



ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

DUTCHESS BOCES

5 BOCES ROAD
POUGHKEEPSIE, NY 12601

845.486.4800

www.dcboces.org

John C. Pennoyer
District Superintendent

DutchessBOCES

Revised 06/2010

DUTCHESS BOCES

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

TABLE OF CONTENTS

I. Introduction	4
II. Evaluation Methods and Procedures	6
III. Staff Member Improvement Plan	10
IV. Administrative Training.....	12
V. Appendices.....	13
A1. Teacher/Pupil Personnel Staff Evaluation Timeline	15
A2. Dutchess BOCES Chronology of Deadlines	16
B1. Formal Observation Assessment Report	18
B2. Rating Categories	20
B3. Annual Professional Performance Review Criteria.....	21
C. Pre-Observation Form (Formal Announced)	30
D. Teacher Self-Assessment/Post Observation Form	32
E. End-of-Year Summary Form.....	34
F1. Dutchess BOCES Annual Professional Performance Review Plan	37
F2. Alternate Assessment Project Proposal	38
G. Paraprofessional Evaluation Timeline.....	40
H. Paraprofessional Evaluation Form	42
I. Tenured Paraprofessional Self-Evaluation.....	49
J. Professional Performance Improvement Plan	55
K. Annual Professional Performance Review for Staff with Non-Instructional Assignments	54

DUTCHESS BOCES

5 BOCES ROAD
POUGHKEEPSIE, NY 12601

845.486.4800
www.dcboces.org

DISTRICT SUPERINTENDENT

John C. Pennoyer

BOARD OF EDUCATION

Ralph Chiumento, Jr.
Thomas Hurley
Thomas Johnson
Edward L. McCormick
Robert Meade
Jim Milano
Michael Riehl

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN COMMITTEE

ADMINISTRATORS:

Linda A. Heitmann, Assistant Superintendent for Educational Services
Matt Carr, Director, Human Resources
Doug Damiani, Principal, Salt Point Special Educational Center
Jodi DeLucia, Coordinator, Educational Resources
John Jeffrey, Principal, Alternative High School
Kenneth Louis Jeune, Coordinator, District-Based Classrooms
Mitchell Shron, Principal, Career and Technical Institute
Eileen Sikora, Coordinator, Career and Technical Institute

TEACHERS:

Barbara Borchers, Math Teacher, Alternative High School
Melissa Greig, Early Childhood Teacher, Career and Technical Institute
Cindy Kirtland, Special Education Teacher, Linden Avenue Middle School, Red Hook
Barbara Mauer, Special Education Teacher, Salt Point Center
Maureen Moloney, Special Education Teacher, Union Vale Middle School, Arlington
Leah Pollack, Special Education Teacher, Salt Point Center

I. INTRODUCTION

The purpose of this Annual Professional Performance Review Plan (APPR) is to improve student achievement through improved teacher performance.

The mandated elements of the APPR Plan as outlined in part 100.2 of the Regulations of the Commissioner of Education are fulfilled in the Dutchess BOCES APPR Plan.

DOMAINS OF PROFESSIONAL PRACTICE:

This APPR Plan is founded on the conceptual principles of Charlotte Danielson, published as A Framework for Teaching (©1998, Educational Testing Service). The domains are tightly integrated with one another. They provide a straightforward, common vocabulary with which to conduct an ongoing professional conversation that fulfills the basic purpose of the APPR Plan. The four “Domains of Professional Practice” are articulated with the eight (8) criteria for evaluation as required in part 100.2 of the Regulations of the Commissioner of Education.

THE FOUR DOMAINS OF PROFESSIONAL PRACTICE:

I. Planning and Preparation

“Comprehensive understanding of the content to be taught, knowledge of the students’ backgrounds, and designing instruction and assessment.” (Danielson, p.10)

Commissioner’s evaluative criteria:

- content knowledge
- preparation
- student assessment
- collaboration

II. The Classroom Environment

“... concerned with the teacher’s skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment.” (Danielson, p.10)

Commissioner’s evaluative criteria:

- classroom management

III. Instruction

“... concerned with the teacher’s skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn.” (Danielson, p.10)

Commissioner’s evaluative criteria:

- instructional delivery
- student development

IV. Professional Responsibilities

“ . . . concerned with the teacher’s additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in on-going professional development, and contributing to the school and district environment.” (Danielson, p.10)

Commissioner’s evaluative criteria:

- reflective and responsive practice

All domains will be evaluated each year.

II. EVALUATION METHODS AND PROCEDURES

A certified administrator will conduct the Annual Professional Performance Review (APPR). It is understood that the following are the minimum requirements necessary for staff evaluation. Administration maintains the right to conduct reviews more often when deemed necessary.

Requirements for Probationary (Non-tenured) Teachers and Pupil Personnel Staff (see Teacher/Pupil Personnel Staff Evaluation Timeline in Appendices A1. and A2.):

Year 1 of Probationary Appointment for both three-year and two-year tenure track: Staff members will have two formal classroom observations (See Appendices B1., B2., B3.); complete both a Pre-Observation Conference Form (see Appendix C.) and a Self-Assessment/Post Observation Form (see Appendix D.) for each formal classroom observation; and participate in a year-end summary (Appendix E.) conference with their supervisor for the purpose of providing feedback, support and pathways for instructional improvement, as well as professional development targets for the following year.

Year 2 of Probationary Appointment: Three-year tenure track staff members will have two formal classroom observations (See Appendices B1., B2., B3.). Two-year tenure track staff members will have at least one formal evaluation and a second one, if the administrator deems necessary. All probationary staff will complete requisite Pre and Post Observation Forms (see Appendices C. & D.) for all formal classroom observations and participate in a summary conference (See Appendix E.) with his/her supervisor.

Year 3 of Probationary Appointment: Staff members will have one formal classroom observation (See Appendices B1., B2., B3.; complete requisite Pre and Post Observation Forms (see Appendices C. & D.); and participate in a year-end summary conference (See Appendix E.). This conference will be directly linked to the totality of all collected evidence (both formal and informal) from the probationary period, and focus on specific criteria that will continue to enhance the professional expertise of the staff member.

Portfolio - Requirements for Probationary Staff Who Hold an Initial or Transitional Certificate

What is the requirement for the portfolio?

Section 100.2(o) of the regulations of the Commissioner of Education requires that the evaluation of teachers who possess an Initial or Transitional Certificate is based upon a portfolio review.

Teachers who are eligible for tenure from September through December are required to develop and submit a portfolio by October 15 of the school year prior to the end of their probationary period.

What is a portfolio?

The portfolio is intended to reflect the work, progress, and accomplishments of the individual teacher during his/her probationary period. It should present an overview of your best performance and practices during each of the two or three years of your probationary period. The portfolio should be a collection of special work of which you are most proud. It is intended to be a meaningful collection of artifacts of your work to document your teaching skills and professional growth.

Who will review your portfolio?

Your portfolio will be reviewed periodically by your supervisor and director during your probationary period.

What are the required components?

The portfolio should be kept in a 3-ring binder. It should contain six sections as described below:

- Personal Reflection – This section should include:
 - a. Your professional resume
 - b. A statement of your educational philosophy
 - c. A description of your contributions to the BOCES community of students and staff
- Professional Skills – In this section, you should present evidence of your performance and skills as a teacher. You should include examples of:
 - a. Lesson plans
 - b. Strengths you demonstrate as a teacher
 - c. Projects, assignments, and activities that demonstrate your skillsYour Reflective Narrative at the end of this section should explain why you selected the pieces included in this section.
- Professional Growth – This section should provide evidence of your personal and professional growth during your probationary period. Included in this section should be:
 - a. Lesson plans written in your first year of teaching of the first time you taught a specific lesson
 - b. Modifications of these lessons in subsequent years
 - c. Lessons that did not work well
 - d. An analysis of why these lessons did not work
 - e. A description of how you revised these lessons and whyIn your Reflective Narrative, you should describe how your teaching has changed during your probationary period, how you have grown professionally and who has helped you in that growth, and what experiences have changed you as a teacher.
- Professional Development – This section should contain a list of all professional development activities that you participated in that contributed to your professional growth during your probationary period. In your Reflective, you should identify the one or two activities that had the greatest impact and explain why you selected them.
- A Showcase of Your Best Efforts – In this section, you should present evidence that showcases your best efforts as a teacher. You should include:
 - a. Things you really like about teaching
 - b. Projects and assignments that were fun and creative
 - c. Things that make you special and unique

d. Letters, cards, and notes from students, parents, and others

In your Reflective Narrative, you should describe what you like most about teaching, what has been an extraordinary experience for you, what you will remember about your beginning years of teaching, and what makes you a special teacher.

- Goals for Future Development – This section should contain a Reflective Narrative in which you set goals for your future professional development following your probationary period. You should identify specific goals that you set for yourself, explain why you selected these goals, and describe what professional development activities will help you achieve these goals.

Other items that you may want to include in your portfolio are:

- Student work
- Photos of special activities or events
- Computer-related activities
- Extracurricular activities
- Assessment activities

The development of your portfolio is not intended to be a “new” activity that will require hours to prepare. We recommend that you think about your choices during your probationary period and organize yourself to select from many of your options over the course of time. Your portfolio should be creative, organized reflection of your experiences during your probationary period.

Requirements for Tenured Teachers and Pupil Personnel Staff (see Appendix A1. & A2.):

Tenured staff will participate in a four-year performance evaluation cycle as follows:

1. Formal Observation (See Appendices B1., B2., & B3., including Pre and Post Observation Conferences and Forms (see Appendices C. & D.) and Summary Conference (See Appendix E.) – This option must be selected at least once every four years and may be selected every year.

2. Alternate Assessment Project Option – This option may be selected for any of the other years in the four-year cycle, in lieu of the Formal Observation.

Alternate Assessment Project Options for Tenured Staff (see Appendix F1.):

The BOCES recognizes that alternatives to traditional classroom observation are powerful tools for continued professional growth and expertise in the education of students. The purpose of an Alternate Assessment Project is to encourage staff to identify a means to evaluate contributions made on an annual basis that are aligned with the applicable staff Professional Performance Review Criteria.

If a tenured teacher will be participating in the Alternate Assessment Project option, a decision must be made in collaboration with the building principal by October 15. Additionally, agreement between the staff member and his/her supervisor will be reached regarding the type of alternative option to be used, and the method of documentation and evaluation for the selected option. An

Alternative Assessment Project Proposal Form (see Appendix F2.) will be completed and signed by both parties. Any option chosen shall focus on one or more of the eight criteria areas that have been established as priorities.

The Alternative Professional Performance Review Option may consist of:

- Individual Project – The teacher/pupil personnel staff member may identify a special project focusing on his/her area of instructional responsibility. A proposal form should be completed and submitted as part of this option by October 15. The project shall address at least one of the specified criteria areas required in the Annual Professional Performance Review Plan.
- Group Project – A teacher/pupil personnel staff member may work on a team or in a group focusing on his/her area of instructional responsibility. A proposal form should be completed and submitted as part of this option by October 15. The project shall address at least one of the specified criteria areas required in the Annual Professional Performance Review Plan.
- Additional alternate assessment options can be found in Appendix F1.

Administrative support will be available at each BOCES site to assist teachers in selecting an alternative option.

During the year(s) of the Alternative Professional Performance Review:

- The staff member(s) will meet with his/her supervisor a minimum of one time during the school year to update the supervisor on progress being made and assistance or support needed.
- The staff member(s) will complete an End-of-Year Summary form with written comments by the supervisor by June 1 of the school year (see Appendix E.).

Requirements for Probationary (Non-tenured) Paraprofessionals (See Appendix G. for Pupil Personnel Evaluation Timeline):

Only the APPR criteria for evaluation that are applicable to the paraprofessional's duties will be evaluated (see Appendix H.).

Years 1 and 2 of Probationary Appointment: Paraprofessionals will be observed and evaluated on all applicable performance indicators found on the Paraprofessional Evaluation Form (see Appendix H.) twice in a school year.

Year 3 Probationary (See Appendix H.): Paraprofessionals will be observed and evaluated once on all performance indicators found on the Paraprofessional Evaluation Form.

Requirements for Tenured Paraprofessionals (See Appendix G.):

All tenured paraprofessionals will participate in a four-year performance evaluation cycle as follows:

1. Formal Observation – This option must be selected at least once every four years (and may be selected every year) using the Paraprofessional Evaluation Form (see Appendix H.).
2. Self-Evaluation – This option may be selected for three of the four years using the Tenured Paraprofessional Self-Evaluation Form (see Appendix I.), in lieu of the Formal Observation.

III. STAFF MEMBER IMPROVEMENT PLAN:

Summary of Procedures/Deadlines for Staff Member Improvement Planning (see Appendix J.):

On occasion, the performance of a teacher/pupil personnel staff member may not meet the standards reflected in the Annual Professional Performance Review criteria. When this occurs, an improvement process will be initiated. The purpose of this process is to assist the staff member to identify, improve and consistently apply the Annual Professional Performance Review criteria in her/his work.

The BOCES shall identify to the BFA a unit member in need of improvement. The staff member may utilize members of the BFA to assist in the implementation of the plan. Such assistance can include observation, visitation, etc. Compensation for such assistance will be negotiated between the administration and the BFA on a case-by-case basis. The BFA's designated participants in such activities shall not be compelled by the BOCES to testify concerning such activities in a disciplinary proceeding against the teacher involved.

The process includes the following steps and procedures:

- ☐ Supervisor discusses performance concerns with staff member prior to recommending an improvement plan.
- ☐ After determination of failure to meet expectations in APPR criteria, administrator notifies teacher in a post-observation conference to be held within seven (7) days of the observation.
- ☐ Administrator informs the BOCES Faculty Association (BFA) within ten (10) calendar days of the post-observation conference.
- ☐ The improvement plan will be mutually constructed between administration and involved staff. Implementation of the improvement plan is to occur within thirty (30) calendar days after the post-observation conference.

Section 1 – Intent

In those cases where the need for performance improvement has been identified through the regular Professional Performance Review process, an improvement program will be used as a part of an observation plan designed to address performance concerns. It is understood that the supervisor has already discussed performance concerns with the staff member prior to recommending an improvement plan. If the BOCES is considering dismissal as described in Article XII (Fair Dismissal), this process shall have been invoked prior to any action. Other reasons for dismissal will not require this process.

Section 2 – Procedure

The supervisor will have a conference with the staff member and if appropriate, the District Superintendent's designee to discuss the staff member's performance and to formulate a plan with specific recommendations designed to assist in the improvement of the BFA member's performance and to outline the procedures defined in this process. At this conference, the staff member shall be entitled to have a representative from the BFA present. The staff member and administrator will jointly reflect on the areas of growth discussed at the meeting and will collaboratively develop the written plan. Specific improvement strategies will be incorporated into the plan. The improvement plan must be implemented within thirty (30) calendar days following the initiating conference.

The plan may contain the following:

- Identification of the specific area(s) that are in need of improvement.
- Identification of the specific behavior, performance or standards required for acceptable performance.
- Description of specific activities designed to achieve acceptable performance.
- A timetable and method for evaluating the staff member's improvement.
- Modeling of the desired practices.
- Outline of any staff development required to assist the staff member in the improvement of designated areas of concerns.

The improvement plan for the staff member shall involve a period of at least sixty (60) days from the date of the conference. Any plan that goes past two semesters must be reviewed by the supervisor for extension, modifications and/or termination of the plan. The Dutchess County BOCES Professional Performance Review criteria will be used to assess successful plan completion.

With prior notification to the staff member, the administrator(s) shall observe the staff member at least twice during the period of the plan. One observation shall be conducted early in the plan period and one observation shall be conducted near the conclusion of the plan period. Either the staff member or the supervisor can initiate additional observations. If, after additional

observations, the performance of the staff member continues not to meet BOCES standards, a written notice shall specify areas in which the performance is still considered unsatisfactory.

The supervisor shall then schedule a meeting with the staff member, District Superintendent's designee and a designee from the BFA to review the staff member's progress. This meeting shall be scheduled prior to any action taken by the District Superintendent.

Section 3 – Rights

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

IV. ADMINISTRATIVE TRAINING IN PERFORMANCE EVALUATION:

Dutchess County BOCES will provide training in good practice for the conducting of performance evaluations to all administrators who will perform such evaluations. The objective of this training is to provide knowledge and skills for administrators to assist teachers in improving the art of teaching and learning. New administrators will be trained on or before September 30. Follow-up sessions will be scheduled throughout the school year. On-going training and support will be provided to all administrators.

Examples of effective training topics include a review of the appraisal of all mandated criteria over a four-year plan, how to do the ratings embedded in the various instruments, simulation practice on the observation tool through the use of video vignettes and application of the Alternative Professional Performance Review option available to tenured staff.

An annual update session will be provided for all administrators and will be incorporated as an instructional session during the Annual Administrator's Week program.

APPENDICES

APPENDIX A1.

TEACHER/PUPIL PERSONNEL STAFF EVALUATION TIMELINE

APPENDIX A2.

DUTCHESS BOCES CHRONOLOGY OF DEADLINES

TEACHER/PUPIL PERSONNEL STAFF EVALUATION TIMELINE

Teachers and Pupil Personnel Staff will be observed based on the categories, requirements and dates specified below:

CATEGORY	REQUIREMENTS	APPENDIX	COMPLETION DATES
Probation Teacher & Pupil Personnel Staff			
Year 1 – Probationary Appointment Three-year and two-year tenure track	Pre-Observation Conference/1st Observation/Teacher Self-Assessment	C., B1., B2., B3., D.	January 15
	Pre-Observation Conference/2nd Observation/Teacher Self-Assessment	C., B1., B2., B3., D.	May 31
	End-of-Year Summary	E.	June 15
Year 2 – Probationary Appointment Three-year tenure track	Pre-Observation Conference/1st Observation/Teacher Self-Assessment	C., B1., B2., B3., D.	January 15
	Pre-Observation Conference/2nd Observation/Teacher Self-Assessment	C., B1., B2., B3., D.	April 15
	End-of-Year Summary	E.	June 15
Two-year tenure track	Pre-Observation Conference/1st Observation/Teacher Self-Assessment	C., B1., B2., B3., D.	January 15
	Pre-Observation Conference/2nd Observation/Teacher Self-Assessment*	C., B1., B2., B3., D.	April 15
	End-of-Year Summary	E.	February 15
Year 3 – Probationary Appointment Three-year tenure track	Pre-Observation Conference/Formal Observation/Teacher Self-Assessment	C., B1., B2., B3., D.	January 15
	End-of-Year Summary	E.	February 15
Tenured Alternate Assessment Cycle (four years)			
Formal Observation & Summative Assessment** Once every four years	Pre-Observation Conference/Formal Observation/Teacher Self-Assessment	C., B1., B2., B3., D.	April 30
	End-of-Year Summary	E.	May 31
Alternate Assessment Project*** For any other year in the four-year cycle	Alternate Assessment Project Proposal	F2.	October 15
	Staff Member Meets With Supervisor		At least once
	End-of-Year Summary	E.	June 1

*If a second observation is directed by administrator/evaluator.

** This option must be selected at least once every four years and may be selected every year.

*** may be selected for one, two or three years in a four-year cycle.

Appendix A1.

DUTCHESS BOCES

CHRONOLOGY OF DEADLINES

October 1	<ul style="list-style-type: none"> • Begin classroom observations of probationary staff.
October 15	<ul style="list-style-type: none"> • Alternative Professional Performance Review Proposal Form due. • Tenured paraprofessionals select self-evaluation.
January 15	<ul style="list-style-type: none"> • First formal classroom observation for probationary teachers and non-tenured paraprofessionals.
February 15	<ul style="list-style-type: none"> • Self-Assessment – End of year and Summary Conference with designated second-year and all third-year probationary teachers.
April 15	<ul style="list-style-type: none"> • Second formal observation for second-year probationary teachers and paraprofessionals. • Second observation for second-year teachers with no third year of probation if necessary.
April 30	<ul style="list-style-type: none"> • Formal observation for tenured teachers.
May 31	<ul style="list-style-type: none"> • Second observation for first-year probationary teachers and paraprofessionals. • End-of-Year Summary form and Conference (tenured – Formal Observation).
June 1	<ul style="list-style-type: none"> • End-of-Year Summary form and Conference (tenured – Project Option). • Self-evaluation for tenured paraprofessionals.
June 15	<ul style="list-style-type: none"> • End-of-Year Summary form and Conference related to formal observation for first-year and some second-year probationary teachers.

Appendix A2.

APPENDIX B1.

FORMAL OBSERVATION ASSESSMENT REPORT

APPENDIX B2.

RATING CATEGORIES

APPENDIX B3.

ANNUAL PROFESSIONAL PERFORMANCE REVIEW CRITERIA

DUTCHESS BOCES

Formal Observation Assessment Report

PAGE 1 OF 2

TEACHER:		DATE:	
OBSERVER:		BUILDING/GRADE LEVEL:	
SUBJECT AREA/LESSON FOCUS:			
LESSON FOR FORMAL OBSERVATION WILL TAKE PLACE		DATE:	TIME:
SUMMARY OF LESSON:			

Circle one rating for each criterion as they apply. Please record "N/A" in the teacher's comments column to indicate areas not applicable.

Ratings: (I) Ineffective, (D) Developing, (E) Effective, (H) Highly Effective

		LEVEL OF PERFORMANCE (CIRCLE ONE)				COMMENTS
COMPONENT		(I)	(D)	(E)	(H)	
DOMAIN I	CONTENT/DISCIPLINE KNOWLEDGE					
	Demonstrates current knowledge of content and curriculum	I	D	E	H	
	PREPARATION					
	Uses a variety of instructional strategies	I	D	E	H	
	Selects appropriate instructional goals and objectives	I	D	E	H	
	Utilizes appropriate resources and instructional materials	I	D	E	H	
	APPLICATION OF ASSESSMENTS					
	Maintaining accurate records	I	D	E	H	
	Designing student assessment	I	D	E	H	
	Using assessment in instruction	I	D	E	H	
	COLLABORATION SKILLS					
	Communicating with students	I	D	E	H	
DOMAIN II	Communicating with families	I	D	E	H	
	Communicates with colleagues, appropriate personnel, and agencies	I	D	E	H	
	CLASSROOM MANAGEMENT SKILLS					
	Organization of student, time, space, materials and resources	I	D	E	H	
DOMAIN III	Positive behaviors and interactions	I	D	E	H	
	Classroom-wide and/or individual student behavior management plans	I	D	E	H	
	Respect and acceptance of differences	I	D	E	H	
	INSTRUCTIONAL DELIVERY					
DOMAIN IV	Instructional delivery	I	D	E	H	
	Engaging students in learning	I	D	E	H	
	Using questioning and higher level thinking	I	D	E	H	
	Encourages student participation	I	D	E	H	
DOMAIN V	KNOWLEDGE OF STUDENT DEVELOPMENT AND DIVERSITY					
	Demonstrating knowledge of students	I	D	E	H	
	Student responsive instruction	I	D	E	H	
	REFLECTIVE AND RESPONSIVE PRACTICE					
DOMAIN VI	Growing and developing professionally	I	D	E	H	
	Reflections on teaching practices and student data	I	D	E	H	

Strengths of the teacher's practice: Based on the evidence, indicate items that reflect the teacher's areas of strength.
Areas of growth in the teacher's practice: Based on the evidence, indicate items that reflect evaluator's recommendations and necessary administrative supports.

Administrator and teacher conducted a post-evaluation conference on the above items.

Staff Member's Signature

Administrator's Signature

Date

Date

Distribution: Personnel File
 Supervisor
 Employee

Appendix B1.

RATING CATEGORIES

80-5.6 of this Title

(iii) Quality Rating Categories/Criteria. Each Board of Cooperative Educational Services (BOCES) shall ensure that the effectiveness of each teacher providing instructional services is rated annually in one of the following quality rating categories: Highly Effective, Effective, Developing and Ineffective.

(a) Highly Effective means a teacher who is performing at a higher level than typically expected of a teacher based on the evaluation criteria prescribed in this subdivision.

(b) Effective means a teacher who is performing at the level typically expected of a teacher based on the evaluation criteria prescribed in this subdivision.

(c) Developing means a teacher who is not performing at the level typically expected of a teacher, and the reviewer determines that the teacher needs to make improvements based on the evaluation criteria set forth in this subdivision.

(d) Ineffective means a teacher whose performance is unacceptable based on the evaluation criteria prescribed in this subdivision.

Appendix B2.

DUTCHESS BOCES

Annual Professional Performance Review Criteria

DOMAIN I: PLANNING AND PREPARATION

CONTENT KNOWLEDGE

Teacher demonstrates thorough knowledge of subject matter and curriculum.

COMPONENT	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Demonstrates current knowledge of content and curriculum	Teacher's plan and practice display limited or shallow knowledge of the content or of instructional practices specific to that discipline.	Teacher's plan and practice display basic content knowledge and reflect some awareness and of the instructional practices specific to that discipline.	Teacher's plan and practice display solid content knowledge and makes connections between elements of the disciplines.	Teacher's plan and practice display extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when developing instruction.

Appendix B3.

PREPARATION

Teacher demonstrates uses of pedagogical practices to support instruction.

COMPONENT	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Uses a variety of instructional strategies	Lesson planning reveals very little or no attempt to use a variety of instructional strategies or grouping patterns. The strategies are not coherent and are suitable for only some students.	Lesson planning reveals an attempt to use a variety of instructional strategies and grouping patterns. The strategies are recognizable and engage some students.	Lesson planning reveals the use of a variety of instructional strategies and the use of some grouping patterns that meet the diverse needs of students. The strategies are clear and suitable to groups of students.	Lesson planning reveals extensive use of instructional strategies and grouping patterns. The strategies are suitable and likely to engage all students.
Selects appropriate instructional goals and objectives	Goals and objectives are not related to the New York State Learning Standards, National Skills Standards regulations, curriculum, and IEPs where applicable. Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities.	Goals and objectives are minimally related to the New York State Learning Standards, National Skills Standards regulations, curriculum, and IEPs where applicable. Instructional outcomes are suitable for some students and consist of a combination of activities and goals, some of which permit viable methods of assessment.	Goals and objectives are related to the New York State Learning Standards, National Skills Standards regulations, curriculum, and IEPs where applicable. Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards.	Goals and objectives are directly related to the New York State Learning Standards, National Skills Standards regulations, curriculum, and IEPs where applicable. Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards.
Utilizes appropriate resources and instructional materials	Lesson planning reveals no preparation of appropriate resources and instructional materials for this lesson.	Lesson planning reveals some preparation of appropriate resources and instructional materials for this lesson.	Lesson planning reveals the sufficient preparation of appropriate resources and instructional materials for this lesson.	Lesson planning reveals extensive preparation of appropriate resources and instructional materials for this lesson. Teacher seeks out resources in and beyond the school.

Appendix B3.

STUDENT ASSESSMENT

Measuring students' learning progress aligned to the New York State Learning Standard and regulations.

COMPONENT	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Maintaining accurate records	The information on student completion of assignments, student progress in learning and/or non-instructional activities is either absent or in disarray.	The information on student completion of assignments, progress in learning and/or non-instructional activities is minimal.	The information on student completion of assignments, student progress in learning and/or non-instructional activities is up-to-date and accurate.	The information on student completion of assignments, progress in learning and/or non-instructional activities is up-to-date and accurate and includes student input.
Designing student assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
Using Assessment in instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.

Appendix B3.

COLLABORATION

Supports, cooperates, communicates and shares information.

COMPONENT	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' levels of development, and anticipates possible student misconceptions.
Communicating with families	The educator provides little/no information to families about the instructional program, student progress or responses to family concerns. Families are not engaged in the instructional program.	The educator provides minimal communications/responses to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
Communicates with colleagues, appropriate personnel, and agencies	Teacher fails to support, cooperate, communicate and share information with appropriate personnel to the detriment of student learning and development.	Teacher supports, cooperates, communicates and shares information with appropriate personnel to enhance student learning and development on a limited basis.	Teacher supports, cooperates, communicates and shares information with appropriate personnel to enhance student learning and development.	Teacher supports, cooperates, communicates and shares information with appropriate personnel to enhance student learning and development. Professional relationships are characterized by mutual support, cooperation and initiative.

Appendix B3.

DOMAIN II: THE CLASSROOM ENVIRONMENT

CLASSROOM MANAGEMENT

Supporting diverse students' learning needs and academic environment.

COMPONENT	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Organization of students, time, space, materials and resources	Most of the time is spent trying to keep the class quiet and under control so that the learning can begin, and/or the learning environment does not ensure safety.	Some of the time is spent trying to keep the class quiet and under control so that the learning can begin, and/or the classroom is fully conducive to instruction.	There is considerable evidence that the organization of the students, time, space, materials and resources has created a climate and culture for learning and the classroom is conducive to instruction.	Students contribute to the seamless operation of the classroom.
Positive behaviors and interactions	Disrespectful behaviors between and among the teacher and students contribute to a tense and distracting classroom environment.	Accepting and respectful interactions between and among the teacher and students are sometimes evident. This is a work in progress.	Accepting and respectful interactions between and among the teacher and students are generally evident and obvious.	Students themselves ensure high levels of civility among members of the class.
Classroom-wide and/or individual student behavior management plans	Teacher is unable to implement class order and/or individual behavior management plans.	Teacher has limited ability to implement classroom-wide or individual behavior management plans.	Teacher is able to implement classroom-wide or individual behavior management.	Students take an active role in monitoring the standards of behavior.
Respect and acceptance of differences	<p>The teachers constantly states commands to behave properly. There is little or no evidence of emotional safety for learning through:</p> <ul style="list-style-type: none"> • Respectful questions and answers; • Respectful and support tone of voice; • Absence responses and support among learners • An atmosphere of community and belonging 	<p>Expectations for appropriate behavior are inconsistent. There is some evidence of emotional safety for learning through:</p> <ul style="list-style-type: none"> • Respectful questions and answers; • Respectful and support tone of voice; • Absence responses and support among learners • An atmosphere of community and belonging 	<p>High expectations for appropriate behavior are generally understood, and students respond accordingly. There is considerable evidence of emotional safety for learning through:</p> <p>Respectful questions and answers;</p> <ul style="list-style-type: none"> • Respectful and support tone of voice; • Absence responses and support among learners • An atmosphere of community and belonging 	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students.

Appendix B3.

INSTRUCTIONAL DELIVERY

Instructional delivery resulting in active student involvement.

COMPONENT	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Instructional delivery	The lesson was not clearly delivered. Activities and materials do not match instructional strategies and objectives.	Some attempts were made to deliver the lesson in a clear manner. Activities and materials sometimes match instructional strategies and objectives and/or show little variety.	The lesson was delivered in a clear and articulate manner. Activities and materials match instructional strategies and objectives and are varied appropriately.	The lesson was exemplary. Activities and materials were strategically selected to enhance object lessons.
Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Using questioning and higher level thinking	Teacher's questions are low-level or inappropriate.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer.	Questions reflect high expectations and are developmentally appropriate. Students formulate many of the high-level questions.
Encourages student participation	Teacher elicits limited student participation.	Teacher's attempt to engage all students all students are only partially successful.	Some students participate with the teacher stepping aside when appropriate.	All students are intellectually engaged and fully participatory.

Appendix B3.

STUDENT DEVELOPMENT

Teacher displays knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate strategies for the benefit of all students.

COMPONENT	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs (IEP or 504), and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs (IEP or 504), and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs (IEP or 504), and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs (IEP or 504) from a variety of sources, and attains this knowledge for individual students.
Student responsive instruction	Teacher adheres to the instructional plan, even when a change would improve the lesson or students'. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instructional plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

REFLECTIVE AND RESPONSIVE PRACTICE

Teacher will demonstrate that practices are reviewed, effectively assessed and that appropriate adjustments have been made.

COMPONENT	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Growing and developing professionally	Participation in staff development is limited to mandatory requirements.	Participation in staff development activities is limited.	Information and current practices are sought out. Active participation in targeted professional development is evident.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
Reflections on teaching practices and student data	There is no use of formal or informal data to design appropriate and meaningful lessons.	There is a willingness to use data but not often aware of the implications inherent to the information.	Academic data are used as basis for instructional decisions. Information data are included when known.	Use of academic data is regularly evident in instructional designs and decisions.

APPENDIX C.

PRE-OBSERVATION FORM

DUTCHESS BOCES

Pre-Observation Form

To be completed by the teacher in advance of the announced observation and sent to evaluator two days prior to observation visit.

TEACHER:		DATE:
OBSERVER:	BUILDING/GRADE LEVEL:	
SUBJECT AREA/LESSON FOCUS:		
LESSON FOR FORMAL OBSERVATION WILL TAKE PLACE	DATE:	TIME:

DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

- What is the content to be taught? What prerequisite learning is required?

--

DEMONSTRATE KNOWLEDGE OF STUDENTS

- What challenges may your students experience and how will you address those challenges?

--

SETTING INSTRUCTIONAL OUTCOMES

- What do you want students to learn during this lesson?

--

DEMONSTRATING KNOWLEDGE OF RESOURCES

- What resources will be used for this lesson? Why?

--

DESIGNING COHERENT INSTRUCTION

- Briefly list the steps of the lesson

--

DESIGNING STUDENT ASSESSMENTS

- How will you measure the goals articulated in setting instructional outcomes?
- What does success look like?

--

[Appendix C.](#)

APPENDIX D.

TEACHER SELF-ASSESSMENT/POST OBSERVATION FORM

DUTCHESS BOCES

Teacher Self-Assessment/Post Observation Form

To be completed by the teacher following all formal observations and submitted at the post-observation conference.

TEACHER:		DATE:	
OBSERVER:		BUILDING/GRADE LEVEL:	
SUBJECT AREA/LESSON FOCUS:			
FORMAL OBSERVATION:		DATE:	TIME:

		TEACHER'S SELF-ASSESSMENT/COMMENTS
DOMAIN I	CONTENT/DISCIPLINE KNOWLEDGE	
	Demonstrates current knowledge of content and curriculum	
	PREPARATION	
	Uses a variety of instructional strategies	
	Selects appropriate instructional goals and objectives	
	Utilizes appropriate resources and instructional materials	
	APPLICATION OF ASSESSMENTS	
	Maintaining accurate records	
	Designing student assessment	
	Using assessment in instruction	
	COLLABORATION SKILLS	
	Communicating with students	
	Communicating with families	
	Communicates with colleagues, appropriate personnel, and agencies	
CLASSROOM MANAGEMENT SKILLS		
DOMAIN II	Organization of student, time, space, materials and resources	
	Positive behaviors and interactions	
	Classroom-wide and/or individual student behavior management plans	
	Respect and acceptance of differences	
DOMAIN III	INSTRUCTIONAL DELIVERY	
	Instructional delivery	
	Engaging students in learning	
	Using questioning and higher level thinking	
	Encourages student participation	
DOMAIN III	KNOWLEDGE OF STUDENT DEVELOPMENT AND DIVERSITY	
	Demonstrating knowledge of students	
	Student responsive instruction	
DOMAIN IV	REFLECTIVE AND RESPONSIVE PRACTICE	
	Growing and developing professionally	
	Reflections on teaching practices and student data	

APPENDIX E.

END-OF-YEAR SUMMARY FORM
(FOR BOTH FORMAL OBSERVATION AND PROJECT OPTIONS)

DUTCHESS BOCES

End-of-Year Summary Form (For both Formal Observation and Project Options)

PAGE 1 OF 2

TEACHER:	DATE:
ADMINISTRATOR:	BUILDING/GRADE LEVEL:

Teacher's Status (check one): Probationary: ☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Tenured

ASSESSMENT OPTION SELECTED: Please describe the option selected. To be completed by teacher.

REFLECTIVE SUMMARY: Please describe your progress and outcomes and refer specifically to the targeted criteria/domain, including their descriptive elements. Attach additional pages if necessary. Indicate items that reflect your area of strength. To be completed by teacher.

ADMINISTRATOR'S COMMENTS: Please provide feedback for instructional improvement and identify professional development targets for the following year.

Administrator and teacher conducted a post-evaluation conference on the above items.

Staff Member's Signature

Administrator's Signature

Date

Date

Distribution: Personnel File
 Supervisor
 Employee

APPENDIX F1.

DUTCHESS BOCES
ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

APPENDIX F2.

ALTERNATE ASSESSMENT PROJECT PROPOSAL

DUTCHESS BOCES

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

ALTERNATE ASSESSMENT OPTIONS FOR TENURED STAFF MEMBERS

The following options may be selected by tenured staff.

- A. **INDIVIDUAL PROJECT** – This option allows the individual teacher to choose to work to accomplish goals that are related to his/her program's instructional goals and philosophy. These goals will be aligned with the eight New York State Evaluative Criteria and Danielson's four Domains of Professional Practice. Activities may include, but are not limited to: action research, curriculum writing, self-reflection through journaling, technology integration, turn-key training, demonstration of competency, self-evaluation or any combination thereof.
- B. **GROUP PROJECT** – This option allows a teacher to work with one or more of his/her peers on a project to accomplish mutually agreed upon goals that are related to their program(s) instructional goals and philosophy. These goals will be aligned with the eight New York State Evaluative Criteria and Danielson's four Domains of Professional Practice. Activities may include, but are not limited to: professional learning communities (PLCs), working with a consultant toward a common goal, committee work, piloting a new program, learning clubs, action research, curriculum writing, technology integration or any combination thereof.
- C. **PEER COACHING/REFLECTIVE TEACHING PARTNERS** – Using these collaborative techniques two teachers work together to either practice developing competency on a specific teaching strategy or to assess each others teaching methods and their effects on student learning.
- D. **PORTFOLIO** – A professional portfolio should be the product of a planned growth experience that focuses on teaching and learning. It should serve as a vehicle for capturing some of the complexities of the teaching and learning processes.
- E. **MENTORING** – Serving as a mentor for a new teacher allows the experienced teacher to be a role-model, an advisor, and a resource in a non-evaluative, supportive manner in response to the needs of the protégé.
- F. **COOPERATING TEACHER/STUDENT TEACHER** – This option allows the teacher to work with a student teacher to meet his/her university requirement for a supervised, practical experience.
- G. **OTHER** – This option allows a teacher to be innovative in developing a personal plan for professional/instructional growth.

DUTCHESS BOCES

Alternate Assessment Project Proposal
Must be submitted to your Supervisor by October 15

NAME:

BUILDING:

DATE:

1. What alternative to formal observation have you chosen?

2. Which of the eight performance criteria (content knowledge, preparation, instructional delivery, classroom management, student development, student assessment, collaboration, reflective and responsive practice) will your proposal demonstrate?

3. State the goal(s) of your proposal.

4. State the actions and procedures you will use, and the timeline you will need, to accomplish these goals.

5. In addition to a written self-evaluation, what evidence will you provide to demonstrate attainment of these goals?

6. Will there be other teacher participants involved in this proposal? If so, name them and give their role(s) and responsibilities.

7. What support (material, time, staff development meetings) do you need from your administrator to complete your project?

Teacher Initial Signature: _____ Date: _____

Administrator's Final Signature: _____ Date: _____

Appendix F2.

APPENDIX G.

PARAPROFESSIONAL EVALUATION TIMELINE

PARAPROFESSIONAL EVALUATION TIMELINE

Teachers and Pupil Personnel Staff will be observed based on the categories, requirements and dates specified below:

CATEGORY	REQUIREMENTS	APPENDIX	COMPLETION DATES
Probationary Paraprofessional			
Year 1	1 st Formal Observation/Conference	H.	January 15
	2 nd Formal Observation/Conference	H.	May 31
Year 2	1 st Formal Observation/Conference	H.	January 15
	2 nd Formal Observation/Conference	H.	April 15
Year 3	Formal Observation/ Conference	H.	January 15
Tenured Alternate Assessment Cycle (four years)	Formal Observation/ Conference	H.	This option must be selected at least every four years and must be selected every year before May 15
	Self-Evaluation	I.	May be chosen by October 15 for three years in the four year cycle and be submitted by June 1

Appendix G.

APPENDIX H.

PARAPROFESSIONAL EVALUATION FORM

PARAPROFESSIONAL EVALUATION FORM

PAGE 1 OF 6

PARAPROFESSIONAL:	
ADMINISTRATOR:	
DATE:	TIME FRAME:

Probationary

1. Fails to Meet Expectations
2. Expectations in Development
3. Meets Expectations

Tenured

4. Fails to Meet Expectations
5. Successful Performance

Directions: Please check the numeral that best represents the paraprofessional's performance in the following areas of his/her job description.

Note: If the performance is not applicable, indicate by writing "NA."

Note: If the numbers 1 or 2 are checked for any specific duty, briefly indicate how you plan to help the paraprofessional improve his/her performance in that area. (Space provided at the end of form.)

A. PROFESSIONAL QUALITIES

1. ROLE MODEL

Probationary

Tenured

- | | | | | | |
|----------------------------|----------------------------|----------------------------|--|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | a. Arrives to work on time | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | b. Exhibits neat appearance | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | c. Models appropriate language within the school community | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | d. Respects confidentiality | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

Comments:

Appendix H.

2. CONTRIBUTION TO EMOTIONAL CLIMATE IN THE LEARNING ENVIRONMENT

<u>Probationary</u>				<u>Tenured</u>	
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	a. Reacts calmly and in a professional manner to student behavior	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	b. Treats students in a fair and impartial manner	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	c. Demonstrates respect of all students	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	d. Helps students to improve their sense of responsibility, self-discipline, cooperation and respect for others	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Comments:

3. CONTRIBUTION TO THE SCHOOL ENVIRONMENT

<u>Probationary</u>				<u>Tenured</u>	
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	a. Participates in designated staff meeting and in-services/activities	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	b. Cooperates, communicates and shares information with the classroom teacher	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	c. Actively participates in school activities.	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Comments:

Appendix H.

B. NON-TEACHING DUTIESProbationaryTenured

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	a. When assigned, monitors students in halls, bus area and during break-time activities.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	b. Helps teachers/co-workers prepare and clean up work area.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	c. Records attendance for teacher's reporting.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	d. When assigned, assists in the safe transporting of children by bus or other vehicle.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	e. Assists in the ordering and purchasing of supplies.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	f. Manages, secures and assists in inventorying of records, materials and equipment.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	g. Helps set up equipment.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	h. Assists in the orderly arrival and dismissal of students (management of students at all times).	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	i. Assists teacher/co-workers in performing other clerical duties as needed.	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Comments:

C. SUPPORT DUTIESProbationaryTenured

- | | | | | | |
|----------------------------|----------------------------|----------------------------|--|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | a. Supervises students and performs support teaching duties when services are determined and supervised by teachers. Works with individual pupils or groups of pupils on instructional activities as directed. | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | b. Assists with the preparation of instructional materials. | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | c. Attends to the physical needs of students. | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | d. Assists the teacher in providing instructional assistance to students needing additional help. | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | e. Supports the teacher in helping pupils to understand the purposes of a specific lesson and engages in activities designed to achieve those purposes. | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | f. Provides the instructor with information about pupils which will assist the instructor in the development of appropriate learning activities. | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | g. Assists the teacher in monitoring and reporting student progress on a daily basis. | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | h. Assists the teacher in taking necessary and reasonable precautions to protect the health and safety of students by providing (along with the teacher) relevant safety instructions. | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

Comments:

D. OTHER DUTIES

Probationary

Tenured

1 ☐

2 ☐

3 ☐

a. Performs other appropriate duties assigned by the teacher and/or administrator.

4 ☐

5 ☐

Comments:

E. COMMENTS/RECOMMENDATION/GOALS:

The signature of the paraprofessional does not mean that there is agreement with the observation.

Paraprofessional's Signature

Administrator's Signature

Date

Distribution: Personnel File
 Supervisor
 Employee

APPENDIX I.

TENURED PARAPROFESSIONAL SELF-EVALUATION

DUTCHESS BOCES

TENURED PARAPROFESSIONAL SELF-EVALUATION

PAGE 1 OF 2

Name of Paraprofessional: _____ Administrator: _____
 Class: _____ Date: _____

Tenured

1. Fails to Meet Expectations
2. Successful Performance

Directions: Please check the numeral that best represents your self-assessment of performance in the following areas of your job description and provide written comments for each area self-assessed.

Note: If the performance is not applicable, indicate by writing "NA".

INSTRUCTIONAL SUPPORT: The paraprofessional shall demonstrate the ability to give clear directions to students and use appropriate and varied instruction techniques established by the teacher to support learning.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2	Comment:
INSTRUCTIONAL DELIVERY: The paraprofessional shall demonstrate the ability to follow the lesson plan established by the teacher.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2	Comment:
STUDENT DEVELOPMENT: The paraprofessional shall demonstrate the ability to provide reinforcement to students in a timely and consistent manner and use praise effectively.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2	Comment:
CLASSROOM MANAGEMENT: The paraprofessional shall demonstrate the ability to effectively manage the instructional situation.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2	Comment:
COLLABORATION: The paraprofessional shall demonstrate the ability to establish and maintain positive working relationship with teachers, peers, administrator, students, and parents.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2	Comment:
NON-CLASSROOM SUPERVISION: The paraprofessional shall demonstrate the ability to effectively manage students in a non-classroom environment: playground, cafeteria, study hallways, buss arrival and dismissal.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2	Comment:
PUNCTUALITY AND ATTENDANCE: The paraprofessional shall demonstrate the ability to report to work on time and assignments as scheduled.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2	Comment:
REFLECTION: With input from teacher with whom the paraprofessional works, the paraprofessional shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continued basis.	
<input type="checkbox"/> 1 <input type="checkbox"/> 2	Comment:

Appendix I.

Summative Self-Assessment:

Comments/Rec/Goals:

I HAVE RECEIVED AND READ THIS REPORT:

Paraprofessional's Signature

Date

Administrator's Signature

Date

Distribution: Personnel File
 Supervisor
 Employee

APPENDIX J.

PROFESSIONAL PERFORMANCE IMPROVEMENT PLAN

DUTCHESS BOCES

PROFESSIONAL PERFORMANCE IMPROVEMENT PLAN

STAFF MEMBER:		POSITION:	
EVALUATOR:			
SCHOOL YEAR:			

Areas of Needed Improvement		Date
Improvement Plan		Date
Evaluation of Plan		Date

Evaluator's Signature: _____ Date: _____

Staff Member's Signature: _____ Date: _____

Distribution: Personnel File
Supervisor
Employee

[Appendix J.](#)

APPENDIX K.

ANNUAL PROFESSIONAL PERFORMANCE REVIEW FOR STAFF WITH
NON-INSTRUCTIONAL ASSIGNMENTS

DUTCHESS BOCES

PROFESSIONAL PERFORMANCE REVIEW FOR STAFF WITH NON-INSTRUCTIONAL ASSIGNMENTS

PAGE 1 OF 3

JOB TITLE:	NAME:
DATE:	TIME FRAME:

Probationary

1. Fails to Meet Expectations
2. Expectations in Development
3. Meets Expectations

Tenured

4. Fails to Meet Expectations
5. Successful Performance

Directions: Please check the numeral that best represents the paraprofessional's performance in the following areas of his/her job description.

Note: If the performance is not applicable, indicate by writing "NA." If the numbers 1 or 2 are checked for any specific duty, briefly indicate how you plan to help the paraprofessional improve his/her performance in that area. (Space provided at the end of form.)

A. JOB RESPONSIBILITIES

<u>Probationary</u>				<u>Tenured</u>	
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	a. Presentation/work is clear and organized	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	b. Possesses and continually pursues knowledge and skills required to serve students/clients.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	c. Uses a variety of methods designed to meet student/client requirements.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	d. Is actively involved in the process of meeting the needs of students/clients in collaboration with appropriate stakeholders and in accordance with regulations and statutes.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	e. Encourages students/clients to develop according to their abilities.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	f. Recognizes and accepts individual differences of students/clients.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	g. Communicates information effectively to students/clients and other involved parties.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	h. Makes referrals to appropriate agencies when needs are beyond the scope of their position.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	i. Maintains appropriate records of services/activities.	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Comments:

B. PROFESSIONALISMProbationaryTenured

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	a. Supports, cooperates, communicates and shares information with appropriate personnel to enhance student learning and development.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	b. Adheres to the district's philosophy, priorities, policies, practices and procedures.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	c. Arrives punctually at school, meetings and for scheduled appointments.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	d. Effectively handles problems through communication with students/clients, other professionals, administration and other agencies.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	e. Relationships with students/clients and other professionals are positive.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	f. Advises and aids in preparing for future services/program needs.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	g. Serves, by action and attitude, as a positive model for students/clients.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	h. Participates in professional growth activities.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	i. Organizes time well and functions in an efficient manner.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	j. Submits all reports containing appropriate and accurate information in a timely manner.	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Comments:

C. OTHER DUTIES

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	a. Organizes time well and functions in an efficient manner.	4 <input type="checkbox"/>	5 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	--	----------------------------	----------------------------

Comments:

D. COMMENTS/RECOMMENDATIONS/GOALS

Staff Member's Signature

Administrator's Signature

Date

Date

Distribution: Personnel File
 Supervisor
 Employee