in the First Year:

- Meet with each Mentor (weekly for first 10 weeks, frequency of future meetings can be determined by Mentor and Mentee)
- Meet with other new teachers and Building Principal as scheduled
- Establish Goals with Mentor
- Attend all New Teacher Meetings
- Reflect on Mentor Observation of teaching after post observation discussion with mentor
- Observe Mentor teacher and another teacher at least three (3) times
 - Complete a Reflection Form summary (sample forms in Mentor and New Teacher Handbooks) to be returned to the Mentor teacher
- Document Progress - Mentors & Mentored teachers should individually complete a Fall & Spring Review Form (*Appendix D*) by the end of January and by the end of May.
 - The mentor's review should be based on observations, visitations, responses to probing questions and dialogue between the mentored teacher and the mentor.
 - The mentored teacher's review should be based on self-reflection on their progress to-date. The review will only be shared between mentor and mentored teacher and should serve as a useful tool to identify strengths and areas for improvement

New Teacher Celebration

- Artifacts: Mentors should encourage pre-tenured teachers to collect artifacts (2 for the domain for each year) for 3 years of their probationary period. The mentor should guide the mentored teacher through this process.
 - The purpose of collecting artifacts is to develop reflective practice and demonstrate evidence of teacher effectiveness and professional learning. These artifacts contribute to probationary teacher assessment by the building principal.
 - Each year's artifacts should reflect 2 parts of the Marshall Rubric:
 - Parts A & B - 1st year in Dansville
 - Parts C & D - 2nd year in Dansville
 - Parts E & F - 3rd year in Dansville
 - Portfolios of artifacts are reviewed with the building principal at year end.
- *New Teacher Celebration* - The New Teacher Celebration in April is a Round Table discussion with all pre-tenured teachers, mentors, some faculty, Board of Education members, and Administration. It is meant to be a celebration of teaching and learning by encouraging reflective practice.

New Teacher Responsibilities in the Second Year in the District:

Second Year - As a Phase Two teacher, mentored teachers take a more active role in the mentoring process, the mentor a lesser role. Responsibilities include:

- Scheduling One Full-Period Observation / Lesson & Reflection Meeting (including documentation) per year (mentor observing mentee teaching)
- Scheduling at least Two Short Visits per month (mentor observing mentee teaching)
- Completion of Fall & Spring Review Form, Appendix D
- The Mentored teacher will facilitate scheduling Model Lessons (2) with teachers *outside* of their content area. This could be done with their Mentor present at the observation.
- Documentation Form Samples in Appendix D to be reviewed by end of fall and end of spring by Mentor and Mentee

Non-Tenured Staff in years 3 and 4 Pre-Tenure:

Third and Fourth Years - Once in Phase Three and Four (usually 3rd and 4th year in the District) the Independence Phase, mentored teachers will not have an “assigned” mentor.

[DCSD New Teacher Handbook](#)

Mentors

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

Mentor Responsibilities - The primary role of the mentor is to Provide Feedback, Lend Support, and Document Progress for each mentee. The [DCSD Mentor Handbook](#) will be distributed/shared to each mentor. The following responsibilities highlight these:

I. First Year Responsibilities :

- A. Meet with each Mentee regularly, once a week for the first 10 weeks.
- B. Provide guidance and support for new teachers in school routines and procedures. Be available and accessible when needed by the mentee(s).
- C. Assist mentee(s) with establishing goals
- D. Provide support (discipline, curriculum, and motivational techniques)
- E. Observations (about once a month, full and mini varied). These observations are completely separate from administrator teacher evaluations conducted under Dansville’s APPR Plan by the Administrative Team.
 1. Follow-up with mentee within a week to document and share reflections on observed lesson
 2. A written assessment to the mentee should be provided within 10 school days.
 3. Mentor will submit Documentation of Activities to Building Principal
- F. Model Lessons - At least three (3) times per year, mentee(s) should observe Mentor
 1. Collect & review Reflection form from mentee(s)
- G. Collaborate / planning / check-in around lessons
- H. Mentors Attend all announced meetings for mentors and part of New Teacher Orientation (usually a half day in late August)
- I. Provide insight and understanding of school culture and climate
- J. Assist in the development of New Teacher Portfolio
- K. Document Progress - Mentors & mentored teachers should individually complete a Fall & Spring Review Form by the end of January and by the end of May. The mentor’s review should be based on observations, visitations, responses to probing questions and dialogue between the mentored teacher and the mentor.

- II. **Second Year Responsibilities** - At the end of the first year, the mentor and building administrator will meet to discuss the mentored teacher's progress. The administrator will then decide whether the mentored teacher will move on to Phase Two or remain in Phase One.
 - A. As a Phase Two teacher, mentored teachers take a more active role in the mentoring process. The following expectations exist for a mentor of a Phase Two teacher:
 1. One Full-Period Observation & Reflection Meeting (including documentation) per year
 2. One Short Visit per month
 3. Completion of Fall & Spring Review Form
 4. The Mentored teacher will facilitate scheduling Model Lessons (2) with teachers *outside* of their content area. This should be done with their Mentor present at the observation.
 5. The Principal will meet with other Phase Two teachers & their mentors twice per year to discuss relevant instructional issues
 - a) Documentation Form Samples in Mentor Handbook submitted by January 1st and June 1st
 - b) At the end of the year, the mentor and building administrator will meet to discuss the mentored teacher's progress. The administrator will then decide whether the mentored teacher will move on to Phase 3 or remain in Phase 2
- III. Phase 3 & 4 - Once in Phase Three and Four (usually 3rd and 4th year in the District) Independence Phase, mentored teachers will not have an "assigned" mentor

Selection of Mentors - Mentors will be skilled, tenured teachers who represent PK-12 DTA Faculty.

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

Mentor/Mentee Compensation and Release Time

- I. **Release Time (Elementary and Secondary)**
 - A. Release time is made available for collaborative work between the Mentor and New Teacher for the benefit of the New Teacher's professional practice.
- II. **Compensation**
 - A. Monetary compensation for Mentors is set through agreement between the District and the Dansville Teachers Association.

New Teacher Orientation for teachers new to the district

- I. An Orientation Program for new teachers will take place in mid-late August, prior to the start of the school year. Orientation will generally include the following:
 - A. At least One-half of one day will be designated for time to plan and meet with the mentor.

- B. Training Topics to cover include: APPR Review, District Technology Overview, Overview of 7 Habits / Leader in Me, Marshall Rubric & NYS Teaching Standards, Orientation to the District, Overview of Special Education.
- C. Instructional Topics May include: Instructional Practice, Classroom Management, Standards-Based Instruction, Curriculum Overview.
- D. Plans for Orientation will be submitted to the Mentor Steering Committee in June.

[DCSD Mentor Handbook](#)

“Leaders in Technology for Learning”



[Support Programs - Instructional Technology Integration:](#)

Provision for Instructional Technology Integration

Dansville has transitioned to a 1:1 computer initiative with Google Chromebooks for staff and students in Grades 3-12 beginning in the 2014-2015 school year. Professional learning was and continues to be a key component of the successful implementation and continuation of this program. Technology support for teachers is provided by the Library Media Specialists and the IT Dept and DCICT. Across the district teachers who have learned any instructional technology that could benefit others have stepped forward to facilitate professional learning for their colleagues and have created a Technology Gameboard listed under DCSD Ressources on the task bar of all district PCs and Chromebooks. The goal is to facilitate the development of effective instructional technology into the classroom to improve teaching and learning.

For more information on Dansville’s Technology Plan: [DCSD Master Technology Plan 2022-25](#)

NYS Professional Development Standards

Standard 1: Designing Professional Development: Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.

Standard 2: Content Knowledge and Quality Teaching: Professional development expands all educators’ content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Standard 3: Research-based Professional Learning: Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Standard 4: Collaboration: Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

Standard 5: Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

Standard 6: Student Learning Environments: Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Standard 7: Parent, Family and Community Engagement: Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Standard 8: Data-driven Professional Practice: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

Standard 9: Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Standard 10: Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

PROFESSIONAL LEARNING PLAN 2024-25 STATEMENT OF CERTIFICATION

School District: Dansville Central School District BEDS Code: 241001060000

The superintendent certifies to the Commissioner that:

(1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.

(2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been meet.

(3) The school district or BOCES has complied with the professional development plan applicable to the current school year.

(4) The plan focuses on improving student performance and teacher practice as identified through data analysis;

(5) The plan describes professional development that:

- is aligned with state content and student performance standards;
- is aligned with New York State Professional Development Standards at: <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>
- is articulated within and across grade levels;
- is continuous and sustained;
- indicates how classroom instruction and teacher practice will be improved and assessed;
- indicates how each teacher in the district will participate; and
- reflects congruence between student and teacher needs and district goals and objectives.

(6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.

(7) The plan complies with CR 100.2(dd) to:

- describe and implement a mentoring program for new teachers;
- provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
- ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities,
- state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
- describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
- provide staff with training in school violence prevention and intervention; and
- provide professional development to all professional and supplementary school staff who work with students with disabilities.

(8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd). (The latest version of CR 100.2(dd) can be found at: <http://www.p12.nysed.gov/part100/pages/1002.html> .)

(9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

<hr/> <u>Print Name of Superintendent of Schools</u>
<hr/> <u>Original Signature of Superintendent of Schools</u>
 <u>Date</u>

<u>Adopted by the Board of Education on</u> <u>Date:</u>
<hr/> <u>Original Signature of President, Board of Education</u>

The signed Professional Development Plan Statement of Certification is due on/before September 1 of each year and should be sent in hard copy to:

New York State Education Department
Title I School & Community Services
Room 320 EB
89 Washington Avenue
Albany, NY 12234

~ Appendix A ~

Teacher Evaluation Rubrics

by Kim Marshall – Revised November 23, 2012

Rationale and suggestions for implementation

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

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

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

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

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

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

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

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

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

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

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

A. Planning and Preparation for Learning

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

Overall rating: _____ **Comments:**

B. Classroom Management

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

Overall rating: _____ **Comments:** _____

C. Delivery of Instruction

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

Overall rating: _____ Comments:

D. Monitoring, Assessment, and Follow-Up

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

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

E. Family and Community Outreach

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

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

F. Professional Responsibilities

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

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