SOLVAY UNION FREE SCHOOL DISTRICT
103 Third Street
Solvay, New York 13209-1532

Mission Statement and Beliefs

The Solvay schools community will provide a nurturing environment that cultivates creativity and offers opportunities to discover and learn. ***Our mission is to develop confident, continual learners who are caring, community members.***

As a learning community, we believe that:
* All students can learn.
* Learning is a life-long process.
* Learning should promote strong social skills and responsibility.
* Learning should cultivate individual talents and interests.
* Students should acquire academic skills to attain their greatest potential.
* Everyone should feel safe, valued, and respected.
* Learning should provide challenges without fear of failure.
* Learning is a process shared by students, parents, schools, and communities.

ANNUAL PERFORMANCE REVIEW (8/03)
~~~Instructional Service~~~

Name   **School Year**

Position   **Building(s)**

PURPOSE: NYS Education Commissioner's regulation, Part 100.2(o), requires the board of education to ensure that the performance of all professionals providing instructional services or pupil personnel services is reviewed annually. That regulation also calls for the development and adoption of a professional performance review plan that is the product of collaboration with professionals. The performance review plan is contained within the negotiated agreement, thus demonstrating its collaborative development. This form is provided in support of that agreement, and in compliance with the previously referenced regulation. It consists of evaluation rubrics that indicate the district standard in the domains of competency. The professional will complete a reflection of the domains, and a chart of supporting activities, prior to the review conference.

When completed, this form, along with any other evaluation documents or attachments prepared by the administration during the previous year, constitute the annual performance review. As per regulation, performance assessments may include classroom observations, videotapes of lessons, self-reviews, peer reviews, and portfolio reviews in keeping with the plan in the negotiated agreement. For teachers possessing transitional or initial certificates, a portfolio review consisting of such items as sample lesson plans, samples of student work, student assessment instruments, videotapes of teaching performance, or the teacher's reflections on his/her classroom performance is required by regulation.

The annual professional performance review is intended to be summative in nature, providing an evaluation of several aspects of the teacher's professional performance, highlighting particular strengths and weaknesses, and providing suggestions and support for improving the weaker characteristics.

Teacher Evaluation Rubric
and
Report Forms*

*This framework for growth in professional practices is meant to be a road map for novices as well as a guide for experienced professionals to promote, maintain and encourage instructional excellence which will increase student achievement. This rubric can provide the structure for discussions and an opportunity for improvement.

Teacher Evaluation Rubric and Report Form

Name   Title   Date

School(s)   ☐ SES
            ☐ SMS
            ☐ SHS   Tenure ☐   Probation ☐

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1. <u>CONTENT KNOWLEDGE</u>

The teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
	☐	☐	☐	☐
1.1 Knowledge of Content	Teacher makes content errors, or does not correct content errors students make.	Teacher displays basic content knowledge, but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge, and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
	☐	☐	☐	☐
1.2 Knowledge of Curriculum	Teacher does not maintain content and skills in curriculum areas taught, or in methods of instruction and assessment.	Teacher gains some knowledge of content and skills in curriculum area taught, and in methods of instruction and assessment.	Teacher gains knowledge of content and skills in curriculum areas taught, employing new methods of instruction and assessment	Teacher actively pursues knowledge of content and skills in curriculum areas taught, employing new methods of instruction and assessment.
	☐	☐	☐	☐
1.3 New York State Standards	Teacher does not plan, design, or deliver instruction based on NYS and local standards.	Teacher gains some knowledge of content and skills in curriculum area taught, and in methods of instruction and assessment.	Teacher gains knowledge of content and skills in curriculum areas taught, employing new methods of instruction and assessment.	Teacher actively pursues knowledge of content and skills in curriculum areas taught, employing new methods of instruction and assessment.

Evaluator's Comments:

Teacher's Reflections:

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2. <u>PREPARATION</u>

The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
	☐	☐	☐	☐
2.1 Lesson or Unit Objectives	The lesson or unit has few or no clearly defined objectives, and/or the objectives are not supported by aligned activities.	The lesson or unit has clearly defined objectives some of the time, and/or they are not supported by aligned activities of the lesson.	The lesson or unit has clearly defined objectives most of the time, with aligned activities to support most of them.	The objectives of the lesson or unit are clear and are supported by lesson activities aligned to the objectives.
	☐	☐	☐	☐
2.2 Preparation of Tasks and Activities	Tasks and activities for group and individual work are seldom well organized, and indicate how students assume responsibility for productivity.	Tasks and activities for group and individual work are occasionally well organized, and indicate how students assume responsibility for productivity.	Tasks and activities for group and individual work are frequently well organized, and indicate how students assume responsibility for productivity.	Tasks and activities for group and individual work are consistently well organized, and indicate how students assume responsibility for productivity.
	☐	☐	☐	☐
2.3 Expectations for Learning and Achievement	Instructional goals, activities, interactions, and the classroom environment seldom convey high expectations for students.	Instructional goals and activities, interactions, and the classroom environment occasionally convey high expectations for student achievement.	Instructional goals, activities, interactions, and the classroom environment frequently convey high expectations for student achievement.	Instructional goals, activities, interactions, and the classroom environment consistently convey high expectations for student achievement.
	☐	☐	☐	☐
2.4 Resources for Students	Teacher seldom uses district resources in a limited way to assist students with learning, and seldom recommends other effective resources that enrich and enhance learning.	In addition to occasionally using district resources, teacher occasionally researches and recommends other effective resources that enrich and enhance learning.	In addition to frequently using district resources, teacher researches and frequently recommends other effective resources that enrich and enhance learning.	In addition to consistently using district resources, teacher researches and consistently recommends other effective resources that enrich and enhance learning.

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3. <u>INSTRUCTIONAL DELIVERY</u>

The teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction, and meaningful lesson plans resulting in student learning.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
	☐	☐	☐	☐
3.1 Directions and Procedures	Teacher directions and procedures are seldom clear, and are confusing to students.	Teacher directions and procedures are occasionally clear to students, and anticipate possible student misunderstanding.	Teacher directions and procedures are frequently clear to students, and anticipate possible student misunderstanding.	Teacher directions and procedures are consistently clear to students, and anticipate possible student misunderstanding.
	☐	☐	☐	☐
3.2 Management of Transitions	Transitions are seldom smooth, and much time is lost during transitions.	Transitions are occasionally smooth, with little loss of instructional time and with students assuming some responsibility for efficient operation.	Transitions are frequently smooth, with little loss of instructional time and with students assuming some responsibility for efficient operation.	Transitions are consistently smooth, with little loss of instructional time and with students assuming some responsibility for efficient operation.
	☐	☐	☐	☐
3.3 Feedback to Students	Specific feedback to students is seldom of high quality. Opportunities are seldom available for students to use specific feedback in their learning.	Specific feedback to students is occasionally of high quality. Opportunities are occasionally available for students to use specific feedback in their learning.	Specific feedback to students is frequently of high quality. Opportunities are available for students to use specific feedback in their learning.	Specific feedback to students is consistently of high quality. Opportunities are available for students to use specific feedback in their learning. Teacher seizes opportunities to enhance learning, building on student responses.

	Not Meeting District Standard ☐	**Minimally Meeting District Standard** ☐	**Meets District Standard** ☐	**Exceeds District Standard** ☐
3.4 Effectiveness of Questions	Teacher's questions are of poor quality (i.e. Does everybody understand? Are there any questions?) with little use of Bloom's taxonomy for levels of cognitive and effective domains, and incorrect or no use of procedural, declarative and essential questions. There is not adequate time for students to respond. Students do not formulate questions.	Teacher's questions are occasionally of high quality, using Bloom's taxonomy for levels of cognitive and affective domains, as well as correct use of procedural, declarative and essential questions. There is adequate time for students to respond. Students formulate few questions.	Teacher's questions are frequently of high quality, using Bloom's taxonomy for levels of cognitive and affective domains, as well as correct use of procedural, declarative and essential questions. There is adequate time for students to respond. Students formulate some questions.	Teacher 's questions are consistently of high quality ,using Bloom's taxonomy for levels of cognitive and affective domains, as well as correct use of procedural, declarative and essential questions. There is adequate time for students to respond. Students formulate many questions.
	☐	☐	☐	☐
3.5 Oral and Written Language	Teacher's oral and written language seldom indicates high quality, varied vocabulary, and correct grammar. Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language may contain many grammar and syntax errors.	Teacher's oral and written language occasionally indicates high quality, varied vocabulary, and correct grammar. Teacher's spoken language is clear and written language is legible	Teacher's oral and written language frequently indicates high quality, enriched vocabulary, and correct grammar. Teacher's spoken language is clear and concise, and written language is neat and organized.	Teacher's oral and written language consistently indicates high quality, enriched vocabulary, and correct grammar. Teacher's spoken language is clear and concise, and written language is neat and organized.
	☐	☐	☐	☐
3.6 Instructional Techniques	Teacher seldom varies instructional techniques to accommodate the variety of student learning styles.	Teacher occasionally varies instructional techniques to accommodate the variety of student learning styles.	Teacher frequently varies instructional techniques to accommodate the variety of student learning styles.	Teacher consistently varies instructional techniques to best meet the variety of student learning styles for all students.
	☐	☐	☐	☐
3.7 Use of Materials	Teacher seldom selects materials, manipulatives, and models of high quality that are aligned to the learning objectives and contribute to the overall clarity and purpose of the lesson.	Teacher occasionally selects materials, manipulatives, and models of high quality that are aligned to the learning objectives and contribute to the overall clarity and purpose of the lesson.	Teacher frequently selects materials, manipulatives, and models of high quality that are aligned to the learning objectives and contribute to the overall clarity and purpose of the lesson.	Teacher consistently selects materials, manipulatives, and models of high quality, that are aligned to the learning objectives and contribute to the overall clarity and purpose of the lesson.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
	☐	☐	☐	☐
3.8 Facilitates Student Use of Technology	Teacher seldom encourages and/or facilitates the use of technology to further the learning process.	Teacher occasionally encourages and facilitates the use of technology by students to further the learning process.	Teacher frequently encourages and facilitates the students' use of technology to further the learning process.	Teacher consistently encourages and facilitates students' use of technology to enhance the learning process.
	☐	☐	☐	☐
3.9 Use of Technology	Teacher seldom uses technology which enhances the teaching and learning environment.	Teacher occasionally uses technology which enhances the teaching and learning environment.	Teacher frequently uses technology which enhances the teaching and learning environment.	Teacher consistently uses technology which enhances the teaching and learning environment.

Evaluator's Comments:

Teacher's Reflections:

Teacher Evaluation Rubric and Report Form

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4. CLASSROOM MANAGEMENT

The teacher shall demonstrate classroom management skills supportive of diverse student learning needs, which create an environment conducive to student learning.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
	☐	☐	☐	☐
4.1 Classroom Climate	Teacher seldom interacts with students in a manner that promotes fairness and respect.	Teacher occasionally interacts with students in a manner that promotes fairness and respect some of the time.	Teacher interacts with students in a manner that promotes fairness and respect some of the time.	Teacher consistently interacts with students in a manner that promotes fairness and respect.
	☐	☐	☐	☐
4.2 Application of Expectations for Student Behavior	Standards of conduct are seldom clear to all students, and student behaviors indicate they do not understand and abide by the expectations.	Standards of conduct are occasionally clear to all students, and student behaviors indicate they understand and abide by the expectations some of the time.	Standards of conduct are frequently clear to all students, and student behaviors indicate they understand and abide by the expectations most of the time.	Standards of conduct are consistently clear to all students, and student behaviors indicate they understand and abide by the expectations.
	☐	☐	☐	☐
4.3 Use of Instructional Time	Teacher seldom uses instructional time effectively.	Teacher occasionally uses instructional time effectively.	Teacher frequently uses instructional time effectively.	Teacher consistently maximizes use of instructional time.
	☐	☐	☐	☐
4.4 Response to Student Misbehavior	Teacher response to misbehavior is seldom effective and sensitive to students' individual needs.	Teacher response to misbehavior is occasionally effective and sensitive to students' individual needs.	Teacher response to misbehavior is frequently effective and sensitive to students' individual needs.	Teacher response to misbehavior is consistently effective and sensitive to students' individual needs.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
	☐	☐	☐	☐
4.5 Teacher Interaction with Students	Teacher seldom demonstrates genuine caring and respect for individual students. Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate.	Teacher occasionally demonstrates genuine caring and respect for individual students by using positive comments, sincere questions, and effective behavior modification when needed.	Teacher frequently demonstrates genuine caring and respect for individual students by using positive comments, sincere questions, and effective behavior modification when needed.	Teacher consistently demonstrates genuine caring and respect for individual students by using positive comments, sincere questions, and effective behavior modification when needed.
	☐	☐	☐	☐
4.6 Teacher's Attention to the Learning Environment	Teacher seldom arranges a learning environment conducive to enriched student learning experiences.	Teacher occasionally arranges a learning environment conducive to enriched student learning experiences.	Teacher frequently arranges a learning environment conducive to enriched student learning experiences.	Teacher consistently arranges a learning environment conducive to enriched student learning experiences.

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5. <u>STUDENT DEVELOPMENT</u>

The teacher shall demonstrate understanding and appreciation of diversity, and application of developmentally appropriate instructional strategies.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
	☐	☐	☐	☐
5.1 Student Needs	Teacher is seldom proactive in understanding and diagnosing student learning needs, and seldom designs instruction based on those needs.	Teacher is occasionally proactive in understanding and diagnosing student learning needs, and occasionally designs instruction based on those needs.	Teacher is frequently proactive in understanding and diagnosing student learning needs, and often designs instruction based on those needs.	Teacher is consistently proactive in understanding and diagnosing student learning needs, and consistently designs instruction based on those needs.
	☐	☐	☐	☐
5.2 Student Involvement and Participation	Teacher seldom delivers instruction that actively involves all students.	Teacher occasionally delivers instruction that actively involves all students.	Teacher frequently delivers instruction that actively involves all students.	Teacher consistently delivers instruction that actively involves all students.
	☐	☐	☐	☐
5.3 Teacher/Student Interaction	Teacher interactions with students are seldom positive.	Teacher interactions with students are occasionally positive.	Teacher interactions with students are frequently positive.	Teacher interactions with students are consistently positive.
	☐	☐	☐	☐
5.4 Knowledge of Child Development and Use of Developmentally Appropriate Strategies	Teacher seldom demonstrates depth of knowledge of child development, and uses developmentally appropriate strategies.	Teacher occasionally demonstrates depth of knowledge of child development, and uses developmentally appropriate strategies.	Teacher frequently demonstrates depth of knowledge of child development, and uses developmentally appropriate strategies.	Teacher consistently demonstrates depth of knowledge of child development, and uses developmentally appropriate strategies.

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6. <u>STUDENT ASSESSMENT</u>

The teacher implements assessment techniques based on appropriate learning standards.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
	☐	☐	☐	☐
6.1 Techniques to Assess Students	Teacher seldom uses a wide variety of techniques to assess students.	Teacher occasionally uses a wide variety of techniques to assess students.	Teacher frequently uses a wide variety of techniques to assess students.	Teacher consistently uses a wide variety of techniques to assess students.
	☐	☐	☐	☐
6.2 Measurement of Learning Goals	Teacher seldom articulates specific measurement strategies to assess learning goals based on student assessment data.	Teacher occasionally articulates specific measurement strategies to assess learning goals based on student assessment data.	Teacher frequently articulates specific measurement strategies to assess learning goals based on student assessment data.	Teacher consistently articulates specific measurement strategies to assess learning goals based on student assessment data.
	☐	☐	☐	☐
6.3 Congruence with Instructional Goals	The proposed approach to assessment is seldom congruent with the instructional goals, both in content and process.	The proposed approach to assessment is occasionally congruent with the instructional goals, both in content and process.	The proposed approach to assessment is frequently congruent with the instructional goals, both in content and process.	The proposed approach to assessment is consistently congruent with the instructional goals, both in content and process.
	☐	☐	☐	☐
6.4 Student Involvement in Self Assessment	Teacher seldom uses a wide variety of methods to involve students in assessing their own learning.	Teacher occasionally uses a wide variety of methods to involve students in assessing their own learning.	Teacher frequently uses a wide variety of methods to involve students in assessing their own learning.	Teacher consistently uses a wide variety of methods to involve students in assessing their own learning.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
	☐	☐	☐	☐
6.5 System for Measuring Student Progress	Teacher's system for maintaining information on student completion of assignments is seldom organized and effective.	Teacher's system for maintaining information on student completion of assignments is occasionally organized and effective.	Teacher's system for maintaining information on student completion of assignments is frequently organized and effective.	Teacher's system for maintaining information on student completion of assignments is consistently well organized and effective.
	☐	☐	☐	☐
6.6 Criteria and Standards	Assessment criteria and standards are seldom articulate, and have been clearly communicated to students.	Assessment criteria and standards are occasionally articulated, and have been clearly communicated to students.	Assessment criteria and standards are frequently articulated, and have been clearly communicated to students.	Assessment criteria and standards are consistently articulated, and have been clearly communicated to students.

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7. COLLABORATION

The teacher shall demonstrate an effective collaborative relationship with student, parents or caregivers, and support personnel to meet the learning needs of students.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
	☐	☐	☐	☐
7.1 Work with Administrators	Teacher seldom works collaboratively with administrators.	Teacher occasionally works collaboratively with administrators.	Teacher frequently works collaboratively with administrators.	Teacher consistently works collaboratively and respectfully with administrators.
	☐	☐	☐	☐
7.2 Work with Colleagues/ Instructional Program	Teacher seldom works collaboratively and respectfully with colleagues to improve student learning.	Teacher occasionally works collaboratively and respectfully with colleagues to improve student learning.	Teacher frequently works collaboratively and respectfully with colleagues to improve student learning.	Teacher consistently works collaboratively and respectfully with colleagues to improve student learning.
	☐	☐	☐	☐
7.3 Collaboration with Parents	Teacher seldom works respectfully with parents to offer a collaborative environment in an effort to improve student learning.	Teacher occasionally works respectfully with parents to offer a collaborative environment in an effort to improve student learning.	Teacher frequently works respectfully with parents to offer a collaborative environment in an effort to improve student learning.	Teacher consistently works respectfully with parents to offer a collaborative environment in an effort to improve student learning.

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8. <u>REFLECTIVE & RESPONSIVE PRACTICES</u>
The teacher shall demonstrate a reflective and responsive practice.

	Not Meeting District Standard	**Minimally Meeting District Standard**	**Meets District Standard**	**Exceeds District Standard**
	☐	☐	☐	☐
8.1 Adjusts Lessons	Teacher seldom reviews, assesses, and adjusts lessons based on student need and performance.	Teacher occasionally reviews, assesses, and adjusts lessons based on student need and performance.	Teacher frequently reviews, assesses, and adjusts lessons based on student need and performance.	Teacher consistently reviews, assesses, and adjusts lessons based on student need and performance.
	☐	☐	☐	☐
8.2 Reflects on the Effectiveness of Lessons	Teacher seldom makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.	Teacher occasionally makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.	Teacher frequently makes an accurate assessment of lesson effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.	Teacher consistently makes an accurate assessment of lesson effectiveness and the extent to which it has achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
	☐	☐	☐	☐
8.3 Knowledge of Prerequisite Curriculum	Teacher seldom builds on knowledge of prerequisite curriculum when describing instruction or seeking causes for student misunderstanding.	Teacher occasionally builds on knowledge of prerequisite curriculum, some of the time, when describing instruction or seeking causes for student misunderstanding.	Teacher frequently builds on knowledge of prerequisite curriculum, most of the time, when describing instruction or seeking causes for student misunderstanding.	Teacher consistently builds on knowledge of prerequisite curriculum when describing instruction or seeking causes for student misunderstanding.
	Not Meeting District Standard	**Minimally Meeting District Standard**	**Meets District Standard**	**Exceeds District Standard**
	☐	☐	☐	☐
8.4 Professional Development	Teacher seldom engages in professional development activities to enhance professional knowledge or skills.	Teacher occasionally pursues opportunities for professional development to enhance content knowledge and skills.	Teacher frequently pursues opportunities for professional development to enhance content knowledge and skills.	Teacher consistently pursues opportunities for professional development and applies new skills in the classroom.

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9. <u>TECHNOLOGY</u>

The teacher uses technology to support teaching and learning.

	Not Meeting District Standard ☐	Minimally Meeting District Standard ☐	Meets District Standard ☐	Exceeds District Standard ☐
9.1 Use of Technology ☐	Teacher's use of technology seldom enhances the teaching and learning environment.	Teacher's use of technology occasionally enhances the teaching and learning environment.	Teacher's use of technology frequently enhances the teaching and learning environment.	Teacher's use of technology consistently enhances the teaching and learning environment.
9.2 Facilitates Student Use of Technology ☐	Teacher seldom encourages and facilitates the students' use of technology to further the learning process.	Teacher occasionally encourages and facilitates the students' use of technology to further the learning process.	Teacher frequently encourages and facilitates the students' use of technology to further the learning process.	Teacher consistently encourages and facilitates students' use of technology to enhance the learning process.

Evaluator's Comments:

Teacher's Reflections:

SOLVAY UNION FREE SCHOOL DISTRICT

On the following chart please list your school related activities

- ❑ Coursework or staff development activities, including conference attendance
- ❑ School-related committees
- ❑ Curriculum development projects during the past year
- ❑ Co-curricular or interscholastic activities you advised, directed, or coached
- ❑ Other activities you initiated or participated
        (in the school and/or community)

ACTIVITY	DESCRIPTION	CREDIT HOURS IF APPLICABLE (Professional Development, Workshops, Conferences, etc.)