

Dansville Central School District



Annual Professional Performance Review Plan

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Annual Professional Performance Review Plan (APPR)

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Section B: Statement of Purpose

The overarching goal of the teacher evaluation system is to promote student learning and improve teaching and professional practice. The APPR encourages professional growth and development through a process that is based on current research on best practices and aligned with New York State's Teaching Standards. It assures a common language, and common expectations among all teachers and evaluators. It is intentionally linked with the district's Professional Development Plan to ensure teacher-driven professional development and support.

Classroom teachers who are teachers of record under the regulations of the commissioner of education will be evaluated in accordance to the APPR process described in this document.

The following principles will govern the APPR process:

- All tenured teachers are assumed to be competent and effective.
- It is every teacher's responsibility to continue to grow professionally.
- It is the District's responsibility to provide the resources and support for teachers to improve instruction and professional practice.
- The purpose of the evaluation process is for teachers and evaluators to examine the evidence obtained by multiple measures of teaching practice and student achievement to plan for meaningful professional learning and improvement of instruction.
- Evaluations will be conducted openly and objectively with the full involvement of the teacher.

Rationale: The APPR is important in:

- Motivating continuous professional growth of educators
- Facilitating student learning by creating optimal learning experiences for all students
- Improving the educational program for our students
- Stimulating self-reflection and evaluation
- Fulfilling the District's mission
- Complying with legal and contractual requirements
- Providing an accurate written record
- Fulfilling the minimum New York State Teaching Standards which includes but is not limited to:
 1. *Knowledge of Students & Student Learning*
 2. *Knowledge of Content & Instructional Planning*
 3. *Instructional Practice*
 4. *Learning Environment*
 5. *Assessment for Student Learning*
 6. *Professional Responsibilities & Collaboration*
 7. *Professional Growth*

Section C: Plan Requirements

Under Education Law §3012-d, each teacher must receive an APPR resulting in an overall HEDI rating of "Highly Effective," "Effective," "Developing," or "Ineffective." The overall HEDI rating will be determined by the state mandated matrix which is referenced in appendix.

The Dansville Central School District Board of Education will adopt an APPR plan by July 1 of each school year. The District shall submit the plan on a form prescribed by the Commissioner to the State

Education Department for approval. Should the plan be rejected, any deficiencies that are subject to negotiations shall be resolved through collective bargaining and the plan re-submitted. If all the terms of the plan have not been finalized by July 1 as a result of pending collective bargaining, then the Dansville Central School District shall submit the APPR to the Commissioner upon resolution of all its terms, consistent with article fourteen of the civil service law. It is understood by both parties that the District cannot unilaterally impose APPR under any conditions and any changes to the APPR must be collectively bargained, other than mandated changes by state or federal government.

Article VIII, Section A in the DTA collective bargaining agreement directs the process for developing, reviewing and changing any portion of the APPR plan.

Section D: Collection and reporting of teacher and student data

The District and the DTA shall use the following verification procedure to ensure that all teachers of record determinations have been made accurately and, in a manner, consistent with the standards established by the Commissioner's Regulations prior to using student growth and/or achievement data in an APPR. The District shall designate Data Coordinator, who shall not be a unit member and who shall be in charge of this process. The Data Coordinator shall be in charge of collecting required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data.

Teacher of Record Determination Procedure

Notification -After the District identifies the Teacher of Record for each student for each subject, the teacher shall be notified in writing of the names of the students so designated:

- Full year or semester courses on or before the 20th school day of the school year or semester start.
- Quarterly (10 wk.) courses on or before the 10th school day of the quarter start.

The Teacher of Record shall be notified of any subsequent addition(s) or deletion(s) from this list no more than five (5) school days after said determination(s) are made.

Modification -The District identified Teacher of Record shall have the right to challenge in writing the name of any student for which he/she is designated the teacher of record within five (5) school days of receiving the aforementioned written notice. Said challenge shall contain an explanation of why the determination is being contested (e.g.: the list is incorrect and/or inconsistent with the standards established by the Commissioner's Regulations for making Teacher of Record determinations). Submission of written challenge shall be submitted to the Data Coordinator. The District response to this challenge and any modification shall be conveyed in writing no more than five (5) school days after the challenge is first received.

Verification - Prior to information being sent to the State concerning students and scores on state assessments, the teacher of record shall have the opportunity to verify the data contained therein. Any discrepancies must be brought to the Data Coordinator's attention in writing within forty-eight (48) hours of receipt of the information from the District by the Teacher of Record.

New and Withdrawn Students: Upon the withdrawal of a student from the District, all District identified and verified Teachers of Record for the student will be notified in writing by the Data Coordinator within forty-eight (48) hours of withdrawal. These students will be removed from designated lists of all Teachers

of Records immediately. Respectively, upon a new student admission to the District, the Data Coordinator will identify all Teachers of Record for the new student within forty-eight (48) hours of admission. Notification will be made in writing to the identified Teachers of Record.

State Assessment Dates - All District identified Teachers of Record whose students take a SEO required state assessment will be provided the opportunity for an attendance review prior to the exam (including confirmation that changes were made and a post-exam roster confirmation). Teachers are expected to verify their rosters through the state approved process.

Reporting Individual Subcomponent Scores

The Data Coordinator shall be responsible for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each covered classroom teacher in the District. This shall be done in a format and timeline prescribed by the Commissioner. All classroom teachers covered by this requirement will be afforded the opportunity to verify the final data attributed to them within five (5) school days before it is sent to the SEO.

Furthermore, the District will adhere strictly to the requirements for reporting sub-component and composite scores to the SEO established by regulations. A unique identifier will be used, and the names of individual teachers will not be provided. An administrator shall not submit any written assessment, sub-component or composite rating of an individual teacher to any outside agency or person, without the prior written authorization of the Association, unless otherwise stated by the SEO.

Section E: Internal assessment development and assessment security

The Data Coordinator, or appropriate administrator, shall be responsible for overseeing the assessment development, security and scoring processes utilized by the District as per the regulation(s).

Assessment development

Locally-developed and teacher-created assessments of student achievement provide opportunities for professional development and building local capacity. The District will encourage the development of assessments by individual or teams of teachers or through collaboration with BOCES and area school districts. Rubric tools, as identified within this plan, will be used to verify comparability and rigor.

Assessment security

It is understood that any assessments or measures used for the purpose of teacher evaluation will not be disseminated in advance to students, teachers or administrators. Scoring of assessments must be done by educators who do not have a vested interest in the assessments they score.

Section F: Training for evaluators and teachers (staff)

All evaluators will be trained in the use of the Marshall Teacher Evaluation Rubric. Evaluators will complete training in all nine required components prescribed in 30-1.10 of the Rules of the Board of Regents. Impartial independent evaluators ("independent observers") will receive training on the three requirements prescribed in Regent's Rules Section 30-3.10 (c).

Initial training for evaluators and lead evaluators shall be provided through the Genesee Valley Educational Partnership's (BOCES) annual training program in order to assure that all requirements are fulfilled per Regent's Rules 30-3.10. In addition, training for all evaluators and lead evaluators will be conducted within the District by teacher and principal leaders throughout the school year. Inter-rater reliability will be maintained over time through various activities, including data analysis, periodic comparisons of lead evaluator's assessment with another evaluator's assessment of the same educator, and annual calibration session across evaluators.

Certified school administrators or superintendents of schools serving as lead evaluators will not be prohibited from conducting classroom observations or school visits as part of the APPR prior to the completions of the training requirement by Regent's Rules Section 30-3.10 provided such training is successfully completed prior to completions of the evaluations.

Lead evaluators will be certified annually by the Board of Education. Additionally, all impartial independent observers will be retrained periodically to maintain calibration levels consistent with District expectations.

Teachers

All professional staff (teachers) subject to the district's APPR will be provided with an orientation and/or training on the evaluation system **annually** that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the District's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process.

Training for newly hired professional staff (teachers) subject to the district's APPR will be conducted within fifteen (15) school days of the beginning of each subsequent school year or hire date if during the school year, and will be provided mutually by the District administration and the DTA.

Section G: Student performance category

The DCSD and DTA have worked to reduce testing to an absolute minimum by using District-wide measures wherever possible. The student performance component of the composite APPR is derived from multiple assessments to determine Student Performance over time.

In accordance with §3012-d, all teachers must have a Student Learning Objective (SLO) to meet the statutory requirement for the Student Performance category. SLOs are developed locally, consistent with a goal-setting process that is developed by the Commissioner. The assessments used as the underlying evidence for SLOs are subject to collective and must be based on the following options:

- State created or administered assessments,
- State-approved LEA, regional, or BOCES-developed assessments; or
- State-approved third part assessments.

District Student Learning Objectives (SLOs)

Dansville Primary School: DPS teachers' student performance scores will be based upon Aimsweb oral reading fluency performance results that measure the difference between beginning of year and the end of year performance.

Ellis B. Hyde Elementary School: EBH Elementary teachers' student performance scores will be based upon iReady performance results that measure the difference between beginning of year scores and the end of year scores.

Dansville High School: DHS teachers' student performance scores will be based upon the following four (4) NYS Regents Exams: U.S. History and Government, Living Environment, Algebra 1, and English.

The outcome of these SLOs will come from the percentage of students meeting targets on their specific New York State Assessments.

Section H: Teacher Observation Category

The District and the DTA agree that a properly administered unit member teaching practice appraisal program is desirable and that such program shall be a constructive attempt to aid unit members to develop toward their full potential. It shall be the District's responsibility to provide resources and services as appropriate in an effort to help teachers develop towards that potential as they work to meet the goals of the District. It shall be the teacher's responsibility to implement District curriculum and keep their skills current. It is understood that professional development is a shared responsibility.

Classroom Observations - 90/10

The District and DTA believe that the purpose of observation, assessment and evaluation is to improve student learning by informing professional practice. We agree that the Kim Marshall Teacher Evaluation Rubrics shall serve as the foundation upon which effectiveness shall be determined. Marshall's Rethinking Teacher Supervision and Evaluation (2014) is the resource used to guide conversations about teaching and learning and shall be referenced when determining expectations for observations and professional responsibilities. The DTA and District accept the practice of conducting formal/full scheduled observations and brief unannounced mini-observations of no less than 10 minutes each.

Tenured Teachers – One Full Formal Observation and One Mini-Observation

The principal or certified designee will make one (1) full observation to the tenured teacher's classroom throughout the year. The designee/independent evaluator will be from DCSD and will make at least one (1) unannounced mini-observation. Additional observations may be conducted or requested. All observations will be scored.

Scores earned on the formal evaluation will be averaged with the total score earned on all mini observations. The formal will be averaged with the one mini-observation done by the building principal or designee for 90 percent (of the 50%). One mini-observation will be conducted by independent evaluator for 10 percent.

Mini-Observations:

- Will be unannounced and occur a minimum of once throughout the school year and will be completed by June 8th.
- Will be completed by the building principal or certified designee.
- Will typically be accompanied by informal post observation feedback within 48 hours at the request of the teacher or principal.
- Will be documented and shared with the teacher within 5 school days of the observation. If there are questions or concerns about documentation either party can call a meeting. Once agreed upon, the documentation for this observation will not be added to or deleted from.
- If the administrator or teacher desire to schedule additional observation(s) they can do so at any time.
- Evidence from mini-observations will inform the Professional Teacher Summative Evaluation ratings constituting 100 points.
- Mini-observations of tenured teachers will be scored. Administrators will acknowledge observable competencies by highlighting the appropriate cell on the Marshall rubric in T-Eval. A rubric score of 1-4 aligned to the NYS HEDI scale will be given in the comments section of teacher observations of T-Eval.

Pre-tenured Teachers - One Full Formal Observation and Two Mini-Observations

The principal or certified designee will make one (1) full observation and at least one (1) mini-observation to the pre-tenured teacher's classroom throughout the year. The designee/independent evaluator will be from DCSD and will make at least one (1) unannounced mini-observation. Additional observations may be conducted or requested. All observations will be scored.

Scores earned on the formal evaluation will be averaged with the total score earned on all mini observations. The formal will be averaged with the mini-observations done by the building principal or designee for 90 percent (of the 50%). One mini-observation will be conducted by independent evaluator for 10 percent.

Mini-Observations:

- Will be unannounced and occur a minimum of two (2) times throughout the school year and will be completed by June 8th.
- One (1) will be completed by the building principal or certified designee.
- One (1) will be completed by an independent evaluator from within the District.
- The teacher and administrator will meet informally (face-to-face) following the mini-observation. The observation will then be documented and shared with the teacher within 5 school days of the observation. If there are questions or concerns about documentation either party can call a meeting. Once agreed upon, the documentation for this observation will not be added to or deleted from.
- If the administrator or teacher desire to schedule a formal announced observation they can do so at any time.
- Mini-observations of pre-tenured teachers will be scored. Administrators will acknowledge observable competencies by highlight the appropriate cell on the Marshall rubric in T-Eval. A rubric score of 1-4 aligned to the NYS HEDI scale will be given in the comments section of teacher observations of T-Eval.

Full/Formal Observations for Tenured and Pre-tenured Teachers:

At least one mutually acceptable formal observation will be scheduled by the teacher and administrator. There will be a preconference no more than five days prior to the observation, an observation of a full lesson and a post-conference no more than five days after the observation. The purpose of this meeting will be to discuss the teacher appraisal criteria (refer to Sample Pre-Conference Observation Form in the Appendix), District goals and expectations, and appraisal instruments. In this meeting the teacher and supervising administrator will discuss the planning of the lesson, the lesson structure, the lesson placement within the unit plan, and the applicable content standards. They may also review any relevant measurable criteria that may not be seen in the lesson, but are critical parts of the process.

If the administrator or unit member is unable to meet the scheduled observation time and date, or the administrator is unable to stay for full lesson or 35 minutes, that observation will be rescheduled. The person who cancels an observation or the administrator who is unable to stay the entire period has the responsibility to reschedule the observation within five (5) school days.

Each observation will be scored on a four (4) point rubric and reported as a whole number. The administrator will discuss and review the ratings and evidence that are relevant to that particular observation. A dated documentation record in T-Eval will be utilized to identify and score ratings in the components/elements observed in the lesson. Evidence may be attached to address the areas in which there are disagreement between the appraiser and the unit member.

If the administrator is not satisfied with the ratings assigned of the progress of the teacher the administrator may conduct additional announced observations. Additional announced observations will follow the same prescriptive pattern as the original announced observation. The purpose of the additional observation will be to address the areas of concern raised in the earlier post-observation meeting. The ratings will be recorded along with the ratings from the previous observation(s). The new ratings and evidence will be dated.

Formal observations will be conducted by the building principal or other appropriate certified supervisors as determined by the Superintendent. All formal observations will be conducted on the appropriate form and a rating will be assigned to the teacher at the conclusion of the observation and be presented to the teacher within five (5) days of the post observation meeting. A rubric score of 1-4 aligned to the NYS HEDI scale will be given in the comments section of teacher observations of T-Eval.

The pre and post observation forms used for this are located in the Appendix.

Observation Criteria and Scoring for Full/Formal Observations and Mini-Observations

Observations will be documented electronically and structured according to the following three Marshall domains:

B - Classroom Management

C - Delivery of Instruction

D - Monitoring, Assessment and Follow Up

The criteria to be scored within each domain are presented in the table below.

Domain B: Classroom Management	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.
E. 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.
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 efficient transitions	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.

Domain C: Instructional Delivery	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
C. Goals	Shows students exactly what's expected by posing essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posing 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.
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.

Domain D: Monitoring, Assessment and Follow Up	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.
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.

I: Summative Evaluation

Every faculty member will receive a summative evaluation at the end of the year. The summative evaluation will be based upon agreed upon elements of the Marshall Rubric. The administrator or faculty member may desire a summative evaluation meeting which will be scheduled upon the initiative of either individual at an agreed upon time and date before June 30.

The agreed upon elements of the rubric to be included in the summative evaluation are presented in bold in the Marshall Rubric on pages 19-24 and listed below.

Domain A. Planning and Preparation for Learning

d. Assessments,

f. Lessons,

i. Differentiation

Domain B. Classroom Management Expectations,

b. Relationships,

h. Efficiency

Domain C. Delivery of Instruction

c. Goals,

f. Repertoire,

g. Engagement

Domain D. Monitoring, Assessment, and Follow-Up Criteria,

c. On-the-Spot,

i. Analysis

Section J: Teacher Improvement Plan (TIP) Process

The District and the DTA view the Teacher Improvement Plan as a tool to assist professional staff with their performance in order to positively impact student achievement.

The TIP is used exclusively for those teachers whose **APPR** is rated "Developing" or "Ineffective." The final evaluation must be based on observations completed by the supervising administrator during the current school year.

A TIP is completed collegially between the teacher whose rating is "Developing" or "Ineffective" and supervising administrator. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

The TIP should be developed any time after the final evaluation has been completed, but no later than the October 1 of the school year following the year for which the rating is measured or as soon as practicable thereafter. The TIP should be structured around six domains, which are reflective of the observable NYS teaching standards.

The following should be included on the TIP:

- Identification of needed areas of improvement;
- A timeline for achieving improvement;
- The manner in which the improvement will be assessed; and
- Where appropriate, differentiated activities to support a teacher's improvement in those areas.

All participants in the TIP meeting should be listed on the TIP. Periodic follow-up sessions should be conducted to assess the teacher's progress. For the Teacher Improvement Plan Form refer to the Appendix of this agreement.

Section K: Professional Development

The DCS District and the DTA agree that a major purpose of conducting an APPR is to improve both professional practice and student performance. APPR must therefore be a significant factor in shaping the professional development opportunities provided to teachers. The District and the Association shall cooperate in designing professional development activities that are appropriate for and responsive to the individual needs of each individual teacher as identified in his/her APPR, and as entered into the "My Learning Plan" system.

The District's Shared Decision-Making Team shall serve as the professional development committee (as required by Part 100.2), and shall be responsible for developing the various aspects of the District Professional Development Plan. The responsibilities of the committee shall include but are not limited to: oversee the design, selection and implementation of all professional development activities; ensure that each teacher is afforded the opportunity to participate in selecting professional development activities that are appropriate for his/her needs; determine the appropriateness and/or effectiveness of existing professional development activities and to direct that changes be made where necessary; consult and advise in the selection of appropriate professional development activities to be used in Teacher Improvement Plans; ensure that professional development includes training on the Teaching Standards and rubric(s) 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 development opportunities for all District teachers.

Professional development will be provided within the teachers' contractual day, during contractual after-school meeting times, or on days within the contractual work year that are designated for professional development. All costs associated with district professional development will be borne by the district.

Section L: Appeals Procedures

Appeals of APPR overall rating should be limited to those that rate a DTA unit member as Ineffective or Developing only. This appeals process does not diminish the authority of the Board of Education to terminate probationary DTA unit members during his/her probationary term.

What May be Challenged in an Appeal

Appeal procedures should limit the scope of appeals under Education Law §3012-d to the following subjects: the school District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; the Commissioner's regulation, locally negotiated APPR procedures, and the District's issuance and/or implementation of the terms of the Teacher Improvement Plan.

Prohibition Against more than One Appeal

A DTA unit member may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Burden of Proof

In an appeal, the DTA unit member has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief. The grounds of the appeal are limited to Education Law §3012-d, the Commissioner's regulation, and/or the locally negotiated APPR Procedures.

Timeframe for Filing Appeal

All appeals must be submitted in writing, and personally delivered by the DTA unit member to the Superintendent (no later than 5 work days when the District is open) of the date when the teacher receives his or her APPR overall rating. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned and not subject to review in any other forum. If a teacher receives his or her APPR overall rating after June 30th, the teacher has 5 days after Labor Day to submit the appeal.

When filing an appeal, the DTA unit member must submit to the Superintendent or designee a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The APPR overall rating being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

Timeframe for District Response

Within 15 workdays of receipt of an appeal, the school district staff member(s) who issued the APPR overall rating, must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The DTA unit member initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

Appeals Review Committee

A DTA unit member has the option of having his/her appeal reviewed by a joint appeals committee prior to the appeals being submitted to the Superintendent of Schools for a decision. The appeals committee will consist of two members from the DTA and two members of District administration. The Appeals Review Committee does

not have the authority to make decisions regarding the appeal; the purpose of the committee is to provide the Superintendent of Schools with their feedback prior to the Superintendent rendering the final decision. The specific makeup of the Committee will be determined by the certification/grade level of the member appealing.

A DTA unit member also has the option of going directly to the Superintendent of Schools. During this meeting with the Superintendent of Schools, the DTA unit member may request union representation.

Decision-Maker on Appeal

A decision shall be rendered by the Superintendent of Schools or the Superintendent's designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. Prior to rendering a decision, the Superintendent or designee and/or the appealing member may request a hearing with the DTA unit member and/or school district staff member(s) who issued the APPR overall rating.

Decision

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record and hearing (if hearing occurred), comprised of the DTA unit member's appeal papers and any documentary evidence accompanying the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the DTA unit member's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the DTA unit member and the evaluator or the person responsible for issuing the APPR overall rating, if that person is different. Furthermore, a copy of this decision, appeal, and supporting documents, if any, shall be placed in the DTA unit member's personnel file.

Exclusivity of §3012-D Appeal Procedure

The 3012-d appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher APPR overall rating. A DTA unit member may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review, except as otherwise authorized by law.

Teacher Improvement Plan (TIP)

I. Awareness/Counseling Memo Phase:

1. The administrator or the member identifies a concern in writing - core competencies are referenced.
2. The DTA President is notified.
3. The administrator, the member and a DTA representative set up a specific time to collaborate and attempt to resolve the concern.
4. At the conclusion of the Awareness Phase, the administrator will review the progress and will make one of the following recommendations:
5. The member remains in the professional development track.

In the event the concern is not resolved or is a disciplinary issue; the member is placed into either the Professional Improvement Plan Phase or Disciplinary Phase. At this point, the member will be advised by the principal to discuss the situation with the association President or designated DTA representative. The member or the administrator may request other representation in all subsequent meetings regarding the concern.

II. Professional Improvement Plan Phase

Review the recommendations from the Awareness Phase. A specific plan will be developed which includes:

- Growth-promoting goals that are specific, action oriented, realistic, and time bound (S.M.A.R.T.)
- Strategies for resolution of the concern.
- Time lines.
- Indicators of Progress.
- Resources and support needed.
- Modeling/sharing of desired practices by others.

The administrator and the member set up a specific time to review what progress has been made. One of the following recommendations will be made upon reviewing the member's progress:

- The concern is resolved and the member is returned to the professional development track.
- The member remains in the Professional Improvement Plan Phase with revised goals and time lines.
- The concern is not resolved and the member is moved into the Disciplinary Phase.

III. Disciplinary Phase:

1. The member may be placed in the Disciplinary Phase because of, but not limited to:
 - Not meeting the District Standards for professional performance after being in the Professional Improvement Plan Phase.
 - Insubordination.
 - Specific policy or rule violation(s).
2. The Disciplinary Phase begins with a meeting between the administrator, member, and DTA President or designated DTA representative.
3. The administrator will identify in writing the specific standards(s), rule, or policy violation. The member will be given an opportunity to respond. Following the discussion, the administrator will indicate the next steps to be taken, such as:
 - Placement of the member on paid administrative leave.
 - Requirement of specific training or evaluation by a professional.
 - Recommendation for non-renewal of contract.
 - Recommendation for tenure review by the Superintendent and Board of Education.
 - Recommendation for discipline or dismissal as per education law.

The Disciplinary Phase only addresses ongoing performance concerns not corrected by the member under either the Awareness/Counseling Memo Phase or Professional Improvement Plan Phase.

The Disciplinary Phase is not intended as a restriction on the district's right to take appropriate disciplinary action for member misconduct without prior resort to either an Awareness/Counseling Memo Phase or the Professional Improvement Plan Phase.

M. Professional Improvement Plan Process (PIP)

On occasion, the performance of a member may not meet the standards reflected in the Professional Performance Review criteria. In this instance, the Professional Improvement Plan process will be initiated. The purpose of this process is to assist the member to identify, improve, and consistently apply the Professional Performance Review criteria in her/his work. There are three (3) phases to his process:

1. Awareness/Counseling Memo Phase
2. Professional Improvement Plan
3. Disciplinary Stage

The District shall identify to the Association President, a unit member in need of improvement. The member may utilize members of the Dansville Teachers Association to assist in the development of the plan.

The process includes the following steps and procedures:

Awareness/Counseling Memo Phase

At any time that an administrator or the member identifies a concern, it will be identified in writing, with the core competency of concern identified. The DTA President will be notified by the administrator. The DTA representative, the unit member and the administrator will mutually agree to a specific time to collaborate and attempt to resolve the concern. The administrator will review the progress of the unit member and will make one of the following recommendations:

1. the unit member returns to the professional development track, or
2. in the event the concern is not resolved, the unit member is placed into either the Professional Improvement Plan Phase or the Disciplinary Phase.

Professional Improvement Plan Phase

If the unit member is not returned to the professional development track, the administrator will have a conference with the member, a DTA representative and if appropriate, another administrator, to discuss the unit member's performance and to formulate a plan with specific recommendations designed to assist in the improvement of the unit member's performance and to outline the procedures defined in this process. At this conference, the unit member shall be entitled to have a designee from the Dansville Teachers Association present. The unit member, DTA representative and administrator will jointly reflect on the areas of growth discussed at the meeting and will collaboratively develop a written plan. The plan developed will include:

- growth-promoting goals that are specific, action oriented, realistic, and time bound (S.M.A.R.T)
- strategies for resolution of the concern
- time lines
- indicators of progress
- resources and support needed
- modeling/sharing of the desired practices by others (administrators, mentor, consultant, etc.) if applicable.

Specific improvement strategies will be formally reviewed and implemented within sixty (60) calendar days following the initial conference.

The assigned administrator(s) shall observe the member at least twice during the period of the plan. One observation shall be conducted early in the plan period and one observation shall be conducted near the conclusion of the plan period. Either the member or the principal can initiate additional observations.

At the end of the Professional Improvement Plan Phase, the assigned administrator shall then schedule a meeting with the unit member and the designee from the DTA to review the member's progress. The member is then returned to the professional development track, continued in the Professional Improvement Plan Phase or moved to the Disciplinary Phase.

Disciplinary Phase

If the professional performance of the member continues not to meet District standards, and the member is not returned to the professional development track, a written notice shall specify areas in which the member's performance is still considered unsatisfactory. The assigned administrator shall then schedule a meeting with member, the designee from the Dansville Teachers Association and the Superintendent to discuss the unit member's employment status.

No provision of this process shall limit the rights of an individual under applicable state or federal laws, or other provisions of this contract, nor limit or reduce powers and duties of the Superintendent and the Board of Education.

Appendix Forms & Resources

Dansville Central School District



Teacher Performance Rubric 2023-2025

A. Planning and Preparation for Learning

The Teacher:	Highly Effective	Effective	Improvement Necessary	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 standardized assessments.	Plans the year so students will meet high standards and be ready for standardized assessments.	Has done some thinking about how to cover high standards and test requirements for the year.	Plans lesson by lesson and has little familiarity with State standards and tests.
c. Units	Plans almost all units with big ideas, essential questions, knowledge, skill, transfer and non-cognitive goals covering most Bloom levels.	Plan most units with big ideas, essential questions, knowledge, skill and non-cognitive goals.	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, measureable, achievable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable, achievable 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 virtually 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, multi-cultural 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 work-sheets.
i. Differentiation	Designs lessons that break down complex tasks and address students' 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 create an inviting climate and maximize student learning.	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.

B. Classroom Management

<i>The Teacher:</i>	Highly Effective	Effective	Improvement Necessary	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 consequences.	Comes up with ad hoc rules and consequences 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 harsh, unfair, and disrespectful with students and/or plays favorites.
c. Respect	Creates a climate of respect and buy-in such as disruption of learning is virtually unthinkable.	Wins almost all students' respect and discipline problems are few and far between.	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 virtually all students to be self-disciplined, take responsibility for their actions, and have strong sense of efficacy.	Develops students' self-discipline and teach 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 their 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 almost 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, inefficient transitions and off-task teacher behavior.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions and off-task teacher behavior.
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 lined 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 (i.e., free time) without using them as a lever to improve behaviors.

C. Delivery of Instruction

<i>The Teacher:</i>	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Expectations	Exudes high expectations, urgency and determination that all students 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 risk, learn from mistakes, through effective effort you can and will achieve 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; virtually all students can articulate them.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tell students the main learning objective of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks virtually all students in units and lessons by activating knowledge, experience, reading and vocabulary.	Activates students' prior knowledge and hooks their interest in each lesson and new vocabulary.	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	Presents material clearly and explicitly with well-chosen examples and vivid, 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	Uses a wide range of well-chosen, effective strategies, questions, materials technology and groupings to accelerate student learning.	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 virtually all students involved in focused activities, actively learning and problem solving, losing themselves in the work	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 and has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches virtually 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.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
i. Nimbleness	Defly 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. Closure	Consistently has students summarize and internalize what they learn and apply it to real life situations and future opportunities.	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

D. Monitoring, Assessment and Follow Up

<i>The Teacher:</i>	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Criteria	Consistently posts and reviews clear criteria for good work, with rubrics and exemplars of student work at each level of proficiency.	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 skill 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 (i.e., 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 immediately use interim assessment data to fine-tune teaching, re-teach, and help struggling students.	Promptly uses data from interim assessments to adjust teaching, re-teach and follow up with failing students.	Returns tests to students and follows up by clarifying a few items that caused problems.	Is slow getting test results back to students and moves on without analyzing data and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so that virtually 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, 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. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of the teaching unit or semester, thinks about what might have been done better	Does not draw lessons for the future when teaching is unsuccessful.

E. Family and Community Outreach

<i>The Teacher:</i>	Highly Effective	Effective	Improvement Necessary	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 are in-depth knowledge of their child and a strong believe that he or she will meet or exceed standards.	Show parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she care 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.	Give 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 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 expect parents to deal with the areas that need improvement.
i. Outreach	Successfully contacts and works with virtually all parents including those who are hard to reach.	Reaches out to 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.	Make little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

F. Professional Responsibilities

<i>The Teacher:</i>	Highly Effective	Effective	Improvement Necessary	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 judgement 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 school-wide 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 instill in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise and time to all overall mission of the school.	Occasionally suggest 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.

SLO Conversion Chart

<i>Percent of students meeting target</i>	<i>Score</i>	<i>Percent of Students meeting target</i>	<i>Score</i>
0-4%	0	49-54%	11
5-8%	1	55-59%	12
9-12%	2	60-66%	13
13-16%	3	67-74%	14
17-20%	4	75-79%	15
21-24%	5	80-84%	16
25-28%	6	85-89%	17
29-33%	7	90-92%	18
34-38%	8	93-96%	19
39-43%	9	97-100%	20
44-48%	10		

Overall Student Performance Category Score and Rating

<i>Rating</i>	<i>Minimum</i>	<i>Maximum</i>
Highly Effective	18	20
Effective	15	17
Developing	13	14
Ineffective	0	12

<i>Overall Observation Category Score and Rating</i>		
<i>Rating</i>	<i>Minimum</i>	<i>Maximum</i>
Highly Effective (H)	3.5	4.0
Effective (E)	2.5	3.49
Developing (D)	1.5	2.49
Ineffective (I)	0	1.49

Overall Rating Matrix

The final rating will be determined using the following matrix. The teacher's rating for each category is applied to the rubric to determine the overall rating.

<i>Teacher Observation</i>					
<i>Student Performance</i>		<i>Highly Effective (H)</i>	<i>Effective (E)</i>	<i>Developing (D)</i>	<i>Ineffective (I)</i>
	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

DANSVILLE ANNUAL TEACHER EVALUATION COMPOSIT SCORE

Teacher Name: _____

Position: _____

Building: _____

<i>Teacher Observation Rating</i>	<i>Student Performance Rating</i>	<i>Overall Performance Rating</i>
Lead Evaluator Score: _____ x 90%	Total: _____	
Independent Score: _____ x 10%		_____
Total (4 Point Max): _____ + _____ = _____	HEDI Rating: _____	
HEDI Rating: _____		

<i>Teacher Observation Score</i>					
<i>Student Performance</i>		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	D	I	I

If overall composite score is Ineffective or Developing, a Teacher Improvement Plan (TIP) should be developed by October 1 or as soon as practicable thereafter.

Recommendation of Continued Employment for probationary teachers who are not in their final year of probation.

_____ Yes _____ No

For teachers completing their probationary period: _____ I DO _____ I DO NOT recommend tenure.

Signature of Evaluator

Date

Signature of Teacher

Date

New York State Annual Professional Performance Review (APPR)
Teaching Standards

I. Knowledge of Students and Student Learning:

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

II. Knowledge of Content and Instructional Planning:

Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.

III. Instructional Practice:

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

IV. Learning Environment:

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

V. Assessment for Student Learning:

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

VI. Professional Responsibilities and Collaboration:

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development and learning.

VII. Professional Growth:

Teachers set informed goals and strive for continuous professional growth. .

Dansville Central School District
Non-tenured Teacher Pre-Observation Conference

(Marshall 2009)

Questions for Discussion:

1. To which part of your curriculum does this lesson relate?
2. How does this learning "fit" in the sequence of learning for this class?
3. Briefly describe the students in the class, including those with special needs.
4. What are your learning outcomes for this lesson? What do you want the students to understand?
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.
6. How will you differentiate instruction for different individuals or groups of students in the class?
7. How and when will you know whether the students have learned what you intend?
8. Is there anything that you would like me to specifically observe during the lesson?

Dansville Central School District
Non-tenured Teacher Post Observation & Reflection Conference

(Marshall 2009)

Teacher Name: _____ Position: _____
Building: _____ Observation Date: _____

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how, and why?

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

6. If you had a chance to teach the lesson again to this same group of students, what would you do differently?

Learner Actions

How did my students **ACCESS** information today? This week? Did they have enough information? The right kind of information? Did I give them too little to go on, too much, or just right? How do I know?

How did my students **INTERPRET** information? What types of decisions did they have to make regarding the information? What thinking skills did they have to use? Information? How well did they analyze the information? How do I know?

What did my students **PRODUCE**? What evidence do I have of their learning? Did I collect different types of evidence? Do these products reflect what they know? Are they doing quality work, producing quality writing, projects, performances, etc.? Did they have enough time to do a quality job? Did I give them too much time that became wasted? Were my students clear on the criteria for quality work? Did my students take pride in their work? How do I know?

How did my students **DISSEMINATE** their learning? Who did they share their learning and work with orally? How often did I take the time to let them process information by sharing with a partner, a group, the class? Have I asked students to share their learning orally with anyone or any group other than the class? Could I? Should I? How might I do this? If we know best what we teach, what opportunities, formal and informal, did my students have "to teach"? How do I know?

How did my students **SELF-ASSESS** their work, their learning? Did I give my students time to think about what they did well? What they could do better? Did I provide them quiet time to write about what they learned? Did I let them think about the learning process itself? And when I let them think and jot down their ideas, did I let them share their reflections? Are my students comfortable doing this? How do I know?

As we focus on the LEARNER ACTIONS, there are questions upon questions we can use for our own reflections. However, a suggestion: don't try to do it all at once. If you are looking for more student engagement in their learning, target one learner action or focus on one or two ideas to start. Start small ... think deep ... and reflect upon success as well as growth.

<i>Access</i>	<i>Interpret</i>	<i>Produce</i>	<i>Disseminate</i>	<i>Self-Assess</i>
investigate	analyze	create	publish	review
gather	explain	design	perform	reflect
interview	paraphrase	develop	teach	assess
research	rephrase	draw	present	revisit
listen	identify	write	transmit	compare
observe	compare	layout	display	conclude
collect	contrast	Illustrate	explain	contrast
search	summarize	build	broadcast	generalize
inquire	clarify integrate	draft	act	infer
survey	evaluate critique	invent	speak	interpret
view	translate relate	model	advertise	predict
discover	prioritize apply	sketch	disclose	prove
read	synthesize plan	assemble	send	question
explore	sequence judge	formulate	illustrate	refute
question	determine realign	make	sing	support
seek	decide test		dance	verify
find	define verify		participate	test
	describe support		show	realign
	organize refute		demonstrate	judge
	generalize prove		engage exhibit	plan
			discuss	
			share	

Dansville Central School District
Sample Standard Based Lesson Plan Form

Teacher Name: _____ Date/Time: _____

Subject: _____ Class Period: _____

Objectives and NYS Learning Standards Addressed:

LEARNER ACTIONS

Anticipatory Set:

LESSON SEQUENCE

Access:

Interpret:

Produce:

Disseminate:

Self-Assess:

Assessment:

Closure:

1. Teacher
2. Student

Follow-up Activity - Guided or Independent Practice:

Teacher Name: _____ Date/Time: _____

Grade/Subject: _____ Class Period: _____

	<i>Common Core Learning Standards:</i>	<i>Student Objectives:</i>
<i>Materials Needed</i>	<i>Instructional Procedures</i>	<i>Class Specifics</i>
Webb's Depth of Knowledge: My lesson provides opportunities for:	Opening Hook for Learning:	Accommodations:
Types of Activities:	Direct Instruction:	Student Assessment:
Differentiated Instruction:	Guided and Independent Practice:	Homework:
	Closing:	Reflection: (to check of post-lesson)
		Today I ... stated objectives clearly actively engaged students integrated Webb's Depth of Knowledge provided feedback kept the lesson aligned to CCLS assessed student learning followed Danielson's Domains
		Additional Comments:

Dansville Central School District



Nurse Performance Rubric 2023-2025

I: Planning and Preparation

<i>The Nurse</i>	Highly Effective	Effective	Partially Effective	Ineffective
a. Knowledge of nursing techniques	Demonstrates deep and thorough understanding of medical knowledge and nursing techniques.	Demonstrates understanding of medical knowledge and nursing techniques.	Demonstrates partial understanding of medical knowledge and nursing techniques.	Demonstrates little understanding of medical knowledge and nursing techniques.
b. Knowledge of child and adolescent development	Displays accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns; understands the extent to which individual students follow the general patterns.	Displays knowledge of the typical developmental characteristics of the age group as well as exceptions to the general patterns.	Displays partial knowledge of child and adolescent development.	Displays little or no knowledge of child and adolescent development.
c. Regulations and resources	Has extensive knowledge of governmental regulations and resources for students, including those available through the school, in the district and in the community.	Displays awareness of government regulations and of resources for students available through the school and district, with some familiarity with resources external to the school.	Displays awareness of government regulations and of resources for students available through the school or district, but has no knowledge of resources external to the school.	Displays little or no awareness of government regulations or of resources for students.

NOTES:

II: The Environment

<i>The Nurse</i>	Highly Effective	Effective	Partially Effective	Ineffective
a. Respect and rapport	Establishes respect and rapport with students so that they seek out the nurse, reflecting a high degree of comfort and trust in the student-nurse relationship.	Has positive and respectful interactions with students to cultivate comfort and trust in the student-nurse relationship.	Has some positive and negative interactions with students.	Has at least some interactions with students that are negative or inappropriate.
b. Culture for health and wellness.	Guides culture in the school towards health and wellness and shares knowledge with teachers, staff and students.	Promotes a culture throughout the school for health and wellness.	Attempts to promote a culture throughout the school for health and wellness and is partially successful.	Makes no attempt to promote a culture for health and wellness among teachers, students or in the school as a whole.
c. Organizing physical space	Organizes office efficiently and appropriately for planned activities. Medications are properly stored and well organized.	Organizes office appropriately for planned activities. Medications are properly stored and organized.	Is partially successful in organizing office appropriately. Medications are stored properly but are difficult to find.	Does not organize office, or office is organized inappropriately for planned activities. Medications are not properly stored.

NOTES:

III: Delivery of Service

<i>The Nurse</i>	Highly Effective	Effective	Partially Effective	Ineffective
a. Knowledge of the nursing practice	Expertly provides complex comprehensive assessments; displays advanced clinical knowledge when establishing a plan of care; observes and documents student responses; evaluates data to revise the plan.	Accurately assesses various and specialized health needs of students; establishes a plan of care; observes and documents student's response; evaluates data to revise the plan.	Provides assessment of basic health needs, but does not create a detailed plan.	Displays limited ability to assess even basic healthcare needs, and does not formulate a plan
b. Assessing student needs	Conducts detailed and individualized assessment of student needs, analyzes the results and shares it with colleagues, students and parents appropriately.	Conducts adequate assessments of student needs, analyzes the results and shares it with colleagues, students and parents as needed.	Conducts perfunctory assessments of student needs, but may not analyze the results and/or share it with colleagues, students and/or parents appropriately.	Does not assess student needs, the assessments result in inaccurate conclusions, and/or results are not analyzed and/or shared.
c. Administering medications to students	Ensures that medications are administered by designated individuals and release forms are signed and appropriately stored. Shares knowledge of medication and importance of compliance with students.	Ensures that medications are administered by designated individuals and release forms are signed and appropriately stored. Shares knowledge of medication and importance of compliance with students.	Ensures that medications are administered by designated individuals, but release forms are not signed and/or appropriately stored	Medications are administered with no regard to state or district policies, and release forms are not signed or appropriately stored
c. Flexibility	Continually seeks ways to improve the delivery of healthcare and makes changes as needed in response to student, parent and/or teacher input.	Makes revisions in the delivery of healthcare when they are needed.	Makes modest changes in the delivery of healthcare when confronted with the need for change	Does not make changes to the delivery of healthcare even with evidence of its inadequacy.
e. Collaborating with teachers	Initiates collaboration with classroom teachers, offering suggestions and additional resources when appropriate.	Initiates collaboration with classroom teachers.	Collaborates with classroom teachers only when specifically asked to do so.	Does not collaborate with classroom teachers.

NOTES:

IV: Family and Community Outreach

<i>The Nurse</i>	Highly Effective	Effective	Partially Effective	Ineffective
a. Respect	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs
b. Communicating with families	Promptly and frequently involves all parents, even those who are hard to reach, in supporting and caring for students with health-related concerns..	Updates parents on students' health and suggests ways to support health at home; attempts to contact hard-to-reach parents.	Updates easy-to-reach parents about how to help their children with health-related concerns.	Makes little or no effort to contact parents about ways to help their child at home with health-related concerns
c. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.

NOTES:

V: Professional Responsibilities

<i>The Nurse</i>	Highly Effective	Effective	Partially Effective	Ineffective
a. Attendance	Uses time off responsibly. Consistently adheres to the contractual hours of the school day.	Uses time off responsibly. Usually adheres to the contractual hours of the school day.	Is sometimes irresponsible with time off and with the contractual hours of the school day.	Is irresponsible with time off and with the contractual hours of the school day
b. Professionalism	Presents as a consummate professional in words, actions and appearance. Is invariably ethical, honest and transparent, uses impeccable judgement and respects confidentiality.	Usually demonstrates professional demeanor in words, action and appearance. Is ethical and transparent, uses good judgment and maintains confidentiality with students	Is occasionally and/or slightly unprofessional in words, action and/or appearance. Sometimes uses questionable judgment, is less than completely forthright and/or discloses confidential information	Is unprofessional in words, action and appearance. Acts in an ethically questionable manner, uses poor judgment and/or discusses confidential information
c. Maintaining health records	Reports, records and documentation are detailed, accurate and submitted in a timely manner.	Approach to record keeping is efficient and on time	Reports, records and documentation are generally accurate, but are occasionally late.	Reports, records and documentation are missing, late and inaccurate.
c. Communication	Informs the administration of any concerns and reaches out for help and suggestions when needed.	Keeps the administration informed about concerns and asks for help when it is needed.	Is reluctant to share concerns with the administration or to ask for help.	Does not share concerns, or constantly complains and is not open to help.
e. Licensure	Holds the necessary and current license and certifications. Has taken continuing education courses in areas relevant to licensure and/or certification.	Holds the necessary and current license and certifications.	Holds waiver while working towards licensure and certifications.	Does not hold the necessary license and/or certifications, or has allowed license and/or certifications to Expire.

NOTES:

Dansville Central School District



School Psychologist Performance Rubric 2023-2025

Summer 2023

I. Professional Responsibilities

<i>School Psychologist</i>	Highly Effective	Effective	Partially Effective	Ineffective
a. Attendance	Uses time off responsibly. Consistently adheres to the contractual hours of the school day.	Uses time off responsibly. Usually adheres to the contractual hours of the school day.	Is sometimes irresponsible with time off and with the contractual hours of the school day.	Is irresponsible with time off and with the contractual hours of the school day.
b. Reliability	Carries out paperwork, duties and assignments conscientiously and punctually; prioritizes tasks; keeps meticulous records.	Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records.	Occasionally skips or is late with paperwork, duties and/or assignments; sometimes makes errors in records.	Frequently skips and is late with paperwork, duties and assignments; makes errors in records.
c. Professionalism	Presents as a consummate professional in words, action and appearance.	Usually demonstrates professional demeanor in words, action and appearance.	Is occasionally and/or slightly unprofessional in words, action and/or appearance.	Is unprofessional in words, action and appearance.
d. Judgment	Integrates various models (e.g., ethics, legal...) and discusses complex or conflicting situations with appropriate colleagues and administrator. Maintains confidentiality with student records.	Behaves within legal and ethical guidelines. Maintains confidentiality with student records.	May occasionally apply questionable judgment. May not act within legal or ethical guidelines but is open to input. Only occasionally discloses student information.	Acts in an ethical or illegal manner, uses poor judgment, and/or discloses student information and violates confidentiality.
e. Communication	Proactively informs the administration of any concerns and reaches out for help and suggestions.	Keeps the administration informed about concerns and asks for help when it is needed.	Is reluctant to share concerns with the administration or to ask for help.	Does not share concerns or constantly complains, and is not open to help.
f. Openness	Actively seeks out feedback and suggestions, and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Is very defensive about criticism; refuses to listen to feedback or suggestions; is resistant to change.
g. Professional Development	Integrates best practices from supervisors, colleagues, workshops, readings and other sources.	Utilizes effective teaching ideas from supervisors, colleagues, workshops, readings and other sources.	Considers new ideas for improving teaching and learning.	Is not open to ideas for improving teaching and learning.

NOTES:

II. Environment

<i>School Psychologist</i>	Highly Effective	Effective	Partially Effective	Ineffective
a. Establishing rapport with students	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.	Interactions with students are positive and respectful; students appear comfortable in the testing center.	Interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.
b. Establishing a culture for positive mental health throughout the school	Is directly involved in facilitating a positive culture with an emphasis on student mental health.	Promotes a culture throughout the school for positive mental health in the school among students and teachers.	Attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.
c. Establishing and maintaining clear procedures for referrals	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Has established procedures for referrals, but the details are not always clear.	No procedure for referrals have been established; when teachers want to refer to student for special services, they are not sure how to go about it.
d. Organizing physical space and storage of materials in psychologist's office	The psychologist's office is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.	The psychologist's office is well organized; materials are stored in a secure location and are available when needed.	Materials in the psychologist's office are stored securely, but the office is not completely well organized, and materials are difficult to find when needed.	The psychologist's office is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.

NOTES:

III. Delivery of Service

School Psychologist	Highly Effective	Effective	Partially Effective	Ineffective
a. Responding to referrals; consulting with teachers and administrators	Consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.	Consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.
b. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines	Selects from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.	Administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.
c. Chairing pre-referral, 504 and CSE meetings	Assumes leadership of the team and takes initiative in assembling materials for meetings.	Assumes leadership of the team as a standard expectation; supporting the preparation of detailed IEPs.	Assumes leadership of the team when directed to do so, preparing adequate IEPs.	Declines to assume leadership of the team.
d. Planning interventions to maximize students' likelihood of success	Develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.	Plans for students are suitable for them and are aligned with identified needs.	Plans for students are partially suitable for them or are sporadically aligned with identified needs.	Fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.
e. Maintaining contact with physicians and community mental health service providers	Maintains ongoing contact with physicians and community mental health providers and initiates contacts when needed.	Maintains ongoing contact with physicians and community mental health providers.	Maintains occasional contact with physicians and community mental health providers.	Declines to maintain contact with physicians and community mental health service providers.

NOTES:

IV. Family and Community Outreach

<i>School Psychologist</i>	Highly Effective	Effective	Partially Effective	Ineffective
a. Respect	Communicates respectfully and proactively with parents; maintains the highest level of confidentiality; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
b. Belief	Gives parents clear, accessible expectations for student learning and behavior, and demonstrates a strong belief that students will meet or exceed standards.	Gives parents clear expectations for student learning and behavior, and demonstrates belief that students will reach standards.	Sends home a syllabus and list of classroom rules for learning and/or behavior.	Does not communicate learning or behavior expectations to parents.
c. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.
d. Release of information	Always secures necessary permission to communicate with other providers outside of schools.	Secures necessary permission to communicate with other providers outside of schools.	Sometimes secures necessary permission to communicate with other providers outside of schools.	Does not secure necessary permission to communicate with other providers outside of schools.
e. Community mental health	Maintains ongoing contact with physicians and community mental health service providers, and initiates contact when needed.	Maintains ongoing contact with physicians and community mental health service providers.	Contacts physicians and community mental health service providers only when necessary.	Declines to maintain contact with physicians and community mental health service providers.

NOTES:

SUMMARY:

Dansville Central School District



Speech Language Pathologist, Occupational Therapist, Physical Therapist and School Counselor Performance Rubric 2023-2025

I: Planning and Preparation

<i>Speech Language Pathologist, OT, PT, Counselor:</i>	Highly Effective	Effective	Partially Effective	Ineffective
a. Demonstrating knowledge and skill in the specialty area; holding the relevant certificate or license	Provider shares various expertise via professional development and/or establishes a professional learning community.	Provider demonstrates expert knowledge in a specific area and holds appropriate certification.	Provider demonstrates thorough knowledge and skill in the specialty area. Is working to obtain necessary certification.	Related service provider fails to implement a comprehensive program to meet the needs of his/her caseload. Does not hold necessary certification.
b. Goals established for therapy	Provider obtains documentation from colleagues regarding individual needs for goals. Provider initiates consultations with other providers and staff. Provider documents and uses data to justify goals.	Provider's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.	Provider's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Student's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students. Alternately, related service provider fails to create and implement relevant goals for each student on the caseload
c. Organizing Time Effectively	Provider anticipates events and/or absences and adjusts their schedule proactively. Provider modifies schedule accordingly. Carries out paperwork, duties and assignments conscientiously and punctually; prioritizes tasks; keeps meticulous records.	Provider demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; Provider exercises good judgement in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records	Provider's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner. Occasionally skips or is late with paperwork, duties and/or assignments; sometimes makes errors in records	Provider fails to organize time effectively. Frequently skips and is late with paperwork, duties and assignments; makes errors in records.
d. Organization and use of physical space	Organizes therapeutic space to support goals; arranges all materials for convenient access when needed.	Organizes therapeutic space in an appropriate manner; arranges most materials for convenient access when needed.	Somewhat organizes therapeutic space, but materials may be difficult to find when needed.	Has little or no organization of therapeutic space, and materials are usually not available.

NOTES:

II: Delivery of Service

<i>Speech Language Pathologist, OT, PT, Counselor:</i>	Highly Effective	Effective	Partially Effective	Ineffective
a. Intervention Expectations & Efficiency	Is direct, specific and consistent in communicating intervention goals to Students to meet the learning needs and styles of all students by maximizing academic learning time through coherence, lesson momentum and smooth transitions.	Individualizes instruction to accommodate most students' learning needs and effectively uses academic learning time through clear instruction and transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and/or inefficient transitions	Does not communicate intervention goals to student(s). Fails to individualize instruction and loses instructional time because of confusion, interruptions and poorly executed transitions.
b. Relationships	Shows respect, empathy and fairness to students' diverse backgrounds, identities, strengths and challenges; and builds strong relationships. Students seek out the provider reflecting a high degree of comfort and trust.	Is fair and respectful towards student differences and builds positive relationships with most students. Students appear comfortable in the testing and therapeutic settings.	Provider's interactions are a mix of positive and negative; the provider's efforts at developing rapport are partially successful.	Provider fails to demonstrate a healthy relationship and rapport with his/her caseload.
c. Generalization of skills	Consistently provides activities and strategies that will generalize skills to other settings.	Provides activities and strategies that will generalize skills to other settings.	Sometimes provides activities and strategies that will generalize skills to other settings.	Does not provide activities or strategies that will generalize skills to other settings.
d. Establishing Standards of Conduct	Provider initiates collaboration in developing intervention / therapy plans for student. Provider offers input to other providers & consistently implements plans (i.e. BIP, sensory diet, functional communication strategies, etc.). Provider's monitoring of students is subtle and preventive and students engage in self-monitoring of behavior.	Standards of conduct have been established for the therapeutic setting. Provider monitors student behavior against those standards; response to students is appropriate and respectful.	Provider's attempts to monitor and correct negative student behavior is partially successful.	Provider does not maintain appropriate standards for student conduct in the therapeutic setting.

NOTES:

III: Clinical Services

<i>Speech Language Pathologist, OT, PT, Counselor:</i>	Highly Effective	Effective	Partially Effective	Ineffective
a. Written reports	Presents oral and written reports that are accurate and clear, including educationally relevant recommendations, and are tailored for the audience.	Writes reports that are accurate and appropriate to the audience.	Writes reports that are accurate but lacking clarity and not always appropriate to the audience.	Writes reports that are inaccurate or not appropriate to the audience.
b. IEP Writing	Creates well-written, thorough and concise IEPs that include appropriate and meaningful recommendations to uniquely address student needs. Continually seeks ways to improve the plan and makes changes as needed in response to student, parent, teacher and/or support staff input.	Creates accurate, well-written IEPs that include appropriate recommendations. Makes revisions in the IEP when needed.	Creates IEPs that are partially suitable or sporadically aligned with identified needs; recommendations are somewhat appropriate.	Creates IEPs that are not thorough, are poorly written, include inappropriate recommendations which do not reflect changes in the student's progress.
c. Data management system	Has developed a highly effective data management system for monitoring student progress related to IEPs, and uses it to adjust treatment, communicate with teachers and parents when needed.	Has developed an effective data management system for monitoring student progress related to IEPs, and uses it to adjust treatment when needed.	Has developed a rudimentary data management system for monitoring student progress related to IEPs, and occasionally uses it to adjust treatment when needed.	Does not input data accurately or in a timely fashion into data management systems.
d. Incorporates IEP goals	Is fully aware of entire IEP and incorporates skills, goals and strategies from other disciplines for a coordinated approach.	Is aware of entire IEP and sometimes incorporates skills from other disciplines.	Is aware of some parts of IEP and incorporates skills from other disciplines when required or convenient.	Is not aware of entire IEP and does not incorporate skills from other disciplines even when required.

NOTES:

IV: Family and Community Outreach

<i>Speech Language Pathologist, OT, PT, Counselor:</i>	Highly Effective	Effective	Partially Effective	Ineffective
a. Respect	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
b. Communicating with families	Promptly and frequently informs all parents, even those who are hard to reach, of positive news about students, and immediately flags any problems by dealing immediately and successfully with parent concerns; makes parents feel welcome through conferences, informal communication.	Updates and responds successfully to parents through conferences, progress notes and informal communication providing helpful feedback about student progress.	Is slow to respond to parent concerns; Updates parents about behavior or learning problems, but rarely mentions positive news. Relies primarily on progress notes and/or conferences to communicate with parents.	Makes little or no effort to effectively contact or respond to parents with news about students' progress.

NOTES:

V: Professional Responsibilities

<i>Speech Language Pathologist, OT, PT, Counselor:</i>	Highly Effective	Effective	Partially Effective	Ineffective
a. Professionalism	Can be counted on to hold the highest stands of honesty, integrity and confidentiality and to advocate for students, taking a leadership role with colleagues.	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Does not demonstrate professionalism, including integrity, advocacy and maintaining confidentiality.
b. Judgment	Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality in compliance with School Code of Conduct and Code of Ethics specific to the discipline.	Is ethical and transparent, uses good judgment and maintains confidentiality with students in compliance with School Code of Conduct and Code of Ethics specific to the discipline.	Sometimes uses questionable judgment, is less than completely forthright and/or discloses confidential information.	Acts in an ethically questionable manner, uses poor judgment and/or discusses confidential information.
c. Reflecting on practice	Actively seeks out feedback and suggestions, and uses them to improve performance. Makes perceptive and accurate reflections on practice,	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Makes some specific suggestions as to how instruction might be improved	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change; makes global suggestions as to how instruction might be improved.	Is very defensive about criticism; Does not reflect on practice, refuses to listen to feedback or suggestions; is resistant to change.
d. Collaboration	Provides cross-collaborative support in other buildings beyond their own. Arranges & documents numerous collaboration sessions with teachers.	Initiates contact with teachers and administrators to confer regarding individual cases.	Is available to staff for questions and planning and provides background material when requested.	Does not collaborate with teachers on providing techniques or strategies staff may use in a variety of settings.
d. Engagement in professional development	Provider actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities	Provider seeks out opportunities for professional development based on an individual assessment of need.	Provider's participation in professional development activities is limited to those that are convenient or are required.	Provider does not participate in professional development activities even when such activities are clearly needed for the development of skills.

NOTES:

SUMMARY:

Dansville Central School District



School Social Worker Performance Rubric 2023-2025

Summer 2023

I: Planning and Preparation

<i>School Social Worker:</i>	Highly Effective	Effective	Partially Effective	Ineffective
a. Knowledge of social-emotional (SEL)	Integrates a deep and thorough understanding of social emotional and academic learning supports available for students within the school and district	Integrates an adequate understanding of social emotional and academic learning supports available for students within the school and district.	Integrates basic understanding of social emotional and academic learning supports available for students within the school and district	Integrates little to no understanding of social-emotional and academic learning supports available for students within the school and district.
b. Knowledge of child and adolescent development	Plan/log reflects deep and thorough knowledge of the typical developmental characteristics of the age group, exceptions to the general patterns and displays knowledge of the extent to which individual students follow the general patterns.	Plan/log reflects accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns.	Plan/log reflects partial knowledge of child and adolescent development	Plan/log reflects little or no knowledge of child and adolescent development.
c. Service delivery plan	Highly effective and personalized within the context of the educational setting, for the situation and the age/developmental level of the students(s).	Development is clear and appropriate within the context of the educational setting, for the situation and the age / developmental level of the students(s).	Is rudimentary and only partially suitable for either the situation or the age/developmental level of the students(s).	Does not develop a clear service delivery or the service delivery is inappropriate for either the situation or the age/developmental level of the students(s).
d. Interventions and instructional support	Deep and thorough understanding in the design of possible interventions and instructional supports that target the specific needs of students and are connected to building and district goals	Clear understanding in the design of possible interventions and instructional supports that target the specific needs of students.	Demonstrates awareness in the design of possible interventions and instructional supports; inconsistently aligns the supports to the specific needs of students	Little or no knowledge in the design of possible interventions and instructional supports for students
e. Assessments	Deep and thorough understanding and utilizes appropriate multiple assessments based on specific student needs to effectively evaluate social emotional and instructional needs of student(s) and appropriately determines eligibility for Special Education and/or appropriate service	Clear understanding and utilized multiple assessments to evaluate social emotional and instructional needs of student(s) and appropriately determines eligibility for Special Education and/or appropriate services	Partial knowledge and utilizes limited assessments to evaluate social emotional and instructional needs of student(s) and attempts to determine eligibility for Special Education and/or appropriate services.	Lack of knowledge and utilizes little or no appropriate assessments to evaluate social emotional and instructional needs of student(s) and is unable to determine eligibility for Special Education and/or appropriate services
f. Goals and outcomes	Sets seamless goals and outcomes, and has a highly sophisticated plan to evaluate his/her direct services to students and families with a collection of evidence to indicate the degree to which the goals have been met and a clear path toward improving services on an ongoing basis	Consistently sets goals and outcomes, and has an organized plan to evaluate his/her direct services to students and families with a collection of evidence to indicate the degree to which the goals have been met	Inconsistently sets goals and outcomes, and has a rudimentary plan to evaluate his/her direct services to students and families.	Fails to set goals and outcomes, and has no plan to evaluate his/her work or resists suggestions that such an evaluation is important

II: The Environment

<i>School Social Worker:</i>	Highly Effective	Effective	Partially Effective	Ineffective
a. Establishes rapport	Interactions with students are positive and respectful and reflect a high degree of comfort and trust in the relation	Interactions with students are positive and respectful; students appear comfortable working with social worker.	Interactions are mostly positive efforts at developing rapport are partially successful.	Students are negative or inappropriate; students appear uncomfortable in presence of the social worker
b. Crisis intervention and risk assessment	Consistently promotes a positive culture and climate, assumes a leadership role in crisis intervention, engages in on-going risk assessments of students in crisis with responses that yield an accurate reflection of the Students' status with follow through that reflects insight, tact, and strong knowledge of community resources	Consistently promotes a positive culture and climate, consistently participates in crisis intervention; makes appropriate risk assessments of student(s) in crisis with responses addressing primary issues and makes appropriate recommendations that address student needs with follow through by the social worker	Attempts to promote a positive culture and climate, inconsistently participates in crisis intervention, and makes general risk assessments of student(s) in crisis with a limited response that lacks recommendations and follow through by the social worker.	Fails to establish a positive culture and climate, lacks involvement in crisis intervention; makes faulty risk assessments of student(s) in crisis with inappropriate responses that do not address immediate need
c. Routines and procedures	Always follows established routines and procedures; consistently adheres to district referral procedures; exercises exemplary judgment in setting priorities; seamlessly meets deadlines. Is a resource person to others to learn the referral procedures	Consistently follows established routines and procedures; adheres to district referral procedures; exercises appropriate judgment in setting priorities resulting in efficiently meeting deadlines.	Inconsistently follows established routines and procedures; sometimes follows district referral procedures; exercises moderate judgment in setting priorities resulting in sometimes missing deadlines	Fails to establish routines and procedures; does not follow district referral procedures; exercises poor judgment in setting priorities resulting in confusion and often missing deadlines.
d. Collaborates to provide student interventions	Skillfully and frequently collaborates with District staff, parents, community partners and agencies to develop effective interventions for students; looks for new ways to improve collaborative efforts and applies improvement strategies when identified.	Frequently collaborates with District staff, parents, community partners and agencies to develop effective interventions for students.	Occasionally collaborates with District staff, parents, community partners and agencies to develop effective interventions for students.	Displays minimal effort to collaborate with district staff, parents, community partners and agencies to develop effective interventions for students
e. Organization	Well organized, inviting and conducive to the efficient management of student evaluations; contributes and assists others in physical space arrangement	Organized, inviting, and conducive to the successful management of student evaluations	Attempts to create an inviting and well organized physical environment resulting in partially successful management of student evaluations.	Physical environment is in disarray and resulting in the inappropriate management of student evaluations

NOTES:

III: Instruction and Delivery of Service

<i>School Social Worker:</i>	Highly Effective	Effective	Partially Effective	Ineffective
a. Communicate effectively	Seamlessly and proactively interacts with teachers, administrators, other school staff, families, and community agencies regarding students. Considers all aspects of students' environment and other factors that impact student achievement; provides preventative interventions to help foster student success	Consistently interacts with teachers, administrators, other school staff, families, and community agencies regarding students. Considers multiple aspects of students' environment and implications on student achievement.	Occasionally interacts with teachers, administrators, other school staff, families, and community agencies regarding students.	Fails to interact with or inappropriately engages with teachers, administrators, other school staff, families, and community agencies regarding students.
b. Student assessments and data	Interprets and uses data clearly and concisely to assess students' social, emotional and behavioral needs; often facilitates meetings; creates and makes solid modifications to student IEP's in a culturally responsive manner when deemed necessary	Uses data accurately to assess student's social, emotional and behavioral needs, actively participates in meetings, and creates or makes appropriate modifications to student IEP's when deemed necessary.	Attempts to use data or has minimal usage of data to assess students' social, emotional and behavioral needs, rarely participates in meetings and creates or makes general modifications to student IEP's when deemed necessary	Fails to use data or uses data incorrectly to assess students' social, emotional and behavioral needs; does not participate in meetings and/or fails to create or modify student IEP's when deemed necessary
c. Interventions	Implements interventions for students that are comprehensive finding ways to creatively meet student needs. Serves a primary role in collaboration with colleagues to monitor student success	Implements interventions that are suitable and aligned with identified needs of students; consistently makes appropriate referrals; collaborates with colleagues to monitor student success	Implements interventions for students that are partially suitable or partially aligned with identified needs	Fails to implement interventions suitable for students or the interventions are irrelevant to the presenting problems
d. Case management	Exhibits leadership, provides excellent case management for students, initiates consultation with team members to monitor student progress; seamlessly collaborates and works to maintain contact with external resources to meet student needs	Provides appropriate case management for students, consults with team members to monitor student progress; frequently collaborates with external resources when needed to meet student needs.	Provides adequate case management for students; sometimes consults with team members to monitor student progress; rarely collaborates with external resources when needed to meet student needs	Does not provide appropriate case management for students; fails to regularly consult with team members to monitor student progress; does not collaborate with external resources when needed to meet student needs.
e. Demonstrates flexibility and responsiveness	Readily and courteously seeks input and evidence from staff, students, and/or parents; makes changes to improve the plan or program based on the diverse needs of students.	Responds to input and/or requests from staff, students, and/or parents; makes changes to the plan or program based on the diverse needs of the students when confronted with evidence of the need for change.	Responds reluctantly to input and/or requests from staff, students, parents; makes modest changes to the plan or program when confronted with evidence of the need for change.	Avoids or ignores input and/or requests from staff, students, parents; adheres to the plan or program in spite of evidence of its inadequacy.

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IV: Professional Responsibilities

<i>School Social Worker:</i>	Highly Effective	Effective	Partially Effective	Ineffective
a. Reflects on professional practice	Professional practice is highly insightful and perceptive, citing specific examples, drawing on extensive repertoire of alternative strategies outlining how prevention and intervention might be improved	Professional practice is accurate and objective citing specific examples of practice with specific suggestions as to how prevention and intervention efforts might be improved	Professional practice is moderately accurate and objective without citing specific examples of practice and with only general suggestions as to how it might be improved	Does not reflect on professional practice or reflections are inaccurate or self-serving.
b. Maintains data management system and records	Highly systematic and efficient and serves as a model for colleagues	Reports, records and documentation are accurate and submitted in a timely manner	Reports, records and documentation are generally accurate but occasionally late	Reports, records and documentation are missing, late or inaccurate, resulting in confusion
c. Communicates with teachers, administrators and families	Initiates engagement; always available to teachers, administrators and families; proactive in providing information about the students through a variety of means.	Attempts to engage and/or is consistently available to teachers, administrators and families for questions and planning; consistently providing requested information or resources.	Occasionally attempts to engage and/or is inconsistently available to teachers, administrators and families for questions, planning and provides requested information or resources	Makes no attempt to engage and/or is unavailable to teachers, Administrators and families for questions and planning; does not provide requested information or resources.
d. Participates in a professional community	Relationships with colleagues are positive, professional and productive; assumes a leadership role in events or projects in schools as assigned	Relationships with colleagues are positive, professional and productive; regularly participates in events or projects in schools as assigned.	Relationships with colleagues are cordial and professional; occasionally participates in mandatory events or projects in schools as assigned.	Relationships with colleagues are negative, unprofessional or self-serving; avoids being involved in events or projects in schools as assigned
e. Professional development	Actively pursues professional development opportunities; makes a substantial contribution to the profession through such activities as offering workshops to colleagues	Seeks out opportunities for professional development based on an individual assessment of need	Participation in professional development activities is limited to those that are convenient or required.	Does not participate in professional development activities even when activities are clearly needed for the development of skills.
f. Shows professionalism	Can be counted on to hold the highest standards of honesty, integrity and confidentiality; advocates for students taking leadership roles with colleagues	Displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and families; advocating for students when needed.	Honest in interactions with colleagues, students and families; does not violate confidentiality	Displays dishonesty in interactions with colleagues, students and families; violates principles of confidentiality

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For the District:

By: _____

*Dr. Paul J. Alioto
Superintendent of Schools*

Dated: _____, 2023

For the Association:

By: _____

*Kristin Luxon
Association President*

Dated: _____, 2023

Approved by the Board of Education

_____, 2023

Clerk of the Board