Cortland Enlarged City School District

Professional Growth & Assessment Program

Revised 2006 - Effective 2006-07

2005-2006 Committee Membership

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Cortland Enlarged City School District
Professional Growth & Assessment Program

Philosophy

The Cortland City School District is dedicated to obtaining high standards of student achievement through excellence in teaching. The formative element of this process acknowledges that the highest goal in staff assessment is to enable individuals to reflect upon and appraise their own work and to set new directions for professional and personal growth. Formative assessment also involves guidance and encouragement from peers, administrators and staff developers. The more formal and traditional summative element provides the basis for making justifiable decisions about tenure status and about the retention or dismissal of staff members, while meeting the goals of formative assessment whenever possible. The district recognizes that the success of this two faceted assessment process depends in large measure on the district-wide maintenance of a collegial environment sustained by mutual respect and trust among members of Cortland's educational community.

Cortland Enlarged City School District - Professional Characteristics/Attributes Reference List	

I. Instructional Strategies
 	
*ITIP
Essential Elements of
Instruction
	A. Instructional Planning
	  1. Selects objectives at the correct level of difficulty-striving always to encourage higher order thinking skills
	  2. Aligns objectives with the New York State Learning Standards
	  3. Provides for congruency between objectives and teacher actions (information, materials, activities, questions, responses)
	  4. Plans varied activities to accommodate varied learner needs
	B. Instructional Delivery
	  1. Teaches to established objectives *
	  2. Reviews previously learned concepts and skills
	  3. Presents new concepts clearly
	  4. Asks questions to provoke reflection and higher order thinking skills among students
	  5. Encourages student-initiated inquiry and research
	  6. Skillfully uses the following Principles of Learning *
	    a. *Anticipatory Set* - students focus on new learning, creating congruent bridges to the objective by searching for related information from their pasts
	    b. *Modeling* - the teacher correctly demonstrates a process or product and provides a limited rubric of the critical attributes of that process or product
	    c. *Active Participation* - all learners engage with the objective consistently and simultaneously throughout the lesson
	    d. *Meaning* - the learner makes connections between the lesson and his or her life
	    e. *Interest* - the teacher uses novelty and vividness to attract the learner's mind to the lesson
	    f. *Feeling Tone* - the learner perceives that the physical and emotional climate is pleasant, business-like, and conducive to learning
	    g. *Level of Concern* - the teacher creates in the learner a productive tension by manipulating deadlines, materials, expectations and proximity
	    h. *Practice* - teacher provides both guided and independent practice
	    i. *Success* - the learner perceives that he or she is making progress toward a goal
	    j. *Closure* - the learner summarizes and reflects on the lesson
	  7. Uses Principles of Reinforcement and frequent positive teacher-student interaction
	    a. Utilizes extrinsic and intrinsic rewards
	    b. Uses negative reinforcement (escape/avoidance) techniques to increase desired behavior
	C. Student Assessment
	  1. Expects all learners to succeed
	  2. Holds all learners accountable for learning
	  3. Assesses students' prior learning in order to select appropriate objectives
	  4. Monitors ongoing student performance *
	    a. to diagnose student learning difficulties
	    b. to evaluate task analysis and effectiveness of lesson
	    c. to adjust pace and approach appropriately *
	  5. Uses evaluation to give students timely knowledge of results *
	  6. Uses evaluation to determine learners' achievement of stated objectives
	  7. Encourages learners to evaluate their own performances and to set goals for continued growth
	  8. Uses evaluation results as a basis for parent-teacher communication
	  9. Uses a variety of evaluation techniques

Cortland Enlarged City School District - Professional Characteristics/Attributes Reference List	

II. Knowledge	A. Demonstrates Knowledge of Subject Area and Pedagogy
	  1. Demonstrates a knowledge, understanding, and application of subject matter
	  2. Demonstrates a knowledge and understanding of learning theory and learning styles
	  3. Keeps appraised of developments in techniques, philosophy, and content through professional reading and in-service
	B. Demonstrates a Knowledge of State and District Adopted Curricula
	  1. Demonstrates familiarity with NYS Learning Standards, Curriculum Guides, resources and assessments
	  2. Uses adopted District curricula and provides activities suitable to the learning styles and abilities of individual students
	  3. Participates in the development, coordination, and assessment of instructional programs based upon the District's graduation requirements
	C. Demonstrates a Knowledge and Understanding of Child Development and Diversity
	  1. Demonstrates understanding of the developmental stages and needs of students
	  2. Promotes student practices and activities that enhance physical, intellectual, emotional, and social development
	  3. Assesses, evaluates and takes appropriate action when dealing with the needs of individuals
	  4. Places emphasis on skill development, acquisition of knowledge and problem solving that is age appropriate
	  5. Demonstrates an appreciation of student differences
	D. Demonstrates knowledge of School Health Services
	  1. Demonstrates knowledge of NYS health regulations
	  2. Remains current with SED mandates following prescribed guidelines
	  3. Keeps appraised of current health issues

III. Learning Environment	A. Classroom Environment
	  1. Creates an environment of respect and a feeling of trust and openness with students
	  2. Establishes a culture of learning while maintaining a balance between freedom and control
	  3. Manages student behavior while creating a stimulating, nonthreatening learning atmosphere
	B. Classroom Management
	  1. Organizes instructional learning time
	    a. Plans learning experiences to meet individual needs based on prior diagnosis
	    b. Teaches scheduled class/subject for allocated time period
	    c. Maximizes learner equipment in instruction
	    d. Encourages student involvement in decisions related to their learning and conduct
	  2. Uses space, equipment, and materials to support instruction
	    a. Arranges the learning area to achieve planned objectives
	    b. Uses equipment and materials effectively
	    c. Makes materials readily accessible to learners
	    d. Creatively arranges physical equipment to encourage interest and involvement
	  3. Establishes classroom rules and routines that promote instruction
	    a. Uses rules and routines at the developmental level of learners
	    b. Applies rules and routines consistently and fairly
	  4. Manages learner behavior effectively
	    a. Communicates behavioral expectations to learners
	    b. Maintains a common purpose among learners and the teachers
	    c. Monitors learners' behaviors
	    d. Disciplines in a dignified, fair, and positive manner, striving toward student self-control

Cortland Enlarged City School District - Professional Characteristics/Attributes Reference List	

IV. Professional Qualities	A. Sets Annual Goals for Professional Growth
	 B. Participates in
	    1. District committees
	    2. Staff development
	    3. Problem solving groups
	    4. Professional growth activities relating to classroom performance and subject content
	    5. Curriculum development
	    6. School and community activities
	 C. Professional Responsibilities
	    1. Demonstrates dependability in professional duties
	       a. Fulfills assigned tasks
	       b. Is prompt
	    2. Works cooperatively with staff in bringing about the success of the school program
	    3. Reflects and self assesses own teaching
	    4. Maintains accurate records
	    5. Shows professionalism
	    6. Adheres to policies, procedures of district, school and administration

V. Interpersonal Skills
 	
 Student, Staff, Parents and Community
	A. Demonstrates Exemplary Communication Skills
	    1. Speaks and writes clearly
	    2. Uses oral and written language correctly
	    3. Gives clear, concise directions and explanations
	    4. Matches communication to meet the purpose of instruction and learner's needs
	 B. Professional Relationships
	    1. Maintains an effective working relationship with staff
	       a. Respects needs and feelings of his/her colleagues
	       b. Maintains a positive relationship with all school personnel
	    2. Maintains a relationship with students that is conducive to learning
	       a. Maintains a supportive and positive relationship with students
	       b. Respects the confidentiality of student information
	       c. Is courteous and respectful
	       d. Promotes positive self-esteem
	    3. Maintains a relationship with parents that promotes effective communication
	       a. Maintains rapport with parents
	       b. Is available for conference
	       c Shows tact in communication
	 C. Demonstrates Familiarity with and Utilizes Appropriate School and Community Resources
	    1. Consults with school, community and business resources such as parents, social worker, guidance counselor, librarian, psychologist, and agencies when appropriate

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│              Cortland Enlarged City School District       │
│          Non-Tenured Evaluation/Observation Procedures    │
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I. **Orientation** (either prior to start of school year or within one month of being hired)
    A. Meeting with Administrator Responsible for Evaluation/Observation
        1. Review *Non-Tenured Evaluation/Observation Procedures*
        2. Review *Professional Characteristics/Attributes Reference List* and Identify Focus for Annual Action Plan
        3. Discuss Staff Development Needs and Identify Focus for Annual Action Plan
    B. Mentor/Mentee Orientation
        1. Curriculum Orientation
        2. Discuss and Formulate First Unit Plan
    C. Meeting of Mentee/Mentor/Administrator
        1. Outline Roles and Responsibilities
        2. Set Goals and Develop Annual Action Plan
        3. Define Limited Portfolio (see limited portfolio page 7)

II. **Mentorship**[1] (Mentor/Mentee) [process below repeated minimally every fifteen weeks]
    A. Unit Plan Focus
        1. Professional Attribute/Characteristic of Priority
        2. Element of Annual Action Plan
        3. Element of Staff Development (if appropriate)
    B. Instruction
        1. Classroom Observation/Discussion/Feedback (Mentor of Mentee)
        2. Classroom Observation/Discussion/Feedback (Mentor by Mentee)
        3. Classroom Observation of Recommended Volunteer Teacher (by Mentee)
    C. Debriefing

III. **Classroom Observation/Evaluation by Administrator** (minimum of three per year)
    A. Pre-conference (required first observation year one, optional [at administrator's discretion] thereafter)
    B. Classroom Observation
    C. Post-conference (required)

IV. **Mentor/Mentee/Administrator Consultation** (ongoing exclusive of continued employment and tenure status)
    A. Discussion of Annual Action Plan
    B. Discussion of Mentorship

V. **Annual Summative Conference** (Staff Member and Administrator by April 1)
    A. Self-Reflective Narrative
    B. Review of Professional Growth *Limited* Portfolio (Goal-related artifacts are collected over the non-tenure period and tied to annual action plan. Administrator may request additional artifacts)
    C. Administrator Summative Narrative
    D. Determination
        1. Recommendation for Continuance/Tenure and/or
        2. Development of Individual Support Plan or
        3. Recommendation to Terminate/Resign
    E. Planning for Next Year
        1. Return to Step "I" Above or
        2. Review Options for Tenured Staff (if recommended for tenure)

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[1] *Mentorship is required for all non-tenured staff members during the first year of a probationary period, and optional at the request of either party during year two or three.*

Options *(Minimum of two different options within each five-year period)*	Required Staff Components: Annual Action Plan* and Self-Reflective Narrative* Required Administrative Component: Summative Narrative*			
	Formal Option **Non-Tenured and Tenured Staff**		**Self-Directed Option** **Tenured Staff**	**Peer-Based Option** **Tenured Staff**
	Formal	**Individual Support**		
Chosen by whom?	by the Staff Member	by the Administrator	by the Staff Member	by the Staff Member
By when?	← Annually →			
Annual Action Plan	Due with Self-Reflective Narrative	Administrator with Input from Staff Member/Team	Due with Self-Reflective Narrative	Due with Self-Reflective Narrative
Administrator's Approval	by October 1	N/A	by October 1	by October 1
Components/Choices	Classroom Observation (minimum 1): ▪ Pre-Conference* Optional ▪ Post-Conference* within 5 days	Conference/Goal Setting: ▪ Individual or Team ▪ Detailed, Specific Annual Action Plan ▪ Specific, Detailed Time Line Formal Classroom Observation: ▪ Announced with Pre- and Post-Conferences * ▪ Unannounced with Post-Conference * within 5 days *(see Individual Support Plan)*	Limited Portfolio or Learning Experience Development (LED) or Independent Research Project (IRP) or Journal or National Board Certification or Mentorship	Problem Based Team (PBT) (minimum of two) or Peer Coaching (two people) or Support Team (minimum of two)
Conferencing	Mid - Oral Final - Written	Mid - Written Final - Written	Mid - Oral Final - Written	Mid - Oral Final - Written

Cortland Enlarged City School District
Options for Non-Tenured and Tenured Professionals

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* *Artifacts for Personnel File*

Supervision Options for Tenured Staff
All options must include an Annual Action Plan and Self-Reflective Narrative

Self-Directed Options:

The Limited Portfolio: The portfolio should be considered as another important tool used to assist an individual in reaching his/her goal of excellence. As such, the items included in the portfolio should be a dynamic collection that chronicles and assists professional growth. Furthermore, portfolio items should be directly related to specific goals outlined in the staff member's Annual Action Plan. The Self-Reflective Narrative will provide a rationale for the inclusion of each item. The portfolio is not intended to be a static, trivial collection of artifacts.

The following is a partial list of the kinds of items that might be included in a portfolio at any level of experience. Items will be selected based on discussion of the individual's Annual Action Plan with his/her administrator.

- copies of observations
- videotape(s) of lesson(s)
- copy of staff member's expectation sheet
- copies or description of unit assessments
- evidence of participation in committees or extra-curricular work
- reflective letter summarizing the feedback from student surveys

- plans for specific lessons
- evidence of ongoing content area study
- copy of grade book for marking period
- notation of special awards or citations

Learning Experience Development (LED): This option allows an individual to develop a sequence of learning experiences in a format that lends itself well to replication. The major components are learning context, procedure, instructional/environmental modifications, materials and supplies, assessment tools and techniques, time required, student work, and reflection. The work is also aligned with the new learning standards. The rationale and basic outline are presented in the staff member's Annual Action Plan. The final product is presented to the administrator and may be replicated and shared with other staff members. (See LED Guidelines)

Independent Research Project (IRP): This option allows a staff member to concentrate on a topic or thesis of interest. The ultimate goal is to increase student achievement, but it is recognized that many variables affect this. The IRP is divided into the major components of planning, programming, and evaluation. A learner impact statement must be formulated in the Annual Action Plan. The programming stage actually becomes the operational plan which includes target learners, resources needed, methods/strategies, and impact of change on other programs in the school. The Self-Reflective Narrative must include results of tests and other assessment measures and a description of what the staff member will do differently in the future based on these results. (See IRP Guidelines)

Journal: The discipline of journal writing can be a powerful tool in the quest for personal and professional growth. If an individual chooses this option, he/she will be expected to reflect in writing, at least once a week, on his/her performance as a staff member and on the performance of his/her students. Remember that reflection is more than simply reporting on what is happening in the classroom. Often it is dominated by questions for which there are no answers yet. The primary focus should be on the goals established in the individual's Annual Action Plan, but other concerns and thoughts about school should be explored as well, especially as they increase in significance. This is an opportunity to become more conscious of and attentive to the individual's own daily efforts to inspire the highest levels of achievement in students. A summary of the Journal will be part of the staff member's Self-Reflective Narrative that will be read by the administrator. The administrator may elect to review the Journal.

National Board Certification: National Board Certification is a way for the teaching profession to define and recognize highly accomplished practice. A certificate awarded by the National Board attests that a teacher has been judged by his or her peers as one who meets high and rigorous professional standards. He or she has

demonstrated the ability, in a variety of settings, to make sound professional judgments about students' best interests and to act effectively on those judgments. (See http://www.nbpts.org)

Mentorship: This option allows tenured individuals, selected by the administrator, to help a non-tenured individual to grow professionally. The staff member will work with the mentee as outlined in the Non-Tenured Evaluation/Observation Procedures and assist with such things as curriculum orientation, Annual Action Plan development, and selection of professional growth activities. (See Mentorship Guidelines)

Peer Based Options:

Problem Based Team (PBT): Teams of at least two staff members work together in this model to define a problem and develop solutions. Each team develops its own organization, schedule, resource base, timetable and project outcomes as defined in the Annual Action Plan. There are four major questions to be answered by the team: What is happening? What do we need to know? What have we learned? What solutions fit the model? The team is given autonomy in working through the problem solving process. Results are presented to an appropriate audience. Each team member will reflect on the process in his/her Self-Reflective Narrative. (See PBT Guidelines)

Peer Coaching: This option allows a minimum of two cooperating staff members to observe and reflect upon each other's performance. Each selects specific skills reflected in his/her Annual Action Plan that he/she wishes to work on. A minimum of three sets of reciprocal observations and meetings would be arranged. The administrator will facilitate the necessary scheduling and coverage. This option allows each professional to interact and work on skills in a collegial environment. The year-end Self-Reflective Narrative would reflect upon the process and the growth achieved. (See Peer Coaching Guidelines)

Support Team: In this option, a minimum of two colleagues meets for an hour or so every three to four weeks for the purpose of reporting and reflecting on their progress toward the goals they set in their Annual Action Plans. Individuals may share the same plans, or they may each have separate goals. The purpose of the periodic meeting is to give each member the opportunity to make a public assessment of one's own progress in a nonthreatening, nonjudgmental environment and to solicit support and advice from experienced colleagues. It is very important that the members of the support team adhere to a strict *equal time* schedule so that no one member ends up dominating the meeting with his or her personal concerns. In the individual's narrative he/she will indicate how the group process helped enhance his/her ability to meet professional goals. Meeting dates should be established and shared with the administrator. Teams will be required to keep minutes and share with the administrator.

EXPLANATION:

The purpose of this option is to provide a more structured and mode of supervision. This may include probationary staff who require greater specificity to meet tenure status, or a staff member whose competence is in question. The administrative supervisor will specify timelines and objectives, and may request involvement of others.

Ideally individual support is characterized by recognition on the part of the staff member and the administrator that the individual needs assistance to be successful. Observations and supervision will be frequent and all observations will be used as the basis for summative evaluation. Feedback will be immediate and specific. All available and appropriate resources will be utilized for support.

The decision about implementation of an Individual Support Plan should be collaborative, but may be directive. Individual support is intended to provide the best possible likelihood for professional growth; but it may lead to a recommendation for dismissal or non-tenure. It should maintain the supportive climate inherent in the supportive supervision process for as long as is feasible to foster growth.

STEPS IN THE PROCESS:

STEP 1:   PLACEMENT

A. Based on administrative summative documentation of the lack of employee effectiveness, the administrator will assign the staff member to the *Individual Support Plan* option. A letter will be sent to the staff member to formally notify him/her of placement into the *Individual Support Plan* option. A copy of the letter will be forward to the superintendent and the personnel file.

B. The staff member will opt to have a team or one-on-one approach to the plan. A team approach is highly recommended if an *Individual Support Plan* is recommended beyond one year. The employee's selection will be verified in writing and a copy will be forwarded to the superintendent, CUT representative, team participant, and personnel file. In addition to the staff member and administrator the team will be comprised of the following:

Team Composition	Selected By	Role
Building Colleague	Staff member	Instructional support
Building CUT Representative	Staff member	Offers instructional support and monitors process
Administrator Colleague	Administrator	Offers instructional support and monitors process

STEP 2:   CONFERENCE AND GOAL SETTING

A. A conference will be held with the staff member, administrator and the review team (if selected) to develop the employee's annual goals.

B. The administrator, with input from the staff member and the review team (if selected), will write the staff member's Annual Action Plan. The Action Plan will be specific and detailed, and written within ten days of the conference. Copies will be distributed to team members.

C. A specific and detailed timeline will be worked out for the teacher and administrator to review progress. This should be in intervals of no longer than three to four weeks.

STEP 3: FEEDBACK AND REVIEW

A. Formal observations and evaluations will be conducted by the administrators.

B. Administrators will provide written feedback and specific suggestions after each set of formal observations and evaluations.

C. The administrator will share a written, mid-year progress report with staff member and the review team (if selected). The conference will be an analysis of performance and the degree of achievement of previously stated goals.

D. Copies of this document will be added to the staff member's personnel file.

E. Adjustments and refocusing of the plan can occur at anytime in response to the staff member's growth.

STEP 4: EVALUATION REPORT

A. The staff member will write a self-reflective narrative and the administrator will write a summative narrative. Both will be reviewed with staff member and the review team (if selected). This must be completed by March 15 for non-tenured employees.

B. Evaluations will be performance-based and will discuss the degree of attainment of the annual goals, including significant professional activities.

C. Staff member and/or administrator comments related to the conference should be attached to evaluations to form the evaluation report.

D. The evaluation report will include the supervision-evaluation option recommended. The administrator will recommend continuation in the Individual Support Plan or staff member selected option.

E. If it is determined that the staff member is not able to meet the district's professional standards, the administrator will share his/her recommendation with the staff member and the superintendent.

F. Copies of this evaluation report will be forwarded by the administrator to the central office and a copy given to the staff member.

Cortland Enlarged City School District - Annual Action Plan

Name: _____ **Date:** _____

To be completed by: _____ **Status:** ☐ **Tenured**

date ☐ **Non-Tenured**

Supervision Option:

Formal	**Self Directed**	**Peer Based**
☐ *Formal*	☐ *Limited Portfolio*	☐ *Problem Based Team[1]*
☐ *Individual*	☐ *Learning Experience Development[1]*	☐ *Peer Coaching[1]*
Support Plan	☐ *Independent Research Project [1]*	☐ *Support Team*
	☐ *Journal*	
	☐ *National Board Certification*	
	☐ *Mentorship[1]*	

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1. **Describe your goals and how they relate to the professional attribute(s) you wish to enhance or strengthen as a way of improving student achievement. (Refer to *Professional Characteristics/Attributes Reference List*)**

2. **What strategies do you anticipate you will be using to reach your goals?**

3. **What is your expected time line for implementation?**

4. **What anticipated resources and/or support will you need?**

5. **What evaluation criteria and procedures will you use to assess success?**

6. **What topic(s) of professional growth do you plan to pursue? (course work, workshops, seminars, lectures, etc.)**

_____ _____

Administrator's Signature *Date*

cc: Principal
    Staff Member
    Administrative Supervisor

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[1] *Please refer to guidelines*

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Cortland Enlarged City School District
Self-Reflective Narrative

Name: _____ **Date:** _____

Status: ☐ **Tenured**   ☐ **Non-Tenured**

Supervision Option:

Formal	**Self Directed**	**Peer Based**
☐ *Formal*	☐ *Limited Portfolio*	☐ *Problem Based Team*
☐ *Individual*	☐ *Learning Experience Development*	☐ *Peer Coaching*
Support Plan	☐ *Independent Research Project*	☐ *Support Team*
	☐ *Journal*	
	☐ *National Board Certification*	
	☐ *Mentorship*	

Discuss the degree to which you were able to attain the goals of your Annual Action Plan. What positive impact on student achievement did you observe? Are there aspects of your action plan that you would do differently? Were there other experiences that contributed significantly to your professional growth? List courses, research or workshops that you found to be valuable.

Are you interested in sharing your project with your colleagues? If yes, please complete a Shared Archive form located on the C & I Staff Site under PGAP.   ☐ **Yes**   ☐ **No**

cc: Principal
    Staff Member
    Administrative Supervisor

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Cortland Enlarged City School District
Administrator's Summative Narrative

Name: _____   **Date:** _____

Status: ☐ **Tenured**   **Recommendation:** ☐ **Individual Support Plan**
☐ **Non-Tenured**   ☐ **Continuation**
☐ **Tenure**

Supervision Option: **Formal**   **Self Directed**   **Peer Based**
☐ *Formal*   ☐ *Limited Portfolio*   ☐ *Problem Based Team*
☐ *Individual*   ☐ *Learning Experience Development*   ☐ *Peer Coaching*
    Support Plan   ☐ *Independent Research Project*   ☐ *Support Team*
    ☐ *Journal*
    ☐ *National Board Certification*
    ☐ *Mentorship*

> **Discuss the degree to which the staff member was able to attain the goals in his/her Annual Action Plan.**
> What positive impact on student achievement did you observe? Were there other experiences that contributed significantly to his/her professional growth? Describe area(s) of strength and area(s) of concern in relation to the district's Professional Characteristics/Attributes Reference List.

_____   _____
Staff Member's Signature - acknowledging review of this evaluation only; does not indicate agreement or   *Date*
disagreement with the contents.

_____   _____
Administrator's Signature   *Date*
Signed original to circulate and initial as follows: **Director C & I or PPS** _____ *initial*
    Superintendent _____ *initial*
    Personnel Office (file) _____ *initial*

cc: Principal
    Staff Member
    Administrative Supervisor

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Cortland Enlarged City School District
Pre-Observation Form

Name of Staff Member:		Date:
Name of Administrator:		Time:
Subject/Lesson Topic:		School:
Class Observed:		Room #:

Date and Time of Pre-conference: _____ _____ (*Can be waived. See Section B*)
(date) *(time)*

Section A: To be completed by the staff member

1. What are your objectives for this lesson? (Please specify content and student outcome.)

2. How will you know if the students have achieved the objectives of the lesson?

3. What particular teaching techniques do you want me to observe/monitor?

4. Other Comments

Section B: To be completed if the pre-observation conference is waived.
Pre-observation conference is mutually waived (exclusive of first observation for non-tenured staff). Administrator may require additional supportive information.

_____   _____
Staff Member's Signature   *Date*

_____   _____
Administrator's Signature   *Date*

Section C: A post-conference is required.

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Name of Staff Member:		Date:
Name of Administrator:		Time:
Subject/Lesson Topic:		School:
Class Observed:		Room #:

Instructional Strategies:

Knowledge:

Learning Environment:

Summary Analysis of Observation:

Non-Observation Comments: (Professional Qualities and Interpersonal Skills):

Staff Member's Comments on Evaluation:

Conference Held: _____

_____   _____
Staff Member's Signature - acknowledging review of this evaluation   *Date*
only; does not indicate agreement or disagreement with the contents.

_____   _____
Administrator's Signature   *Date*

Signed original to circulate and initial as follows: **Director C & I or PPS**   _____ *initial*
                                                     Superintendent   _____ *initial*
                                                     Personnel Office (file)   _____ *initial*

cc: **Principal**
             Staff Member
             Administrative Supervisor

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Cortland Enlarged City School District
TEACHING ASSISTANT
EVALUATION FORM

Name of Employee: Non-Tenure: ☐

Location: Tenure: ☐

The following areas will be taken into consideration when completing this evaluation: Safety, Initiative, Growth, Dependability, Attendance, Capability, Efficiency, Productivity, Property Care, Appearance, Reliability, Attitude, Stability, and Integrity.

Ratings: 2 – Meets Expectations   1 – Needs Improvement

CATEGORY	2	1	Not Observed
Works effectively with individual students or groups of students on instructional projects.	☐	☐	☐
Provides the teacher with information about students to assist the teacher in the development of appropriate learning experiences.	☐	☐	☐
Helps students to appropriately use available instructional resources.	☐	☐	☐
Assists in the development of instructional materials.	☐	☐	☐
Uses special skills and abilities to support instructional programs (computer skills, artistic abilities, etc).	☐	☐	☐
Helps in related instructional work, such as presenting segments of lesson plans as directed by the teacher.	☐	☐	☐
Performs duties as assigned in a responsible and capable manner.	☐	☐	☐
Maintains confidentiality in all venues.	☐	☐	☐

Note: This evaluation form may be used for formal, informal, or summative evaluations.

Supervisor/Administrator Comments: If there are any comments you care to make, or any special areas of consideration regarding this employee, please indicate below:

The required conference was held on   .

Employee Comments:

_____

_____

_____

_____

_____

_____

_____

Signature of Supervisor/Administrator   **Date**

I have reviewed this report with the appropriate supervisor, or administrator, and have been given the opportunity to express my views regarding this evaluation of my performance. My signature does not necessarily mean that I agree to or accept the contents of this report.

Signature of Employee   **Date**

Distribution: Personnel
                  Employee
                  Supervisor/Administrator

Shared Archive – Directions to View or Submit

1. **Sign on to the Staff Site**
2. **Click on <u>Curriculum & Instruction</u>**
3. **Click on <u>PGAP</u>**
4. **Click on <u>Shared Archive</u> (figure 1 displays what will appear on your screen)**
5. **To submit, click on <u>New</u> <u>Document</u> (figure 2 displays what will appear on your screen)**
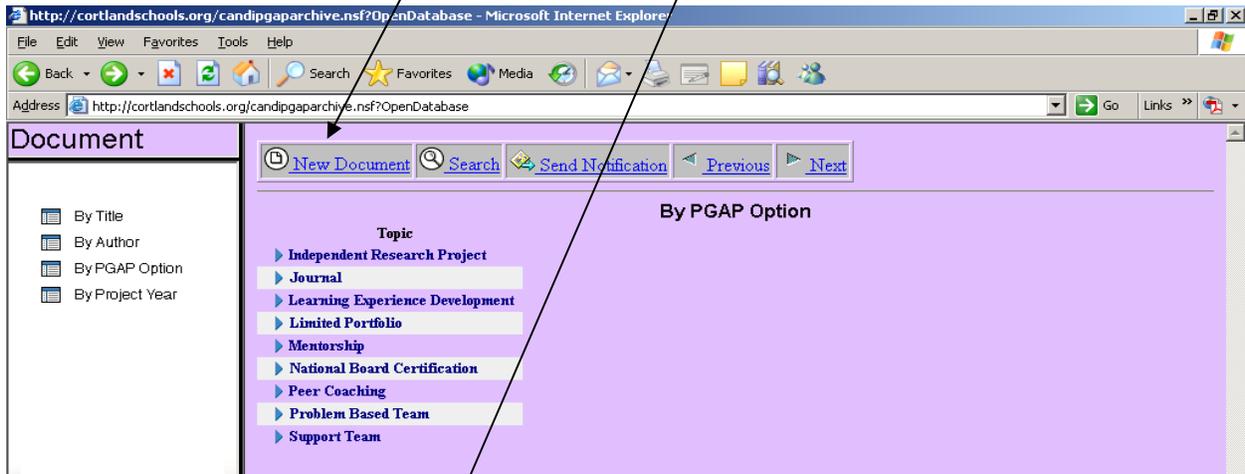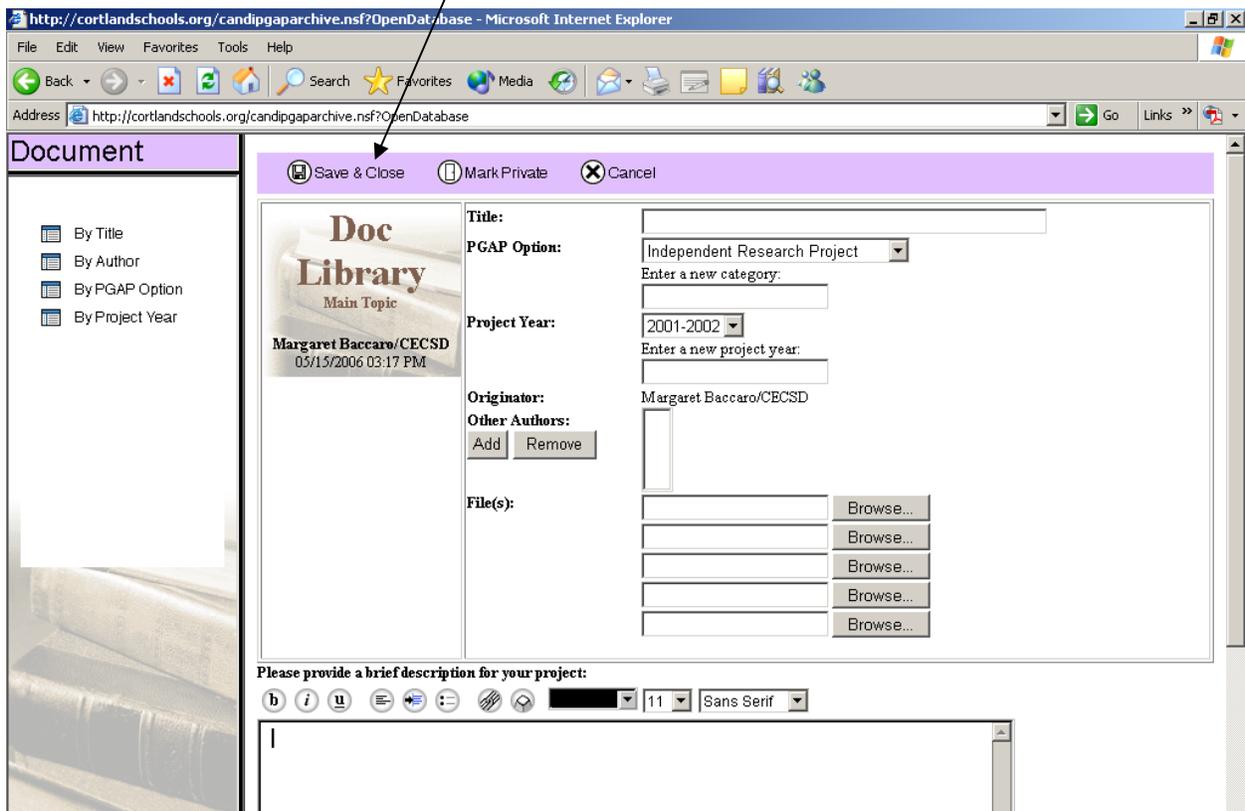6. **Complete the form and click on <u>Save & Close</u>**

Figure 1

Figure 2

Cortland Enlarged City School District

Independent Research Project (IRP)

Project Guidelines

Independent Research Project (IRP): This option allows a staff member to concentrate on a topic or thesis of interest. The ultimate goal is to increase student achievement, but it is recognized that many variables affect this. The IRP is divided into the major components of planning, programming, and evaluation. A learner impact statement must be formulated in the Annual Action Plan. The programming stage actually becomes the operational plan which includes target learners, resources needed, methods/strategies, and impact of change on other programs in the school. The Self-Reflective Narrative must include results of tests and other assessment measures and a description of what the staff member will do differently in the future based on these results.

The IRP is divided into three components:

Planning

Programming

Evaluation

Cortland Enlarged City School District
Independent Research Project (IRP)

Staff Member's Name:	

A. Planning

    1. Key Result:

    2. Specific Goal:

    3. Learner Impact Statement (must be stated in terms of *learner performance*: what learners will achieve or be able to do; not what *will* be done to or for the learners.):

    4. Need/Rationale for Change:

B. Programming (operational plan)

    1. Target Learners:

    2. Resources Needed (personnel, materials, other):

    3. Methods/Strategies:

    4. Impact of Change on/for Other Programs:

C.   Evaluation

    1.   Quantifiable Outcome Measures:

    2.   Other means of Evaluation:

    3.   End-of-Term Results:
       a. Description of attainment level of Learner Impact Statement

       b. Results of tests and other assessment measures

       c. Interpretation of results

       d. Description of what you will do differently in the future based on these results.

_____   _____

Administrator's Signature   *Date*

*(**Please attach any supporting materials, research, examples, data, etc.**)*

Cortland Enlarged City School District

Learning Experience Development (LED)

Project Guidelines

Learning Experience Development (LED): This option allows an individual to develop a sequence of learning experiences in a format that lends itself well to replication. The major components are learning context, procedure, instructional/environmental modifications, materials and supplies, assessment tools and techniques, time required, student work, and reflection. The work is also aligned with the new learning standards. The rationale and basic outline are presented in the staff member's Annual Action Plan. The final product is presented to the administrator and may be replicated and shared with other staff members.

Cortland Enlarged City School District
Learning Experience Development (LED) Project

Staff Member's Name:

Note: No Need to duplicate information found on other forms

Information about the scope of the learning experience:

Select one: ☐   *Unit of Study*

☐   *Series of Lessons*

☐   *Classroom Activity*

☐   *Other - Specify*

Select one: ☐   *Out of School Activity*

☐   *Independent Study*

☐   *In School Activity*

☐   *Other - Specify*

Information about the students who participated in the learning experience:

	Grade Levels	*Total Number*
Regular Education		
Special Education		
Bilingual Education		
Gifted and Talented		
Other - Please Specify		

Title of Learning Experience: _____

---

1.   Learning Context

   Describe the purpose of the learning experience

   ▪ **the learning standard(s) and the specific performance indicators from the standards documents on which the learning experience is based;**
   ▪ **a description of the connection to instruction in other curricular areas or where this experience fits in the school or course curriculum; and**
   ▪ **what students need to know and/or be able to do to succeed with this learning experience.**

---

2.   Procedure

   Tell us about the procedure including:

   ▪ **what the students do; and**
   ▪ **what the teacher does**

---

3.   Instructional/Environmental Modifications

   Describe the procedures used to accommodate the range of abilities in the classroom, such as:

   ▪ **instructional modifications made; and**
   ▪ **physical modification of the classroom setting.**

---

4.   Materials and Supplies

   Identify the materials, supplies and equipment needed to successfully complete this experience:

   ▪ **for the students, and**
   ▪ **for the teacher**

5.   Assessment Tools & Techniques

Describe the:

- **techniques used to collect evidence of student progress toward meeting the learning standards (e.g., observation, group discussions, higher analytical questioning); and**
- **tools used to document student progress (e.g., scoring guides, rating scales, checklists, projects, taped performances).**

Please attach the tools used.

6.   Time Required

For each aspect of the learning experience, state the amount of time for:

- **planning;**
- **implementation; and**
- **assessment.**

7.   Student Work

Samples, of student work, that reflect the diversity of students participating in the learning experience:

- **and describe the type of student work submitted, such as written, video, audio, graphics, and photos; and**
- **describe the evidence in the student work that supports your assessment of student performance.**

8.   Reflection

Comment on the learning experience, including:

- **how it might better meet the needs of ALL learners;**
- **how it might better support student progress toward attainment of the learning standards;**
- **how to expand the connections to other learning standards; and how it reflects current scholarship in your field and *best* classroom practice.**

Learning Standards Checklist

For each standard area indicate the level at which this learning experience addresses the learning standards by checking an E, I and/or C in the appropriate box. *(see key below)*

Key	
E	*Elementary*
I	*Intermediate*
C	*Commencement*

Students will:

English Language Arts (ELA)

☐ **E** ☐ **I** ☐ **C** 1. read, write, listen, and speak for information and understanding.

☐ **E** ☐ **I** ☐ **C** 2. read, write, listen, and speak for literary response and expression.

☐ **E** ☐ **I** ☐ **C** 3. read, write, listen, and speak for critical analysis and evaluation.

☐ **E** ☐ **I** ☐ **C** 4. read, write, listen, and speak for social interaction.

The Arts

☐ **E** ☐ **I** ☐ **C** 1. actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre and visual arts) and participate in various roles in the arts.

☐ **E** ☐ **I** ☐ **C** 2. be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

☐ **E** ☐ **I** ☐ **C** 3. respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

☐ **E** ☐ **I** ☐ **C** 4. develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures past and present society.

Health, Physical Education & Home Economics

☐ **E** ☐ **I** ☐ **C** 1. have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

☐ **E** ☐ **I** ☐ **C** 2. acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

☐ **E** ☐ **I** ☐ **C** 3. understand and be able to manage their personal and community resources

Key	
E	*Elementary*
I	*Intermediate*
C	*Commencement*

Career Development & Occupational Studies

☐ **E** ☐ **I** ☐ **C**   **1. be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.**

☐ **E** ☐ **I** ☐ **C**   **2. demonstrate how academic knowledge and skills are applied in the workplace and other settings.**

☐ **E** ☐ **I** ☐ **C**   **3a. demonstrate mastery of the foundation skills and competencies essential for success in the workplace.**

☐ **E** ☐ **I** ☐ **C**   **3b. choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.**

Mathematics, Science & Technology

☐ **E** ☐ **I** ☐ **C**   **1. use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.**

☐ **E** ☐ **I** ☐ **C**   **2. access, generate, process, and transfer information using appropriate technologies.**

☐ **E** ☐ **I** ☐ **C**   **3. understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, date analysis, probability, and trigonometry.**

☐ **E** ☐ **I** ☐ **C**   **4. understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.**

☐ **E** ☐ **I** ☐ **C**   **5. apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.**

☐ **E** ☐ **I** ☐ **C**   **6. understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.**

☐ **E** ☐ **I** ☐ **C**   **7. apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.**

Key	
E	*Elementary*
I	*Intermediate*
C	*Commencement*

Languages Other Than English (LOTE)

☐ E ☐ I ☐ C   **1. be able to use a language other than English for communication.**

☐ E ☐ I ☐ C   **2. develop cross-cultural skills and understandings.**

Social Studies

☐ E ☐ I ☐ C   **1. use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.**

☐ E ☐ I ☐ C   **2. use a variety of intellectual skills to demonstrate their understanding of major ideas, era, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.**

☐ E ☐ I ☐ C   **3. use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live--local, national, and global--including the distribution of people, places and environments over the Earth's surface.**

☐ E ☐ I ☐ C   **4. use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.**

☐ E ☐ I ☐ C   **5. use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; The United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.**

Cortland Enlarged City School District

Problem Based Team (PBT)
Project Guidelines

Problem Based Team (PBT): Teams of at least three staff members work together in this model to define a problem and develop solutions. Each team develops its own organization, schedule, resource base, timetable and project outcomes as defined in the Annual Action Plan. There are four major questions to be answered by the team: What is happening? What do we need to know? What have we learned? What solutions fit the model? The team is given autonomy in working through the problem solving process. Results are presented at the end of the term to an appropriate audience. Each team member will reflect on the process in his/her Self-Reflective Narrative.

Cortland Enlarged City School District
Problem Based Team (PBT) - Planning Sheet
(To be used in conjunction with Annual Action Plan)

Team Members:

Description of Problem:
Team Goals:
Proposed Timeline:

Problem Based Team Project Summary

A summary of your team's research and efforts is required. Please use the following format and include the following items:

- **A thorough description of the problem along with a rationale describing why this is important.**

- **Your research agenda**

- **A listing of the resources the group brought to bear on the problem**

- **A concise solution**

- **A summary of the solution's impact on student achievement**

- **An outline which lists the steps that are needed to achieve the solution**

- **A detailed listing of resources which will be needed to reach the solution**

- **A list of staff members who would need to be contacted with individual summaries of their prospective roles in the solution.**

- **A description of a proposed assessment to determine if the solution is successful.**

- **A list of the people or groups that would be able to act on this information**

Cortland Enlarged City School District

Peer Coaching

Project Guidelines

Peer Coaching: This option allows two cooperating staff members to observe and reflect upon each other's performance. Each selects specific skills reflected in his/her Annual Action Plan that he/she wishes to work on over the course of the year. A minimum of three sets of reciprocal observations and meetings would be arranged. The administrator will facilitate the necessary scheduling and coverage. This option allows each professional to interact and work on skills in a collegial environment. The year-end Self-Reflective Narrative would reflect upon the process and the growth achieved.

Cortland Enlarged City School District
Peer Coaching

Over the course of the upcoming year you and your partner will observe, discuss and reflect upon the attributes and characteristics set forth in your annual action plan. This form will serve as a record of your progress and the basis for your self-reflective narrative.

Staff Member's Name: _____   **Observer:** _____

Lesson Topic: _____   **Date:** _____   **Time:** _____

Special requests from staff member for observer:

Objective(s) for the lesson:

Action Plan Skills to be observed:

Observer will take notes throughout the time that he/she has agreed to observe the class. Notes taken will be reviewed and some specific examples will be placed into the appropriate Phase section on the form below. These examples will be the basis of the discussion when you and the observer have a post conference (see page 3). Together, you will explore and reflect upon the lesson as prescribed in each Phase listed below. For those who do not have common planning periods, see your building administrator to facilitate coverage.

Phase I: (10 weeks)	*Identify and discuss examples of the action Plan skills observed.*
Phase II: (20 weeks)	*Cite any evidence from student behavior that skill was used appropriately.*
Phase III: (30 weeks)	*Cite other strategies, which could be used to strengthen the skill listed above based upon these observations.*

Peer Coaching Reflection

(to be completed by staff member)

Phase I:	**How did this initial exchange help to improve upon the Action Plan Skill you chose?**
Phase II:	**How did this conference help to relate the chosen skill to student outcomes?**
Phase III:	**What strategies discussed for the chosen skill seem most useful and why?**