2022-2023

Annual Professional Performance Review
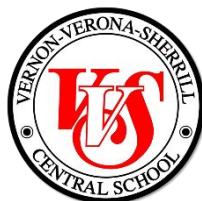
VERNON VERONA SHERRILL
CENTRAL SCHOOL DISTRICT

VVS ANNUAL PROFESSIONAL
PERFORMANCE REVIEW

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EXECUTIVE
SUMMARY

VVS - it's a great place to learn! VVS is a great place to learn because of the VVS community of faculty, students, parents, and support staff.

IN FEBRUARY 2004, the current New York State Education Department requirements for licensing and certification of individuals in the teaching professions went into effect. These, combined with the New York State requirements for professional development and professional performance review of teachers, providers, and administrators *enacted in 2012*, served as a catalyst for the convening of the VVS Annual Professional Performance Review (APPR) Committee to address the implementation of these requirements as related to the District's professional development plan and observation/evaluation practices.

BEGINNING IN THE 2005/2006 SCHOOL YEAR and continuing through *2011/2012*, the APPR Committee of teachers/providers representing buildings and grade levels along with an elementary principal, a secondary principal, and district level administrator collaborated on the selection of professional performance standards.

THE PROCESS USED BY THE COMMITTEE included extensive research in best practices for professional growth and development for adults. This research was combined with New York State's ten performance areas and the existing successful practices found within the VVS School District. Because the procedures for evaluating teachers/providers are a mandatory subject of collective bargaining, the committee reviewed information and advice to local leaders provided by New York State United Teachers (NYSUT). Most important to the committee was the need to respect and continue the culture of collaboration, trust, and mutual respect between and among the VVS teachers/providers, administrators, and Board of Education. Activities toward this end included surveys, trial experiences, presentations, and discussions with teachers/providers in small groups and during faculty meetings, discussions with administrators, and with the VVS Teachers Association Executive Committee. Results from these activities served to inform both the process and the format to be followed by all members of the school district.
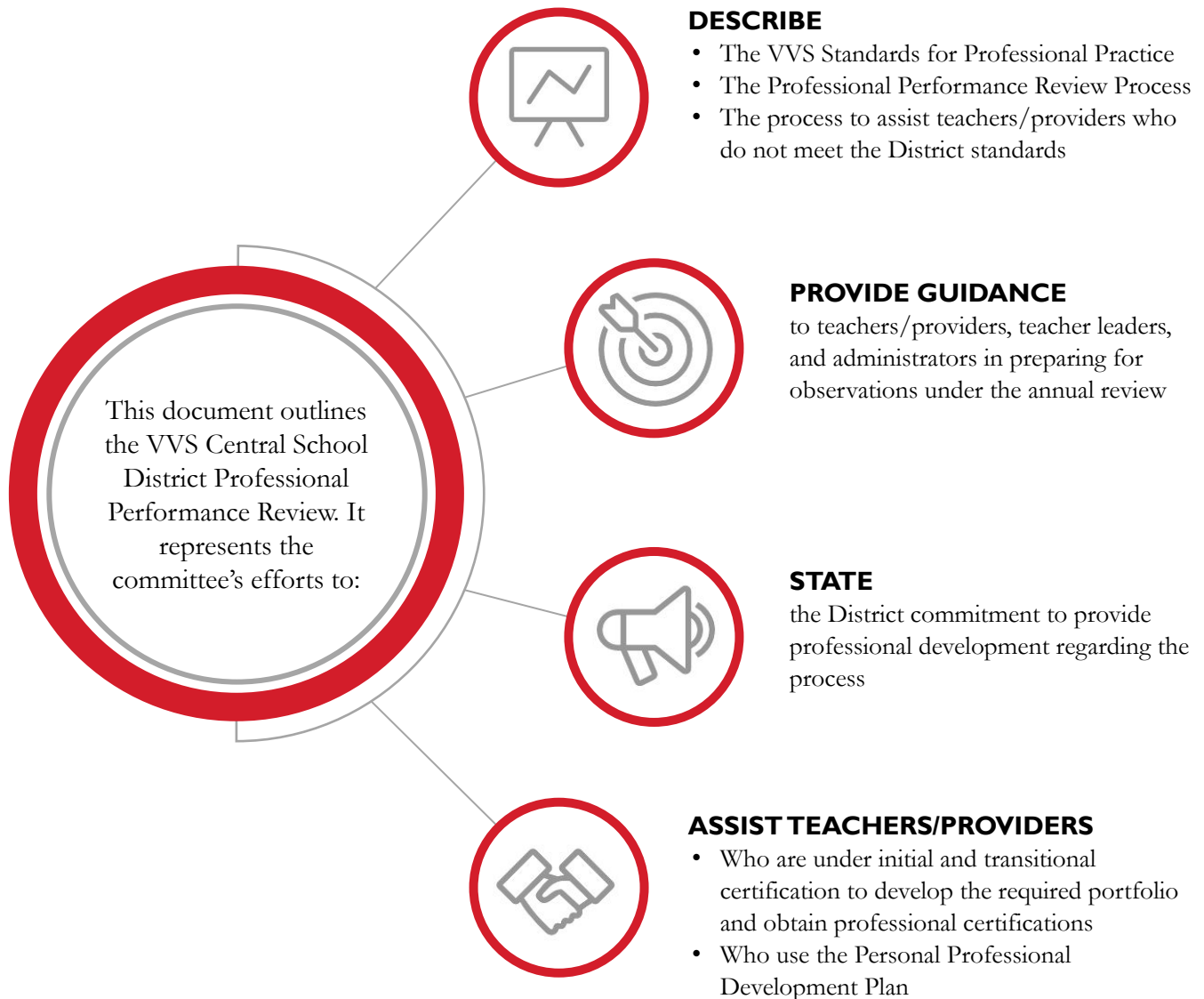
> "
> If you are planning for
> a year,
> **sow rice.**
>
> If you are planning for
> a decade,
> **plant trees.**
>
> If you are planning for
> a lifetime,
> **educate people.**
>
> ~ Chinese Proverb
> "

THE VVS PERFORMANCE REVIEW supports the continuous growth of all professionals within the VVS School District. It encourages professional conversations and the supports the VVS learning community. It recognizes the growth that educators make throughout their professional careers as they move from the early stages of teaching to the time when they have acquired the deep understandings and expertise that comes through experience, reflection, and continued learning.

This document outlines the VVS Central School District Professional Performance Review. It represents the committee's efforts to:

DESCRIBE
- The VVS Standards for Professional Practice
- The Professional Performance Review Process
- The process to assist teachers/providers who do not meet the District standards

PROVIDE GUIDANCE
to teachers/providers, teacher leaders, and administrators in preparing for observations under the annual review

STATE
the District commitment to provide professional development regarding the process

ASSIST TEACHERS/PROVIDERS
- Who are under initial and transitional certification to develop the required portfolio and obtain professional certifications
- Who use the Personal Professional Development Plan

THIS PROCESS IS REVIEWED ANNUALLY. The experiences of professionals within the district help to identify the strengths of the VVS Professional Performance Review, areas to further clarify, the professional development necessary to support the effort, and reveal when the time for revision arrives.

PROFESSIONAL
PRACTICE

The Vernon Verona Sherrill Central School District places learning at the center of all activity. The District recognizes that learning on the part of children and adults relies on an atmosphere of trust and mutual respect. Administrators, teachers, and providers are charged to attend to the physical, emotional, and social health and safety of children and adults throughout the school community.

VVS STANDARDS FOR PROFESSIONAL PRACTICE

The VVS Standards for Professional Practice address the qualities and characteristics of effective professional practices necessary for student learning as well as elements that supplement and support the actual teaching and learning process. The total performance review is a measure of the teacher/provider's professional performance as it supports student learning.

The District recognizes the value of promoting collegiality for the growth of adults as well as students. The APPR is both a formative and a summative process that considers all sources of information related to professional performance including: classroom observations; personal professional development; teacher/provider portfolio; teacher/provider-administrator and teacher/provider-teacher leader conferences; self-evaluation; video tape; classroom visits; discussions; and department and grade level meetings. The District ensures that the District Professional Development Plan includes training for teachers/providers and evaluators regarding best practice for professional performance review.

Many variables influence student learning. One of those variables is teacher/provider effectiveness; a second is effective leadership. The purpose of the VVS Annual Professional Performance Review (APPR) is to help ensure effective instruction and leadership resulting in student attainment of District and State learning standards; to bring together the elements of District and State curriculum priorities, effective instructional practices and assessment; to support the continuous learning and professional growth of teachers, teacher leaders, student support personnel, and district administrators; and to ensure that all professional staff meet New York State certification requirements.

> "
> If kids come to us from strong, healthy, functioning families, it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job more important.
>
> - Barbara Coloroso
> *International Education Speaker & Writer*
> "

Research indicates that effective teacher supervision for student learning:

Employs different procedures for assessing teacher/provider professional practices appropriate to the respective levels of teacher/providers' professional development.

Assesses using data derived from multiple sources and points in time.

Recognizes that assessing professional practices is both formative and summative; however, the majority of evaluation resources are used for formative assessment processes.

Ties supervision to the professional practices of teachers/providers, individual professional development goals, and to school/program improvement goals.

Ensures that performance review policies, and the goals and outcomes that form the basis for supervision of teachers/providers, are well defined and clearly communicated to all parties.

Includes professional development for all parties

Is periodically reviewed, preferably on an annual basis.

Requires teachers/providers and administrators to work as collaborative partners to identify professional development goals, appropriately assess those goals, analyze data collected as evidence of effort toward accomplishment of the goals, and interpret the implications of such evidence for the improvement of student learning.

VVS STANDARDS FOR
PROFESSIONAL PRACTICE

1

TEACHERS/PROVIDERS MEETING THIS DISTRICT STANDARD:
Describe their philosophy of education and grading, demonstrating a positive correlation between their beliefs, their practice, and District goals.

TEACHERS/PROVIDERS WHO REFLECT ATTAINMENT OF THIS STANDARD:
Engage in thoughtful and critical examination of their professional practice with others, including describing the relationship of their beliefs about learning, teaching, and assessment to current trends, strategies, and resources in the teaching profession; and demonstrate consistency between their beliefs and their practice.

2

TEACHERS/PROVIDERS MEETING THIS DISTRICT STANDARD:
Are knowledgeable of the NYS Learning Standards and District curriculum for their teaching assignment.

TEACHERS/PROVIDERS WHO REFLECT ATTAINMENT OF THIS STANDARD:
Demonstrate current and accurate knowledge of the curriculum, an accurate understanding of the prerequisite relationships among the topics and concepts, and familiarity with a wide range of effective pedagogical approaches in the discipline.

3

TEACHERS/PROVIDERS MEETING THIS DISTRICT STANDARD:
Employ a variety of instructional strategies to ensure student learning.

TEACHERS/PROVIDERS WHO REFLECT ATTAINMENT OF THIS STANDARD:
Demonstrate skillful use of instructional strategies that build on students' prior knowledge, life experience, and interests to engage all students in meaningful and significant work resulting in deep understandings and application of the skills and knowledge of the discipline in real-life contexts that make the subject matter meaningful. Teachers/providers attaining this standard facilitate challenging learning experiences for all students that promote autonomy, interaction, and choice. All students are actively engaged in problem solving and critical thinking within and across subject matter areas. Students are able to demonstrate, articulate, and evaluate what they learn in the classroom and other environments.

4

TEACHERS/PROVIDERS MEETING THIS DISTRICT STANDARD:
Utilize both formative and summative assessments to evaluate the curriculum and instructional strategies employed, providing feedback to students in a manner that encourages student progress toward meeting New York State and District Learning Standards.

TEACHERS/PROVIDERS WHO REFLECT ATTAINMENT OF THIS STANDARD:
Establish and clearly communicate learning goals for all students. Multiple sources of information are gathered and used to assess student learning. Students are involved in assessing their own learning. These teachers/providers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers/providers who attain this standard exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

5

TEACHERS/PROVIDERS MEETING THIS DISTRICT STANDARD:
Provide a learning environment that is physically, emotionally, and socially safe in order to promote student learning.

TEACHERS/PROVIDERS WHO REFLECT ATTAINMENT OF THIS STANDARD:
Maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. These professionals create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Those who attain this standard encourage all students to participate in making decisions and working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Effective use is made of instructional time as classroom procedures and routines are implemented.

6

TEACHERS/PROVIDERS MEETING THIS DISTRICT STANDARD:
Conduct themselves in a professional manner and seek to improve their practice.

TEACHERS/PROVIDERS WHO REFLECT ATTAINMENT OF THIS STANDARD:
Reflect on their teaching practices and actively plan and participate in their professional development. These teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the professional community within the District and region.

7

TEACHERS/PROVIDERS MEETING THIS DISTRICT STANDARD:
Establish collaborative relationships with students, colleagues, administrators, and community.

TEACHERS/PROVIDERS WHO REFLECT ATTAINMENT OF THIS STANDARD:
Work with their colleagues to improve professional practice. Teachers/providers contribute to school activities, promote school goals, and improve professional practice by working collegially with all school staff. Teachers/providers who reflect attainment of this standard learn about and work with local communities to improve their professional practice. Teachers/providers balance professional responsibilities across all areas of the school community and maintain a commitment to all students.

8

TEACHERS/PROVIDERS MEETING THIS DISTRICT STANDARD:
Build partnerships with parents and families to support student learning.

TEACHERS/PROVIDERS WHO REFLECT ATTAINMENT OF THIS STANDARD:
Communicate effectively with families, involving them in student learning and the school community. A high value is placed on the contributions families make toward their child's learning. Teachers/providers develop an understanding and respect for the culture of the family as they seek to collaborate with families on behalf of student learning.

9

TEACHERS/PROVIDERS MEETING THIS DISTRICT STANDARD:
Engage in reflective and responsive practices that demonstrate adjustments that are made on a continuing basis to improve curriculum, instruction, and assessment in support of student learning and ensure smooth transitions and effective program articulation PreK-12.

TEACHERS/PROVIDERS WHO REFLECT ATTAINMENT OF THIS STANDARD:
Continually review student learning, analyzing their teaching to determine what contributes to student learning. Teachers/providers engage in thoughtful dialogue and reflection with teachers, administrators, teacher leaders, student support providers, and students to ensure that all students learn and successfully transition through all aspects of the PreK-12 program.

PROFESSIONAL PERFORMANCE
REVIEW PROCEDURES

OBSERVATION AND EVALUATION

PROBATIONARY TEACHERS/PROVIDERS

Administrators and/or teacher leaders conduct formal classroom observations for each probationary teacher according to the schedule outlined below. Classroom teachers/providers and administrators in their first year with the District are assigned a mentor, however, mentors do not serve in an evaluative capacity.

Teachers/providers holding an **initial or transitional certificate** complete a professional portfolio with guidance provided by a mentor and principal. This assists the teacher in meeting the NYS requirements for professional certification. The process for completing the professional portfolio is as follows:

- The teacher/provider collaborates with his/her principal and teacher leader to develop the framework and goal(s) for professional growth as described in the VVS District Standards for Teachers/providers.
- Goals align with the building and department goals and may be developed through self-assessment, analysis of student achievement, analyzing student work, relationship to district, building and department goals, and reflective dialogue with the building principal or supervisor, and teacher leader.
- The teacher/provider and principal collaborate to develop an action matrix to achieve the agreed upon goal.

P O R T F O L I O C O N T E N T S	
	Completed action matrix
	Analysis of student achievement data
	Reflections
	Examples of student work
	Classroom observations
	Professional development activities including grade level and department work
	Other appropriate items the teacher may choose to include

FORMAL CLASSROOM OBSERVATION REQUIREMENTS FOR PROBATIONARY TEACHERS/ PROVIDERS. At least one observation must be completed by the building principal.

Year 1 (3 Classroom Observations)	Year 2 & Year 3 (3 Classroom Observations)	Year 4 (3 Classroom Observations)
1st Observation completed by 10/15	1st Observation completed by 11/15	Cluster Observation* completed by 10/15
Cluster Observation* completed by 2/1	Cluster Observation* completed by 2/1	2nd Observation completed by 12/1
3rd Observation completed by 5/1	3rd Observation completed by 5/1	3rd Observation completed by 3/1

*A cluster observation is a formal observation reviewing lesson plans for three consecutive instructional periods. The observer (Principal, Teacher Leader or Administrator) works with the teacher to schedule an observation to take place during one of the three consecutive instructional periods in which the lesson plans were submitted. The purpose of the cluster observation is to allow the teacher to provide evidence of how teaching and learning will occur over time. The lesson plans will be submitted as part of the observation and be on a district approved form. A pre/post conference must occur within one week of the observation.

Probationary teachers/providers in the final year of the probationary appointment complete a personalized professional development plan following the process outlined for tenured teachers/providers.

TENURED TEACHERS/PROVIDERS

Tenured teachers/providers choose may from two collaborative alternatives, however, they be observed by their building principal at least every three years.

- A: Classroom Observation conducted by the building principal
- B: Personalized Professional Development Plan

The personalized professional learning plan alternative is as follows:

- The teacher collaborates with his/her principal and teacher leader to develop the goal for professional growth.
- Goals align with the building and department goals and may be developed through self-assessment, analysis of student achievement, analyzing student work, relationship to district, building and department goals, and reflective dialogue with the building principal or supervisor, and teacher leader.
- The teacher/provider and principal collaborate to complete the plan to address the agreed upon goal.
- The teacher/provider maintains a record or journal throughout the year.
     The record or journal may include:
    - Relevant artifacts e.g. examples of student work
    - Other appropriate items the teacher may choose to include
    - Reflections
- The teacher/provider and principal meet during the second or third quarter of the year to review the progress toward achieving the stated goal.
- The teacher/provider and the principal meet to complete a summative review of the teacher's progress toward achieving the stated goal.

When a teacher/provider is assigned to more than one school, the principal of the school where the greatest time is assigned shall be responsible for the final performance review and recommendation with input from the other administrators directly involved with the teacher. If the teacher's time is divided equally among the schools, the superintendent shall assign responsibility for the final performance review and recommendation taking into consideration factors such as maintaining consistency and the total number of performance reviews under the responsibility of the principals.

"

True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own."

~ Nikos Kazantzakis
Nobel Prize Nominee, Greek Literature

"

TRAINING IN PERFORMANCE EVALUATION

Training in good practice for conducting performance evaluations will be provided to individuals who perform performance evaluations. In the year in which the plan is implemented initial training will occur by September 30. Follow-up sessions will be held throughout the school year. On-going training will be provided to new evaluators. In the initial year in which the plan is implemented, teachers/providers will be provided training in the professional performance review beginning in September and ongoing throughout the school year. The District Professional Development Planning Team will establish a process for ongoing training upon the recommendation of the District APPR Committee.

ANNUAL PROFESSIONAL PERFORMANCE REVIEW SUMMARY

The District recognizes the value of promoting collegiality for the growth of adults as well as students. Professional Performance Review is both a formative and a summative process that considers all sources of information related to professional performance including: classroom observations; personal professional development; teacher/provider portfolio; teacher-administrator and teacher-teacher leader conferences; self-evaluation; video tape; classroom visits; discussions; department and grade level meetings.

Each year the teacher/provider and building principal collaborate in a review of the teacher's professional performance citing examples of the teachers' performance relative to the District Standards for teachers. The review may be completed any time during the year, but must be completed no later than June 1.

Both the teacher/provider and the principal or supervisor complete the review document citing examples of the VVS District Standards found in the teachers' practice. The teacher/provider and the principal meet to discuss the completed summative review of the teacher/provider's progress toward meeting District Standards for Professional Practice. The principal completes a summary of the dialogue held between the teacher/provider and the principal highlighting professional accomplishments from the year and professional growth opportunities the teacher/provider would like to pursue.

PROFESSIONAL IMPROVEMENT PLAN

The Professional Improvement Plan (P.I.P.) is a specific plan of action to help teachers/providers improve their professional practice to meet District Standards. A Professional Improvement Plan will be developed to assist the new professional who has not met District Standards as well as the tenured teacher/provider who is performing as a novice or whose performance is unsatisfactory. This plan will normally be used following several observations in which a specific deficiency has been noted and prior evaluation procedures or assistance have had little or no positive effect upon the teacher/provider's/provider's professional practice.

When the evaluator determines a need for a P.I.P., a conference will be held between the evaluator and the professional. The evaluator will indicate the stated need. It is preferable to concentrate on one major need for each P.I.P. The process of developing a P.I.P. should be done in a collegial manner. The establishment of strategies, the selection of resource people and resource materials, the creation of a workable timeline, and the development of desired outcomes should be accomplished jointly.

If the evaluator and teacher/provider cannot agree upon the above procedure, the building administrator will take the lead in completing all parts of the P.I.P.

The evaluator, the teacher/provider, and the resource people will each complete a summary statement at the conclusion of a P.I.P. implementation.

ANNUAL REVIEW OF THE PLAN

The District Annual Professional Performance Review Committee will conduct an annual review of the Professional Performance Review practices. Recommendations for further training will be forwarded to the District Professional Development Planning Team. Recommendations for modifications to clarify the plan will be forwarded to the VVSTA President and Superintendent of Schools for consideration.

CLASSROOM OBSERVATION
GUIDANCE DOCUMENT

The Vernon Verona Sherrill Central School District places learning at the center of all activity. The district recognizes that learning on the part of children and adults relies on an atmosphere of trust and mutual respect. Administrators, teachers, and providers are charged to attend to the physical, emotional, and social health and safety of children and adults throughout the school community.

Many variables influence student learning. One of those variables is teacher/provider effectiveness; a second is effective leadership. The purpose of observing professional practices is to help ensure student attainment of District and State learning standards; to bring together the elements of District and State curriculum priorities, effective instructional practices and assessment; to support the continuous learning and professional growth of teachers, teacher leaders, student support personnel, and district administrators; and to ensure that all professional staff meet District Standards for Professional Performance.

Standard 1	Teachers/providers meeting District Standards describe their philosophy of education and grading, demonstrating a positive correlation between their beliefs, their practice, and District goals.

Teachers/providers who reflect attainment of this standard engage in thoughtful and critical examination of their professional practice with others, including describing the relationship of their beliefs about learning, teaching, and assessment to current trends, strategies, and resources in the teaching profession; and demonstrate consistency between their beliefs and their practice.

CONTENT KNOWLEDGE OF SUBJECT MATTER AND CURRICULUM

Standard 2	Teachers/providers meeting District Standards are knowledgeable of the New York State Learning Standards and District curriculum for their teaching assignment.

Teachers/providers who reflect attainment of this standard demonstrate current and accurate knowledge of the curriculum, an accurate understanding of the prerequisite relationships among the topics and concepts, and familiarity with a wide range of effective pedagogical approaches in the discipline.

Examples of evidence regarding the teacher/provider's knowledge of the curriculum and subject matter:
· Key concepts and underlying themes and relationships in the subject area are clearly described in the lesson plan.
· Lesson plans and practices reflect an accurate understanding of pre-requisite relationships among topics and concepts.
· Knowledge of subject matter incorporates different perspectives.
· Subject matter knowledge is sufficient to support student learning. Plans and practice reflect familiarity with a wide range of effective pedagogy for the discipline, anticipating student misconceptions.
· Knowledge of child and adolescent development is used to organize and sequence the curriculum to ensure that students develop a deep understanding of core concepts.
· Lesson plans reflect the use of student assessment data to plan more effective instruction.
· Lesson plans reflect planning with colleagues for choosing effective instructional strategies that address the learning needs of shared students.

INSTRUCTIONAL DELIVERY

Standard 3	Teachers/providers meeting District Standards employ a variety of instructional strategies to ensure student learning.

Teachers/providers who reflect attainment of this standard demonstrate skillful use of instructional strategies that build on students' prior knowledge, life experience, and interests to engage all students in meaningful and significant work resulting in deep understandings and application of the skills and knowledge of the discipline in real-life contexts that make the subject matter meaningful. Teachers/providers attaining this standard facilitate challenging learning experiences for all students that promote autonomy, interaction, and choice. All students are actively engaged in problem solving and critical thinking within and across subject matter areas. Students are able to demonstrate, articulate, and evaluate what they learn in the classroom and other environments.

Examples of evidence regarding the teacher's/provider's instructional delivery:
· The expected student learning goals are clearly communicated to the students and referred to throughout the less on.
· High quality questions are used to probe, clarify, elicit active student involvement, and higher thinking skills with adequate time for students to respond.
· Instructional pace is consistent with lesson objectives and grouping.
· Subject matter is accurately presented.
· Students are engaged in meaningful and significant work resulting in deep understandings of the skills and knowledge.
· The purpose of independent class work and homework assignments is clearly communicated.
· A variety of teaching methods, strategies, and materials are used to accommodate student differences.
· Spoken and written language is clear and correct, and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.
· Opportunities are provided for students to assess their personal performance.
· Students are provided time to reflect on their learning and the process of instruction.
· Learning experiences promote autonomy, interaction, and student choice.
· Real-life opportunities are provided for students to practice what was taught in lesson.
· Teaching facilitates student leadership development and decision-making. Persists in seeking effective approaches for students having difficulty.

STUDENT ASSESSMENT

Standard 4	Teachers/providers meeting District Standards utilize both formative and summative assessments to evaluate the curriculum and instructional strategies employed, providing feedback to students in a manner that encourages student progress toward meeting New York State and District Learning Standards.

Teachers/providers who reflect attainment of this standard establish and clearly communicate learning goals for all students. Multiple sources of information are gathered and used to assess student learning. Students are involved in assessing their own learning. These teachers/providers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers/providers who attain this standard exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

Examples of evidence regarding assessment for student learning:
· Student learning evaluation and/or assessment criteria is clearly communicated to the students including how students will be assessed using modeling and examples.
· Provisions for monitoring student learning throughout the lesson.

Examples of evidence regarding assessment for student learning (continued):
· Class work and homework assignments support the lesson.
· Informal assessments of student learning during instruction are used to adjust instruction and accommodate unforeseen circumstances.
· Students are provided opportunities to assess their learning.
· Students persist in achieving high quality work, accept and use feedback from the teacher and their peers to revise and improve their work.
· Students are able to complete independent class work and homework with minimal assistance.
· Time is spent providing students with feedback on class work and homework with opportunities for re-teaching and revision prior to grading.
· The grade book reveals that the teacher/provider's grading system aligns with the teacher/provider's philosophy of education, goals for student learning, and stated grading practices.
· The grade book reveals that student grades are based on multiple sources of information.
· There is a high correlation between student classroom grades, student performance on independent assignments, teacher/provider made tests, district assessments, and standardized tests.
· Accurate information of student progress toward achieving district learning goals is maintained.

PHYSICAL, SOCIAL, AND EMOTIONAL CLASSROOM LEARNING ENVIRONMENT

Standard 5	Teachers/providers meeting District Standards provide a learning environment that is physically, emotionally, and socially safe in order to promote student learning.

Teachers/providers who reflect attainment of this standard maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. These teacher/providers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers/providers who attain this standard encourage all students to participate in making decisions and working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Effective use is made of instructional time as classroom procedures and routines are implemented.

Examples of evidence regarding a classroom environment to support student learning:
· Concern for the emotional and physical well-being of students.
· Teacher-student interactions are friendly, caring, and respectful.
· Students treat one another fairly and respectfully.
· Organized and efficient procedures and routines.
· Orderly, clean, and safe classroom atmosphere accessible to all students.
· Verbal and non-verbal communications serve to motivate students and reinforce positive student behaviors.
· Responsiveness to student requests or needs for extra help.
· High quality, timely feedback for student work.
· Minimum loss of lesson time to confusion, transition or disruptions.
· High expectations for student achievement and confidence in student abilities to achieve at high levels are communicated.
· The physical environment engages all students.
· High quality student work is displayed within the classroom.
· Students are assisted in managing their time and tasks.
· Inappropriate student behavior is redirected in a positive and productive way.
· Classroom rules are used to assist students in assuming responsibility for themselves and their classmates.
· Paraprofessionals and volunteers serve an important role in supporting student learning.

REFLECTIVE CONFERENCE SUMMARY

Standard 6	Teachers/providers meeting District Standards conduct themselves in a professional manner and seek to improve their practice.

Teachers/providers who reflect attainment of this standard reflect on their practices and actively plan and participate in their professional development. These teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the professional community within the District and region.

Examples of evidence regarding teacher professionalism and continued learning to support student learning:
· Use reflections on student learning to identify professional development needs
· Participate in and contribute to building, grade level/department, and district professional development
· Increase knowledge through research, professional journals, and dialogue with colleagues
· Attend professional conferences, workshops, or seminars and apply new learning to professional practice
· Pursue graduate study
· Participate in curriculum development, unit planning, and/or assessment development
· Submit articles for publications
· Obtain grants to support programs
· Conduct action research
· Participate in professional book study
· Development and presentation of workshops

Standard 7	Teachers/providers meeting District Standards establish collaborative relationships with students, colleagues, administrators, and community.

Teachers/providers who reflect attainment of this standard work with their colleagues to improve professional practice. Teachers/providers contribute to school activities, promote school goals, and improve professional practice by working collegially with all school staff. Teachers/providers who reflect attainment of this standard learn about and work with local communities to improve their professional practice. Teachers/providers balance professional responsibilities across all areas of the school community and maintain a commitment to all students.

Examples of evidence regarding collaborative relationships to support student learning:
· Work with colleagues to improve professional practice
· Maintain professional relationships with colleagues, students, administrators, and the community
· Participate in and contribute to district committees
· Attend extra-curricular activities to support students
· Demonstrate honesty, integrity, and confidentiality
· Hold colleagues to high standards of professional conduct
· Build partnerships with businesses and community for learning opportunities for students
· Challenge negative attitudes or practices
· Ensure that all students are served and honored by the school
· Share materials, resources, and ideas with colleagues
· Make decisions based on professional standards
· Promote the student goals of the district
· Adhere to district policies and procedures
· Welcome those new to the district to become familiar with the VVS culture and assist in their transition
· Help others to succeed

REFLECTIVE CONFERENCE SUMMARY

Standard 8 — Teachers/providers meeting District Standards build partnerships with parents and families to support student learning.

Teachers/providers who reflect attainment of this standard communicate effectively with families, involving them in student learning and the school community. A high value is placed on the contributions families make toward their child's learning. Teachers/providers develop an understanding and respect for the culture of the family as they seek to collaborate with families on behalf of student learning.

Examples of evidence regarding partnerships with parents and families to student learning:
· Consult with parents regarding student strengths
· Involve parents and families in setting and monitoring student goals
· Create various avenues for parent and family involvement
· Communicate with families regarding student progress
· Respect the culture of the family
· Become aware of family strengths and limitations, use family strengths to build partnerships
· Use discretion and care to make appropriate others aware of family circumstances that may interfere with student learning
· Assist students in communicating learning progress to parents and family
· Communicate with families using means that are easily accessible to families and in language easily understood by the family
· Welcome those new to the district and the VVS community, assisting in their transition

Standard 9 — Teachers/providers meeting District Standards engage in reflective and responsive practices that demonstrate adjustments that are made on a continuing basis to improve curriculum, instruction, and assessment in support of student learning and ensure smooth transitions and effective program articulation PreK-12.

Teachers/providers who reflect attainment of this standard continually review student learning analyzing their teaching to determine what contributes to student learning. Teachers/providers engage in thoughtful dialogue and reflection with teachers, administrators, teacher leaders, and student support providers to assure that all students learn and successfully transition through all aspects of the PreK-12 program.

Examples of evidence regarding reflective and responsive practices to student learning:
· Make adjustments to curriculum, instruction or formative assessment based on analysis of student achievement data
· Work with colleagues to review grade level, building, and district progress toward meeting student learning goals
· Participate in building, department, or district CDEP process to assist in achieving student learning goals
· Work with colleagues at different grade levels, buildings, and departments to ensure smooth transitions for students
· Use consistent and pervasive district practices that are familiar to students to ease student learning

> " Every child is one caring adult
> away from being a success story.
>
> ~ Josh Shipp
> *Youth Motivational Speaker*

DOCUMENT
APPENDICES

Vernon-Verona-Sherrill Central School
Verona, New York

Observation Form

Teacher: Grade/Subject: Date:
Period/Time:

( ) Announced   ( ) Unannounced

CONTENT KNOWLEDGE OF SUBJECT MATTER
AND CURRICULUM

Evidence observed regarding the teacher/provider's knowledge
of the New York State Learning Standards and
District curriculum for this teaching assignment.

INSTRUCTIONAL/SERVICE DELIVERY

Evidence observed regarding the teacher/provider's use of
instructional practices to ensure student learning.

STUDENT ASSESSMENT

Evidence observed regarding the teacher/provider's assessment
for student learning.

Observation Form

PHYSICAL, SOCIAL, AND EMOTIONAL LEARNING ENVIRONMENT

Evidence observed regarding the student environment that is physically, socially, and emotionally safe, promoting student learning.

REFLECTIVE CONFERENCE SUMMARY

Results of collaborative post-observation conference

1. Recommended strategies for supporting student learning consistent with observation data.

2. Reflections the teacher/provider may use for growth in curriculum, instruction, assessment, and the learning environment to support high levels of student learning.

Date: _____

Observer's Signature_____

Teacher's/Provider's Signature_____

(Teacher's/Provider's signature only indicates that this observation has been discussed with the observer. Teacher /Provider has the right to affix his/her own statement regarding this observation.)

VERNON-VERONA-SHERRILL SCHOOL DISTRICT
PERSONAL PROFESSIONAL DEVELOPMENT PLAN 20__-20__

Teacher/Provider: Building:

Date: Evaluator:

Individual   Team   Members:

Goal:

Board Goal:

1. What is the anticipated impact on student learning (expected outcome)?

2. What are you planning to do?

3. How specifically will you go about doing the above?

4. What is the anticipated timeline?

5. How are you going to measure the impact on the students?

6. Resources needed (time, materials, etc.):

7. Progress to date (brief statement summarizing discussion between teacher/provider & evaluator)

Mid-year Conference	Final Conference

VERNON-VERONA-SHERRILL CENTRAL SCHOOL
Verona, New York

Classroom Teacher Annual Professional Performance Review Summary
School Year 20 - 20

DISTRICT PERFORMANCE STANDARDS

Highly Effective = Exceeds District Standard
Effective = Meets District Standard
Developing = Adequately Meets District Standard
Ineffective = Does Not Meet District Standard

1=Not evident in school/practice

Teacher:		Evaluator:	
Assignment:		Building:	

	Evaluator: Please check the appropriate performance indicator for each standard
To be Completed Collaboratively by the Teacher/Provider and Administrator	
1. Teachers meeting District standards describe their philosophy of education and grading, demonstrating a positive correlation between their beliefs, their practice, and District goals. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
2. Teachers meeting District standards are knowledgeable of the New York State Learning Standards and District curriculum for their teaching assignment. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
3. Teachers meeting District standards employ a variety of instructional strategies to ensure student learning. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective

4. Teachers meeting District standards utilize both formative and summative assessments to evaluate the curriculum and instructional strategies employed, providing feedback to students in a manner that encourages student progress toward meeting New York State and District Learning Standards. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
5. Teachers meeting District standards provide a learning environment that is physically, emotionally, and socially safe in order to promote student achievement. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
6. Teachers meeting District standards conduct themselves in a professional manner and seek to improve their practice. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
7. Teachers meeting District standards establish collaborative relationships with students, colleagues, administrators, and community. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
8. Teachers meeting District standards build partnerships with parents and families to support student learning. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
9. Teachers meeting District standards engage in reflective and responsive practices that demonstrate adjustments that are made on a continuing basis to improve curriculum, instruction, and assessment in support of student learning and ensure smooth transitions and effective program articulation PreK-12. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective

C. **Summary:** Summary of the dialogue held between the teacher/provider and the principal highlighting professional accomplishments from the year and professional growth opportunities the teacher/provider would like to pursue.

D. **Developing Teacher Goal(s) :** This is the goal or goals the developing teacher/provider is working toward as a part of the untenured teacher/provider portfolio or personal professional development plan developed based on a collaborative discussion between the teacher and the evaluator. This goal or goals may be continued and developed throughout the developing teacher's/provider's probationary period.

E. **Overall evaluation:**

[   ] Highly Effective = Exceeds District Standard
[   ] Effective = Meets District Standard
[   ] Developing = Adequately Meets District Standard
[   ] Ineffective = Does Not Meet District Standard

A Teacher/Provider Improvement Plan will be developed to assist the teacher/provider who has not met District Standards as well as the tenured teacher/provider who is performing as a novice.

_____   _____
        Teacher's/Provider's Signature   Date

_____   _____
        Evaluator's Signature   Date

VERNON-VERONA-SHERRILL CENTRAL SCHOOL
Verona, New York

School Nurse Annual Professional Performance Review Summary
School Year 20 - 20

DISTRICT PERFORMANCE STANDARDS
Highly Effective = Exceeds District Standard
Effective = Meets District Standard
Developing = Adequately Meets District Standard
Ineffective = Does Not Meet District Standard

School Nurse:		Evaluator:	
Assignment:		Building:	

	Evaluator: Please check the appropriate performance indicator for each standard
To be Completed Collaboratively by the School Nurse and the Administrator	
1. School Nurses meeting District Standards describe their philosophy of education and the role of school nursing in schools, demonstrating a positive correlation between their beliefs, their practice, and District goals. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
2. School Nurses meeting District Standards are knowledgeable of the New York State Learning Standards and New York State Education Department mandates and recommendations for student health. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
3. School Nurses meeting District Standards employ a variety of methods to ensure student learning. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective

4. School Nurses meeting District Standards utilize a variety of assessments to evaluate student health and wellness developing health care plans and programs to students in a manner that supports student progress toward meeting New York State and District Learning Standards. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
5. School Nurses meeting District Standards provide a learning environment that is physically, emotionally, and socially safe in order to promote student achievement. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
6. School nurses meeting District Standards conduct themselves in a professional manner and seek to improve their practice. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
7. School nurses meeting District Standards establish collaborative relationships with students, colleagues, administrators, and community. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
8. School nurses meeting District Standards build partnerships with parents and families to support student learning. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
9. School nurses meeting District Standards engage in reflective and responsive practices that demonstrate adjustments are made on a continuing basis to improve student health and wellness in support of student learning and ensure smooth transitions and effective program articulation PreK-12. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective

C. Summary: Summary of the dialogue held between the school nurse and the principal highlighting professional accomplishments from the year and professional growth opportunities the school nurse would like to pursue.

D. Developing School Nurse Goal(s) : This is the goal or goals the developing school nurse is working toward as a part of the untenured school nurses portfolio or personal professional development plan developed based on a collaborative discussion between the school nurse and the evaluator. This goal or goals may be continued and developed throughout the developing school nurse's probationary period.

E. **Overall evaluation:**

[   ] Highly Effective = Exceeds District Standard
[   ] Effective = Meets District Standard
[   ] Developing = Adequately Meets District Standard
[   ] Ineffective = Does Not Meet District Standard

A School Nurse Improvement Plan will be developed to assist the school nurse who has not met District Standards as well as the tenured school nurse who is performing as a novice.

_____   _____
       School Nurse's Signature   Date

_____   _____
       Evaluator's Signature   Date

VERNON-VERONA-SHERRILL CENTRAL SCHOOL
Verona, New York

OT/PT Annual Professional Performance Review Summary
School Year 20 - 20

DISTRICT PERFORMANCE STANDARDS
Highly Effective = Exceeds District Standard
Effective = Meets District Standard
Developing = Adequately Meets District Standard
Ineffective = Does Not Meet District Standard

OT/PT:		Evaluator:	
Assignment:		Building:	

To be Completed Collaboratively by the Teacher/Provider and Administrator	**Evaluator: Please check the appropriate performance indicator for each standard**
1. Occupational and Physical Therapists meeting District Standards describe their philosophy of education and the role of occupational and physical therapy, demonstrating a positive correlation between their beliefs, their practice, and District goals. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
2. Occupational and Physical Therapists meeting District Standards are knowledgeable of the New York State Learning Standards and District curriculum for their assignment. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
3. Occupational and Physical Therapists meeting District Standards employ a variety of instructional strategies to ensure student learning. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective

4. Occupational and Physical Therapists meeting District Standards utilize both formative and summative assessments to evaluate the therapeutic interventions and instructional strategies employed, providing feedback to students in a manner that encourages student progress toward meeting New York State and District Learning Standards. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
5. Occupational and Physical Therapists meeting District Standards provide a therapy environment that is physically, emotionally, and socially safe in order to promote student achievement. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
6. Occupational and Physical Therapists meeting District Standards conduct themselves in a professional manner and seek to improve their practice. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
7. Occupational and Physical Therapists meeting District Standards establish collaborative relationships with students, colleagues, administrators, and community. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
8. Occupational and Physical Therapists meeting District Standards build partnerships with parents and families to support student learning. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
9. Occupational and Physical Therapists meeting District Standards engage in reflective and responsive practices that demonstrate adjustments are made on a continuing basis to improve curriculum, instruction, and assessment in support of student learning and ensure smooth transitions and effective program articulation PreK-12. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective

C. **Summary:** Summary of the dialogue held between the occupational/physical therapist and the principal highlighting professional accomplishments from the year and professional growth opportunities the occupational/physical therapist would like to pursue.

D. **Developing OT/PT Goal(s) :** This is the goal or goals the developing occupational/physical therapist is working toward as a part of the untenured occupational/physical therapist portfolio or personal professional development plan developed based on a collaborative discussion between the therapist and the evaluator. This goal or goals may be continued and developed throughout the developing therapist's probationary period.

E. **Overall evaluation:**

[   ] Highly Effective = Exceeds District Standard
[   ] Effective = Meets District Standard
[   ] Developing = Adequately Meets District Standard
[   ] Ineffective = Does Not Meet District Standard

A Occupational/Physical Therapist Improvement Plan will be developed to assist the therapist who has not met District Standards as well as the tenured therapist who is performing as a novice.

_____   _____
   Occupational/Physical Therapist's Signature   Date

_____   _____
        Evaluator's Signature   Date

VERNON-VERONA-SHERRILL CENTRAL SCHOOL
Verona, New York

Social Worker Annual Professional Performance Review Summary
School Year 20 - 20

DISTRICT PERFORMANCE STANDARDS
Highly Effective = Exceeds District Standard
Effective = Meets District Standard
Developing = Adequately Meets District Standard
Ineffective = Does Not Meet District Standard

Social Worker:		Evaluator:	
Assignment:		Building:	

To be Completed Collaboratively by the Teacher/Provider and Administrator	**Evaluator: Please check the appropriate performance indicator for each standard**
1. Social workers meeting District standards describe their philosophy of education and grading, demonstrating a positive correlation between their beliefs, their practice, and District goals. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
2. Social workers meeting District standards are knowledgeable of the New York State Learning Standards and District curriculum for their teaching assignment. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
3. Social workers meeting District standards employ a variety of instructional strategies to ensure student learning. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective

4. Social workers meeting District standards utilize both formative and summative assessments to evaluate the curriculum and instructional strategies employed, providing feedback to students in a manner that encourages student progress toward meeting New York State and District Learning Standards. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
5. Social workers meeting District standards provide a learning environment that is physically, emotionally, and socially safe in order to promote student achievement. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
6. Social workers meeting District standards conduct themselves in a professional manner and seek to improve their practice. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
7. Social workers meeting District standards establish collaborative relationships with students, colleagues, administrators, and community. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
8. Social workers meeting District standards build partnerships with parents and families to support student learning. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
9. Social workers meeting District standards engage in reflective and responsive practices that demonstrate adjustments that are made on a continuing basis to improve curriculum, instruction, and assessment in support of student learning and ensure smooth transitions and effective program articulation PreK-12. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective

C. Summary: Summary of the dialogue held between the social worker and the principal highlighting professional accomplishments from the year and professional growth opportunities the social worker would like to pursue.

D. Developing Social Worker Goal(s) : This is the goal or goals the developing social worker is working toward as a part of the untenured social worker portfolio or personal professional development plan developed based on a collaborative discussion between the social worker and the evaluator. This goal or goals may be continued and developed throughout the developing social worker's probationary period.

E. Overall evaluation:

[   ] Highly Effective = Exceeds District Standard
[   ] Effective = Meets District Standard
[   ] Developing = Adequately Meets District Standard
[   ] Ineffective = Does Not Meet District Standard

A Social Worker Improvement Plan will be developed to assist the social worker who has not met District Standards as well as the tenured social worker who is performing as a novice.

_____   _____
Social Worker's Signature   Date

_____   _____
Evaluator's Signature   Date

VERNON-VERONA-SHERRILL CENTRAL SCHOOL
Verona, New York

Speech Therapist Annual Professional Performance Review Summary
School Year 20 - 20

DISTRICT PERFORMANCE STANDARDS
Highly Effective = Exceeds District Standard
Effective = Meets District Standard
Developing = Adequately Meets District Standard
Ineffective = Does Not Meet District Standard

Speech Therapist:		Evaluator:	
Assignment:		Building:	

	Evaluator: Please check the appropriate performance indicator for each standard
To be Completed Collaboratively by the Teacher/Provider and Administrator	
1. Speech therapists meeting District Standards describe their philosophy of education and the role of speech language therapy, demonstrating a positive correlation between their beliefs, their practice, and District goals. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
2. Speech therapists meeting District Standards are knowledgeable of the New York State Learning Standards and District curriculum for their assignment. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
3. Speech therapists meeting District Standards employ a variety of instructional strategies to ensure student learning. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective

4. Speech therapists meeting District Standards utilize both formative and summative assessments to evaluate the curriculum and instructional strategies employed, providing feedback to students in a manner that encourages student progress toward meeting New York State and District Learning Standards. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
5. Speech therapists meeting District Standards provide a learning environment that is physically, emotionally, and socially safe in order to promote student achievement. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
6. Speech therapists meeting District Standards conduct themselves in a professional manner and seek to improve their practice. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
7. Speech therapists meeting District Standards establish collaborative relationships with students, colleagues, administrators, and community. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
8. Speech therapists meeting District Standards build partnerships with parents and families to support student learning. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
9. Speech therapists meeting District Standards engage in reflective and responsive practices that demonstrate adjustments are made on a continuing basis to improve curriculum, instruction, and assessment in support of student learning and ensure smooth transitions and effective program articulation PreK-12. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective

C. Summary: Summary of the dialogue held between the speech therapist and the principal highlighting professional accomplishments from the year and professional growth opportunities the speech therapist would like to pursue.

D. Developing Speech Therapist Goal(s) : This is the goal or goals the developing speech therapist is working toward as a part of the untenured speech therapist portfolio or personal professional development plan developed based on a collaborative discussion between the speech therapist and the evaluator. This goal or goals may be continued and developed throughout the developing speech therapist's probationary period.

E. Overall evaluation:

[   ] **Highly Effective = Exceeds District Standard**
[   ] **Effective = Meets District Standard**
[   ] **Developing = Adequately Meets District Standard**
[   ] **Ineffective = Does Not Meet District Standard**

A Speech Therapist Improvement Plan will be developed to assist the speech therapist who has not met District Standards as well as the tenured speech therapist who is performing as a novice.

_____   _____
      Speech Therapist's Signature   Date

_____   _____
      Evaluator's Signature   Date

VERNON-VERONA-SHERRILL CENTRAL SCHOOL
Verona, New York

School Psychologist Annual Professional Performance Review Summary
School Year 20 - 20

DISTRICT PERFORMANCE STANDARDS
Distinguished = Exceeds District Standard
Master = Meets District Standard
Novice = Adequately Meets District Standard
Unsatisfactory = Does Not Meet District Standard

School Psychologist:		Evaluator:	
Assignment:		Building:	

To be Completed Collaboratively by the Teacher/Provider and Administrator	**Evaluator: Please check the appropriate performance indicator for each standard**
1. School psychologists meeting District standards describe their philosophy of education and grading, demonstrating a positive correlation between their beliefs, their practice, and District goals. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
2. School psychologists meeting District standards are knowledgeable of the New York State Learning Standards and District curriculum for their teaching assignment. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
3. School psychologists meeting District standards employ a variety of instructional strategies to ensure student learning. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective

4. School psychologists meeting District standards utilize both formative and summative assessments to evaluate the curriculum and instructional strategies employed, providing feedback to students in a manner that encourages student progress toward meeting New York State and District Learning Standards. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
5. School psychologists meeting District standards provide a learning environment that is physically, emotionally, and socially safe in order to promote student achievement. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
6. School psychologists meeting District standards conduct themselves in a professional manner and seek to improve their practice. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
7. School psychologists meeting District standards establish collaborative relationships with students, colleagues, administrators, and community. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
8. School psychologists meeting District standards build partnerships with parents and families to support student learning. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
9. School psychologists meeting District standards engage in reflective and responsive practices that demonstrate adjustments that are made on a continuing basis to improve curriculum, instruction, and assessment in support of student learning and ensure smooth transitions and effective program articulation PreK-12. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective

C. Summary: Summary of the dialogue held between the school psychologist and the principal highlighting professional accomplishments from the year and professional growth opportunities the school psychologist would like to pursue.

D. Developing School Psychologist Goal(s) : This is the goal or goals the developing school psychologist is working toward as a part of the untenured school psychologist portfolio or personal professional development plan developed based on a collaborative discussion between the school psychologist and the evaluator. This goal or goals may be continued and developed throughout the developing school psychologist's probationary period.

E. Overall evaluation:

[   ] Highly Effective = Exceeds District Standard
[   ] Effective = Meets District Standard
[   ] Developing = Adequately Meets District Standard
[   ] Ineffective = Does Not Meet District Standard

A School Psychologist Improvement Plan will be developed to assist the school psychologist who has not met District Standards as well as the tenured school psychologist who is performing as a novice.

_____   _____
School Psychologist's Signature   Date

_____   _____
Evaluator's Signature   Date

VERNON-VERONA-SHERRILL CENTRAL SCHOOL
Verona, New York

Library Media Specialist Annual Professional Performance Review Summary
School Year 20 - 20

DISTRICT PERFORMANCE STANDARDS
Highly Effective = Exceeds District Standard
Effective = Meets District Standard
Developing = Adequately Meets District Standard
Ineffective = Does Not Meet District Standard

Library Media Specialist:		Evaluator:	
Assignment:		Building:	

	Evaluator: Please check the appropriate performance indicator for each standard
To be Completed Collaboratively by the Teacher/Provider and Administrator	
1. Library Media Specialists meeting District standards describe their philosophy of education and grading, demonstrating a positive correlation between their beliefs, their practice, and District goals. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
2. Library Media Specialists meeting District standards are knowledgeable of the New York State Learning Standards and District curriculum for their teaching assignment. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
3. Library Media Specialists meeting District standards employ a variety of instructional strategies to ensure student learning. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective

4. Library Media Specialists meeting District standards utilize both formative and summative assessments to evaluate the curriculum and instructional strategies employed, providing feedback to students in a manner that encourages student progress toward meeting New York State and District Learning Standards. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
5. Library Media Specialists meeting District standards provide a learning environment that is physically, emotionally, and socially safe in order to promote student achievement. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
6. Library Media Specialists meeting District standards conduct themselves in a professional manner and seek to improve their practice. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
7. Library Media Specialists meeting District standards establish collaborative relationships with students, colleagues, administrators, and community. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
8. Library Media Specialists meeting District standards build partnerships with parents and families to support student learning. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
9. Library Media Specialists meeting District standards engage in reflective and responsive practices that demonstrate adjustments that are made on a continuing basis to improve curriculum, instruction, and assessment in support of student learning and ensure smooth transitions and effective program articulation PreK-12. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective

C. Summary: Summary of the dialogue held between the library media specialist and the principal highlighting professional accomplishments from the year and professional growth opportunities the library media specialist would like to pursue.

D. Developing Library Media Specialist Goal(s) : This is the goal or goals the developing library media specialist is working toward as a part of the untenured library media specialist portfolio or personal professional development plan developed based on a collaborative discussion between the library media specialist and the evaluator. This goal or goals may be continued and developed throughout the developing library media specialist's probationary period.

E. **Overall evaluation:**

[   ] Highly Effective = Exceeds District Standard
[   ] Effective = Meets District Standard
[   ] Developing = Adequately Meets District Standard
[   ] Ineffective = Does Not Meet District Standard

A Library Media Specialist Improvement Plan will be developed to assist the library media specialist who has not met District Standards as well as the tenured library media specialist who is performing as a novice.

_____   _____
         Library Media Specialist's Signature   Date

_____   _____
         Evaluator's Signature   Date

VERNON-VERONA-SHERRILL CENTRAL SCHOOL
Verona, New York

Guidance Counselor Annual Professional Performance Review Summary
School Year 20 - 20

DISTRICT PERFORMANCE STANDARDS
Highly Effective = Exceeds District Standard
Effective = Meets District Standard
Developing = Adequately Meets District Standard
Ineffective = Does Not Meet District Standard

Guidance Counselor:		Evaluator:	
Assignment:		Building:	

	Evaluator: Please check the appropriate performance indicator for each standard
To be Completed Collaboratively by the Teacher/Provider and Administrator	
1. Guidance Counselors meeting District standards describe their philosophy of education and grading, demonstrating a positive correlation between their beliefs, their practice, and District goals. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
2. Guidance Counselors meeting District standards are knowledgeable of the New York State Learning Standards and District curriculum for their teaching assignment. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
3. Guidance Counselors meeting District standards employ a variety of instructional strategies to ensure student learning. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective

4. Guidance Counselors meeting District standards utilize both formative and summative assessments to evaluate the curriculum and instructional strategies employed, providing feedback to students in a manner that encourages student progress toward meeting New York State and District Learning Standards. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
5. Guidance Counselors meeting District standards provide a learning environment that is physically, emotionally, and socially safe in order to promote student achievement. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
6. Guidance Counselors meeting District standards conduct themselves in a professional manner and seek to improve their practice. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
7. Guidance Counselors meeting District standards establish collaborative relationships with students, colleagues, administrators, and community. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
8. Guidance Counselors meeting District standards build partnerships with parents and families to support student learning. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective
9. Guidance Counselors meeting District standards engage in reflective and responsive practices that demonstrate adjustments that are made on a continuing basis to improve curriculum, instruction, and assessment in support of student learning and ensure smooth transitions and effective program articulation PreK-12. **Examples:**	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective

C. Summary: Summary of the dialogue held between the guidance counselor and the principal highlighting professional accomplishments from the year and professional growth opportunities the guidance counselor would like to pursue.

D. Developing Guidance Counselor Goal(s) : This is the goal or goals the developing guidance counselor is working toward as a part of the untenured guidance counselor portfolio or personal professional development plan developed based on a collaborative discussion between the guidance counselor and the evaluator. This goal or goals may be continued and developed throughout the developing guidance counselor's probationary period.

E. Overall evaluation:

[ ] Highly Effective = Exceeds District Standard
[ ] Effective = Meets District Standard
[ ] Developing = Adequately Meets District Standard
[ ] Ineffective = Does Not Meet District Standard

A Guidance Counselor Improvement Plan will be developed to assist the guidance counselor who has not met District Standards as well as the tenured guidance counselor who is performing as a novice.

_____   _____
Guidance Counselor's Signature   Date

_____   _____
Evaluator's Signature   Date

VERNON-VERONA-SHERRILL DISTRICT PROFESSIONAL IMPROVEMENT PLAN

Teacher/Provider Name: _____

Specific Goal: _____

WHY? Measurable Objectives Desired Impact on Student Achievement	WHAT? Specific Activities, Action or Work	HOW? Procedural Model	WHO? Responsibility	WHEN? Time, Scope, Duration, Format	EVALUATION Student/Faculty/Staff Success Indicators/ Measurement Data Source	ESTIMATED RESOURCE NEEDS	PROGRESS TO DATE
Specific Objectives:	Planned Activities:	Process or method to be implemented for accomplishment of this goal.	Who will participate?	Specific Dates Month/Day/Year Implementation & Dates for Periodic Review	Criteria/Data: Evidence of desired impact on student achievement through student achievement data, examples of student work, etc.	Specific programs, time, training, materials, instructional technology, personnel, etc.	Specific results from activities taking place to achieve the goal/ desired impact on student achievement.

Teacher/Provider Signature _____ Principal Signature _____

P.I.P. Team Signatures _____ Date _____

Summary Statements (Completed at the conclusion of the P.I.P. period)

Teacher/Provider:

Principal:

VVS APPR RUBRIC DEFINITIONS

The VVS Annual Professional Performance Review Rubric is used in conjunction with the VVS Professional Performance Standards descriptions. The rubric is to be used **holistically** by the principal and the teacher (and those within the teaching assignment category) to summarize the teacher's professional performance throughout the school year.

The rubric levels are cumulative. The *Developing* educator may exemplify the characteristics and practices of an educator who is new to the profession or an experienced teacher who is working in a new content area or grade level, or who needs a new skill in order to meet the standard. An *Effective* educator must exhibit the characteristics and practices of a *Developing* educator as well as those for an *Effective* educator. Likewise, the *Highly Effective* educator exhibits the characteristics of the *Effective* educator. *Ineffective* educators are performing below expectation and are not making adequate growth toward *Developing* educator.

HIGHLY EFFECTIVE (INNOVATING) – EXCEEDS DISTRICT STANDARD

Highly effective educators consistently meet and exceed effective performance standards. The *highly effective* teacher is consistently innovating and creating in all areas of teaching and professional development. They have high regard for input from students, parents, colleagues, and administrators using it to reflect on their practices as they seek opportunities for growth. They enable others to make use of the norms of the district and the expertise of their colleagues to ensure that all are successful in supporting student learning. A leader in the school, district, and local community, the *highly effective* teacher contributes to the broader education community through staff development, classroom-based research, articles in professional journals, etc. *Highly effective* educators are respectful, thoughtful, loyal, and contribute to the success of the organization. They seek opportunities to partner with other *highly effective* educators and to mentor others to ensure consistency and the pervasiveness of student centered practices across the district. *Highly effective* educators are always evolving, growing, and changing; they are committed to the newest ideas in the profession. They seek out research and developments in the field. They are connected with other expert teachers within the district, region, and state. They hold leadership roles in the district, professional associations or content areas. *Highly effective* educators hold themselves, their students, and their colleagues to the highest standards of professional performance, respect for others, and integrity.

Personal Characteristics	Organizational Characteristics
• Hold themselves and others to high standards • Confident • Researcher • Collegial • Leader • Reflective • Facilitative	• Seeks opportunities to partner with other distinguished educators • Holds leadership roles in the district, professional associations or content areas • Connected with other expert teachers within the district, region, and state. • Consistently innovating and creating in all areas of teaching and professional development. • Partner with other distinguished educators and to mentor others to ensure consistency and the pervasiveness of student centered practices across the district. • Seeks out research and developments in the field • High regard for input from students, parents, colleagues • Contributes to the success of the organization • Ensures consistency pervasiveness of student centered practices across the district. • Contributes to the broader education community through staff development, classroom-based research, articles in professional journals, etc.

EFFECTIVE (INTEGRATING) – MEETS DISTRICT STANDARD

Effective educators consistently meet and exceed *developing* performance standards. The *effective* teacher is fully skilled, confident, and able to integrate complex elements of curriculum, instruction, assessment, student management, and professional development into practice. The *effective* teacher moves beyond the classroom in his or her teaching, forming collegial relationships, and participating in professional growth activities. *Effective* educators set goals; consistently meet the expectations of the organization; consistently follow established rules; are team players; and involved in the school. They have a strong grasp of instructional delivery skills and strategies and implement them; have a well defined and appropriate student management approach; are expert in their area(s) of content and curriculum, know, understand, and incorporate standards; welcome feedback, and seek opportunities to grow and improve. *Effective* educators demonstrate excellence in professional practice that result in student success in the academic and social realms of learning. *Effective* educators demonstrate a respect for students as individuals, the belief that all students can learn, an appreciation for the role of the family and the community in student success, a respect for the expertise of colleagues. *Effective* educators seek help and assistance from other educators. *Effective* educators willingly share successful practices with their colleagues and support the growth and development of pre-service and developing educators. As they approach the *highly effective* educator phase they come to the realization that career educators are continuously reflecting, are continuously seeking out new knowledge and practices to ensure high levels of success for all students.

Personal Characteristics	Organizational Characteristics
· Independent · Confident · Reliable · Team player · Loyal · Believe all students can learn · Involved · Welcome feedback	· Excellence in professional practice · Appreciation for the role of the family and the community · Understanding of the norms of the district and the community · Expert in curriculum, instruction, and assessment · Willingly share successful practices with their colleagues · Set goals · Mentor pre-service and novice educators · Seek help and assistance from other educators · Respect for the expertise of colleagues · Well defined and appropriate student management approach · Seek opportunities to grow and improve

DEVELOPING (EMERGING AND APPLYING) – ADEQUATELY MEETS DISTRICT STANDARD

Developing educators are usually new to the profession, typically within the first three to five years. Additionally, **experienced** (*highly effective* and *effective*) educators **new** to their assignment, making use of a new curriculum, new instructional strategies, or new assessment methods may demonstrate the practices of *developing* educators within the curriculum, instruction, and assessment standards. A level of development in which the teacher is able to teach independently, internalize, and easily apply what they have learned about teaching. Early on in this phase *developing* teachers rely on more experienced colleagues for support but is moving toward becoming more self-directed and independent in their practice. *Developing* educators will make progress if mentored or supported. *Developing* educators lack the understanding of the complexities of learning and may cut corners. With their naïveté *developing* educators may be easily swayed by others. *Developing* educators begin to acquire the skills necessary to function effectively in the classroom or the assignment.

As time passes, *developing* educators acquire more skills. They begin to see how the learning environment is created, how relationships with students, parents, and colleagues support student learning, and how the curriculum is developed. They begin to understand the nuances of instructional practices that result in student learning, and the role of assessment in informing instruction. Their confidence grows as they work with their more experienced colleagues who help them learn more about themselves as professionals and about effective classroom practices through mentoring, modeling, and collegial discussions. As they approach the next career educator phase, they reflect on their newly acquired knowledge, skills, and experiences, and begin to enter the *effective* phase.

Personal Characteristics	Organizational Characteristics
· Becoming self-directed and independent · Moderately reflective · May be easily swayed by others.	· Relies on more experienced colleagues for support · Able to teach independently, internalize, and easily apply what they have learned about teaching · Learning more about themselves as professionals and about effective classroom practices · Moving toward becoming more self-directed and independent in their practice

INEFFECTIVE – DOES NOT MEET DISTRICT STANDARD

Educators who do not meet district standard require ongoing targeted assistance from administrators and consistently rely on more experienced colleagues for support, guidance, and survival. They do not have an understanding of basic curriculum, instruction, assessment practices. They create a classroom environment that is lukewarm, negative, or unsafe. They are unable or unwilling to make use of guidance, suggestions, or input from colleagues. *Ineffective* educators tend to be cynical or sarcastic; they may blame others for problems or failures (students, parents, administrators, the state, standards, etc.) Teachers who do not meet district standard may be resistive to organizational initiatives, disloyal, breach confidentiality by inappropriately sharing or discussing confidential information regarding students, staff, parents, etc.; and are not readily open to feedback.
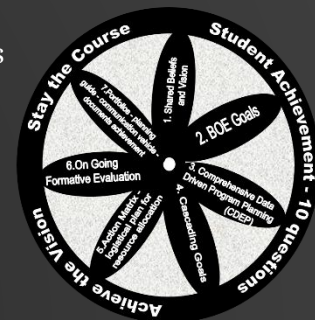
Personal Characteristics	Organizational Characteristics
· Unable or unwilling to make use of guidance, suggestions, or input from colleagues. · Cynical or sarcastic · Blame others for problems or failures · Disloyal · Breaches confidentiality · Resists feedback	· Require ongoing targeted assistance from administrators · Consistently rely on more experienced colleagues for support, guidance, and survival · Do not have an understanding of basic curriculum, instruction, assessment practices · Create a classroom environment that is lukewarm, negative, or unsafe · Resistive to organizational initiatives

"A viable system of continuous growth adapts to the ever present forces of change."

~ Martha K. Group

VERNON VERONA SHERRILL
CENTRAL SCHOOL DISTRICT