

Johnsburg Central School

165 Main Street, North Creek, NY 12853

2024-2025

Annual Professional Performance Review

*Pupil Personnel Services
Classroom Teachers*



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Johnsburg Central School

Annual Professional Performance Review

Introduction

In order to improve the quality of teaching and learning in all grades and content areas the New York State Education Department requires each school district to establish a prescribed plan for the annual professional performance review (APPR) of Pre-K-12 educators and pupil personnel staff* who provide instructional services or pupil personnel services. This APPR Plan reflects the requirements of Education Law §3012-d and the accompanying regulations of the Board of Regents and the Commissioner of Education. The plan as stated below, will be continually amended as additional information from the State of New York is forthcoming, and/or, as items are determined or negotiated pursuant to relevant New York State Law and Regulations. Upon formal adoption by the school board this plan will be available for review by any individual by September 30 each year.

*School counselors, school psychologists, and school media specialists.

Part A: Pupil Personnel Staff

- I. All Pupil personnel staff*, Pre-K teachers, and Library Media Specialists will be observed by the principal or superintendent according to the following schedule:

Probationary and Tenured Pupil personnel staff, Pre-K teachers, and Library Media Specialists- One announced observation: Once a year by principal or superintendent. (Appendix A)

The following options are also available for tenured staff members employed by the Johnsburg Central School district. Pupil personnel staff, Pre-K teachers, and Library Media Specialists will discuss these options with the building principal at the beginning of each school year.

- A. Formal observation by an administrator: During the current school year, the principal or superintendent will formally observe the staff member. The observation will be scheduled at a mutually agreeable time. The teacher/pupil personnel service staff will prepare a written lesson summary for the administrator and a post-observation conference will only be required upon receiving an unsatisfactory or needs improvement rating. The administrator

will complete a written Teacher/Pupil Personnel Staff Observation Report, which will be signed by both the teacher/pupil personnel staff member and the administrator.

(Appendix A)

- B. Individual project: In consultation with the principal or superintendent the pupil personnel staff will identify a special project focusing on his-her area of instructional responsibility. A proposal will be submitted to the principal by October 15th. (Appendix B) Completed by May 15, the project will be shared with colleagues as appropriate.
- C. Group Project: In consultation with the principal or superintendent the pupil personnel staff may work with a group of colleagues on a special project focusing on their area of instructional responsibility. Each member of the group will submit a completed proposal that describes in detail the project by October 15. (Appendix B) Completed by May 15, the project will be shared with colleagues as appropriate.
- D. Videotape Assessment: In consultation with the principal or superintendent the pupil personnel staff will submit a videotape focusing on his-her area of instructional responsibility. A proposal will be submitted to the principal by October 15 and completed by May 15. A self-reflection of classroom performance based on videotape assessment must be included. (Appendix B)
- E. Supervision of a Student Teacher: In consultation with the principal or superintendent the pupil personnel staff will submit a proposal by October 15. (Appendix B) A self-reflection of the experience must be included.
- F. Appointment as a Teacher Mentor: In consultation with the principal or superintendent the pupil personnel staff will submit a proposal by October 15 and completed by May 15. (Appendix B) A self-reflection of the experience and all mentor logs must also be included.
- G. Attendance at Workshops as a Presenter: In consultation with the principal or superintendent the pupil personnel staff will submit a proposal by October 15. (Appendix B) The presentation may be shared with appropriate colleagues as appropriate.
- H. Curriculum Writing: In consultation with the principal or superintendent the teacher/pupil personnel staff will submit a proposal by October 15. (Appendix B) A self-reflection describing how the experience affected the instructional delivery on his/her area of responsibility must be included.

- II. If a Pupil personnel staff, Pre-K teacher, or Library Media Specialist receives a rating of unsatisfactory or needs improvement on any evaluation an Improvement Plan will be implemented by the observer at the Post Observation Conference. A follow-up conference will be held. (See Appendix C)
- III. All observations for **Pupil personnel staff, Pre-K teachers or Library Media Specialists** should take place after the first full week of school and end no later than **May 1st**. Completed written and signed reports will have all signatures affixed to the observation prior to the staff member's signature.
- IV. An announced observation must be completed on all pupil personnel staff members at least once every three years.
- V. Plan for Training Evaluators
Certified administrators are the only personnel who are responsible for staff evaluations. Each administrator has background through course-work and experience to conduct evaluation procedures. Additional training is provided through workshops, BOCES courses and training, and in-house professional developmental activities. If a staff member is interested in participating in a peer review evaluation, prior permission and instruction from administration is required.

Part B-Teaching Staff

Annual Professional Performance Review ("APPR") supports the professional growth of our educators. A successful review system should provide timely feedback, an opportunity to acknowledge educators' strengths as well as weaknesses and an opportunity for growth as an educator.

This APPR system will be a significant factor in all employment decisions including but not limited to:

- Retention
- Tenure Determination
- Termination
- Promotion
- Professional Development
- Coaching

Education Law, §3012-d establishes requirements for a comprehensive performance evaluation system for educators. (Exclusions: Pupil personnel staff, Pre-K and Library/Media Specialist) The Johnsbury APPR Committee will work with all available resources to assist in designing and implementing this system.

Part I: Training of Evaluators

The District will ensure that all evaluators are properly trained and certified to complete an individual's performance review. Appropriately qualified individuals or entities will conduct Evaluator training. Evaluator training will replicate the recommended SED model certification process.

The District will ensure that all evaluators are trained as Lead Evaluators. The Superintendent's office will certify Lead Evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent's office will maintain records of certification of evaluators.

Lead Evaluator training will occur regionally in cooperation with the WSWHE BOCES. Training will be conducted by WSWHE BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be recertified on a periodic basis, to be determined by the District.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for Lead Evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

A Lead Evaluator is any individual who conducts evaluations of educators. These individuals will be trained and certified as Lead Evaluators according to SED's model to ensure consistency and defensibility. All Lead Evaluators may do observations, but are prohibited from summative evaluations until appropriately certified.

All Lead Evaluators of educators and principals shall be appropriately trained and certified by 6 months after appointment. Lead Evaluators are prohibited from summative evaluations until they are appropriately certified.

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified as required by NYSED and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

Part II: Data Management

The District will work with the State Education Department ("SED") to develop a process that aligns its data systems to ensure that SED receives timely and accurate teacher, course, and student "linkage" data, as well as a process for teacher verification of the courses and/or student rosters assigned to them.

Ensuring Accurate Teacher and Student Data

The District, along with educators, shall ensure that SED receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course and teacher/student linkage data necessary to comply with the Regulations of the Board of Regents and the Commissioner of Education by providing such data in a format and timeline prescribed by the Commissioner.

In alignment with §L5 of the *SED APPR Guidance Document*, the data elements listed below will be collected for all courses offered by the District. Students will be associated with the principal(s) of their building of enrollment through data collected in the State-wide Instructional Repository System (“SIRS”).

- Unique statewide identifier for all teachers assigned to reported courses
- Student enrollment in all elementary/middle-level courses linked to a state assessment, using the statewide standardized course codes
- Student enrollment in all secondary-level courses that prepare students to take a Regents exam upon completion of the course, using statewide standardized course codes
- Duration of reported course section
- Student-teacher linkage start/end dates for reported course section
- Duration of the student enrollment-teacher assignment linkage for the reported course section (“enrollment linkage”)
- Duration of student attendance- teacher assignment linkage for the course section (“attendance linkage”)
- Student-teacher linkage duration adjustments for reported course section
- Student exclusion-from-evaluation flag for reported course section
- Student enrollment in all remaining courses, using to-be-determined statewide standardized course codes
- Evaluation composite scores (highly effective, effective, developing, ineffective)
- Evaluation component rating (student performance and teacher observation)
- Other personnel data to be used for value-added modeling and policy purposes (teacher preparation program, teacher preparation pathway, certification earned, highest degree status, years in teacher or principal role)
- Other personnel data to be used for policy purposes (tenure status)

This information will be periodically reviewed and corrected by Guidance Office with the assistance of educators. Prior to submission to the Data Warehouse, the data will be extracted from our student management system and formatted in accordance with the specifications provided by the Northeastern Regional Information Center (“NERIC”).

The New York State Education Department’s *APPR Guidance* and field memos relating to the Student Information Repository System (“SIRS”) will provide detailed guidance

related to the collection and reporting of data. The District will continue to monitor data and develop additional processes, as needed and consistent with NYSED reporting requirements, to verify that the data submitted to the State are complete and accurate.

The District will follow the guidelines set forth by the NYSED in regard to roster verification reports and use of the student-teacher instructional weighting and student exclusion flags.

Reporting Individual Subcomponent Scores:

The District will report to the SED the individual subcomponent ratings and the total composite rating for each educator (Excluding Pupil personnel staff, Pre-K and Library/Media Specialists) in the District in a format and timeline prescribed by New York State. The District will develop a process for timely and accurate extraction of such data and will use SIRS data reporting extract protocols for reporting these data to NYSED. Total Composite Ratings will not be reported until data on student performance on state assessments is transmitted to the District.

Development, Security, and Scoring of Assessments:

The District shall ensure the development, security, and scoring processes of all assessments and/or measures used to evaluate teachers under this section are not disseminated to students before administration and that teachers do not have a vested interest in the outcome of the assessments they score. The District will follow the testing guidelines set forth by SED in regard to securing any NYS exams. The District will ensure that all assessments are scored in the manner prescribed by the assessment and/or regulations.

The District will work the Johnsbury Central School Teachers' Association to determine decisions about local measures of student performance; teacher rubrics; any other instruments (such as surveys, self-assessments, portfolios, etc.); and the scoring methodology for the assignment of points to locally selected measures of student performance and other measures of teacher effectiveness.

Part III: Educators' APPR

All Johnsbury Central School Educator Evaluations will be performed by trained and certified JCS Administrators.

Positions Evaluated

All educators (excluding Pupil personnel staff, Pre-K teacher, or Library Media Specialists) will be evaluated on student performance and teacher observations using the following approved APPR Matrix.

Matrix

Teacher Observation					
Student Performance		Highly Effective (H)	Effectiv e (E)	Developin g (D)	Ineffectiv e (I)
	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

Growth or Comparable Measures (SLOs)

The District certifies that the process for assigning points uses the narrative descriptions below to effectively differentiate an educator's performance.

Growth or Comparable Measures (SLOs)	
Highly Effective	Results are well-above state average for similar students (or District goals if no state test).
Effective	Results meet state average for similar students (or District goals if no state test).
Developing	Results are below state average for similar students (or District goals if no state test).
Ineffective	Results are well-below state average for similar students (or District goals if no state test).

For educators where there is no State-provided measure of student performance a Student Learning Objective (SLO) is the required student performance measure. A SLO is an academic goal for an educator's students that is set at the start of the course. It represents the most important learning for the year (or semester, where applicable). It must include the following basic elements:

- Student population
- Learning content
- Interval of Instructional Time
- Evidence
- Baseline
- Target and HEDI Criteria
- Rationale

Educators' scores are based upon the percentage of students who attain targeted goals.

For an educator whose course ends in a State-created or administered test for which there is a State-provided growth model and at least 50% of a teacher's students are covered under the State-provided growth measure, such educator shall have a State-provided growth score based on such model. The State-provided growth score must be used as the evidence of student learning within the SLO for students taking such assessments.

For an educator whose course does not end in a State-created or administered test or where less than 50% of the teacher's students are covered by a State-provided growth measure, such an educator shall have a Student Learning Objective (SLO) developed and approved by his/her superintendent or another trained administrator. The SLO will use a form prescribed by the Commissioner, consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any educator whose course end in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO. (Appendix)

A **Building Wide Score** will be utilized for all educators whose course does not end in a State-created or administered test or where less than 50% of the educator's students are covered by a State-provided growth measure. The exams to determine the **Building Wide Score** will be mutually negotiated yearly.

The **Building Wide Score** for Johnsburg Central School will be based on the Common Core English, Geometry, Living Environment and US History Regents assessments for the 2024-2025 school year.

For those educators required to make use of the Student Learning Objectives, a SLO template is available on the Johnsburg Central School's website. While setting the student goals consideration will be given to the score on the prior-tests and academic history of the students. (See Appendix)

For the 2019-20 school year and thereafter, for those educators who would typically receive a State-provided growth score, the district must also include a back-up SLO, in the event that there are not enough students, not enough scores, or data issues that prevent a State-provided growth score from being calculated for that educator.

HEDI Scoring Bands for SLO

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	86-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

If educators have more than one State-provided growth score and rating, those scores and ratings will be combined into one 0-20 score and HEDI rating for the Required Student Performance subcomponent provided by the Department.

If educators have more than one SLO (or a State-provided growth measure and an SLO), the measures will each earn a score from 0-20 points which districts must weight proportionately based on the number of students in each SLO (or in the State-provided growth measure and the SLO).

Locally-selected Measures of Student Performance

For educators in grades 4-8 Common Branch ELA and Math, NYSED will provide a growth score and rating. That rating will incorporate a student's academic history compared to similarly academically achieving students and takes into consideration students with disabilities, English language learners, students in poverty, and, in the future, any other student, classroom, and school-level characteristics approved by the Board of Regents. Most teachers of 4-8 Common Branch ELA and Math will have State-provided growth measures and will receive a growth score and rating from the State for the full Student Performance category of their evaluation. Educators with 0-49% of students covered by State-provided growth measures must have SLOs for the Student Performance category of their evaluation. Courses with a state-created or administered tests must use... and one SLO must use the State-provided measure if applicable for any courses.

The district is not using an optional subcomponent. The required subcomponent will comprise 100% of the Student Performance category.

The District and Johnsbury Central School Teachers' Association certify that the process for assigning points uses the narrative descriptions below to effectively differentiate an educator's performance.

Locally-selected Measures of Achievement	
Highly Effective	Results are well-above District-adopted expectations for achievement of student learning standards for grade/subject.
Effective	Results meet District-adopted expectations for achievement of student learning standards for grade/subject.
Developing	Results are below District-adopted expectations for achievement of student learning standards for grade/subject.
Ineffective	Results are well-below District-adopted expectations for achievement of student learning standards for grade/subject.

Other Measures of Effectiveness (Danielson 2011 Teachscape Rubric)

The District and Johnsbury Central School Teachers' Association certify that the process for assigning points uses the narrative descriptions below to effectively differentiate an educator's performance.

Other Measures of Effectiveness	
Highly Effective	Overall performance and results exceed standards.
Effective	Overall performance and results meet standards.
Developing	Overall performance and results need improvement in order to meet standards.
Ineffective	Overall performance and results do not meet standards.

Rubric: The District and Johnsbury Central School Teachers' Association have selected the Danielson 2011 Teachscape Rubric to assess teacher performance based on the NYS Teaching Standards. (See Appendix J)

Each year components and elements will be selected from the Danielson 2011 Teachscape, representing all seven NYS teaching standards, to comprise the Teacher Observation Rubric for the school year. (Appendix)

Observations: All educators (Excluding Pupil personnel services, Pre-K and Library/Media Specialists) will be observed by a Lead Evaluator at least twice a year. One observation will be announced and another unannounced. If the announced observation rating is below 2.5, an educator may request, in writing, a second announced observation within ten school days after receiving their post-observation Scores. Scores will be given within 10 school days of post-observation. If a second announced observation is completed, the educator's scores will be an average of the two announced observations.

The announced observation will account for 90% of the educator's observation score. Each announced observation will be scheduled by the educator in consultation with a Lead Evaluator. The lead Evaluator will create a signup sheet for teachers to choose a week during which they would like to have their announced observation. After October 22, those educators who have not signed up will be contacted to fill open slots. The observation calendar will be located in the Principal's office. **All announced observations should be scheduled to take place no later than two weeks before spring vacation** each year. An elementary educator's announced observation takes place during the period of the lesson. A secondary educator's announced observation takes place during one teaching period; with additional time allotted for a lab period. If an announced observation is canceled by a Lead Evaluator or the educator, the educator has the following options available:

- The educator can postpone the lesson and reschedule the announced observation.
- The educator can reschedule the announced observation for another similar lesson with no additional Pre-Conference needed.
- The educator can begin the process over again and request another Pre-Conference.

Both pre and post conferences will be required for announced observations. The pre-observation conference will occur no more than 5 school days prior to the announced observation. During the pre-observation conference, the educator is expected to provide a written lesson plan and review the anticipated lesson with a Lead Evaluator. (See Appendix K) The post-observation conference will occur no later than 10 school days after the observation is completed. The educator will complete a self-assessment of their lesson. (Appendix L) The purpose of the self-assessment is to aid in a professional dialogue which will take place with a Lead Evaluator to review the lesson and address commendations and recommendations for the future. At the post-conference, a Lead Evaluator will also indicate what components were evaluated using the post-observation form. (Appendix L) All educators will receive a copy of the post-conference evaluation

within 10 school days. If a post-observation conference is missed the conference will be rescheduled within two school days. (If the conference was delayed due to illness or family emergency, the conference will be rescheduled two days after a Lead Evaluator or educator returns.) Teaching standards that are part of the rubric but are not observable during the classroom observation may be observed during the pre-observation or post-observation conference or other natural conversations between the teacher and the Lead Evaluator and incorporated into the observation rating. Under Education Law 3012-d, artifacts may be documented as part of an observation cycle.

A second unannounced observation will account for 10% of an educator's observation score. Unannounced observations **that are considered part of a teacher's cumulative APPR score** will be completed by an additional certified administrator within the district **after** the announced observation has occurred. **An educator may agree to have an unannounced observation prior to an announced one**.** An unannounced observation must last at least 10 minutes of observable teaching time.

**If a formal observation is scheduled late or has to be rescheduled, an informal observation may be requested by administration to take place prior to the formal observation.

The Lead Evaluator will be visible to the educator during the unannounced observation. The Lead Evaluator will add any other observed evidence and inform the teacher what evidence has been added to the educator's cumulative observation form. (Appendix L) The educator will then receive an updated copy of his/her evaluation within 10 school days. An educator may request, in writing, a second unannounced observation within ten school days of receiving their updated cumulative observation form. If a second unannounced observation is completed and the same element is observed, the educator's scores will be an average of the two scores.

Announced (90%) and unannounced (10%) observations will receive a rating from 0-4. Observation ratings will be averaged to complete the composite teacher observation rating. The composite teacher observation rating will be applied to the matrix rubric provided by NYSED to determine the overall composite rating. (p. 10)

The District and the Johnsbury Central School Teachers Association have both agreed an audio recording of observations is permissible. All audio recordings will be erased following the conclusion of the evaluations.

The following HEDI Scores will be used to determine the Overall Observation and Category Score and Rating:

	Overall Observation Category Score and Rating	
	Minimum	Maximum
Highly Effective	3.5	4.0
Effective	2.5	3.49
Developing	1.5	2.49
Ineffective	0	1.49

Timely and Constructive Feedback

In compliance with §3012-d, annual professional performance reviews for each educator will be completed and results provided to the educator by September 15th of the school year following the evaluation year. The completed Danielson 2011 Teachscape Rubric shall be provided to the educator before the end of the school year.

The District ensures that educators will receive timely and constructive feedback as part of the evaluation process.

Part IV: Improvement Plan

Teacher Improvement Plans

If a teacher is rated “developing” or “ineffective” overall, the District shall develop and implement a Teacher Improvement Plan (“TIP”). (See Appendix J)

Process: Upon rating a teacher as “developing” or “ineffective” through an annual professional performance review, the school district must develop and commence implementation of a teacher improvement plan (TIP) for such teacher. This plan must be in place within 10 school days from the opening of classes in the school year following the performance year. (See Appendix J)

Part V: Appeals Process

Teacher Evaluation Appeals Process

Educators may submit a written rebuttal that will be attached to the APPR in the member's personnel file. Probationary educators may not appeal the APPR.

A tenured educator may appeal an overall APPR rating of either "Developing" or "Ineffective" by the use of the following procedure.

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within ten (10) school days after the educator has received the APPR. Notification of the appeal shall be provided to the superintendent of schools or his designee.

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- a. The substance of the Annual Professional Performance Review;
- b. The district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education law §3012-d and applicable rules and regulations;
- c. The district's failure to comply with applicable locally negotiated procedures;
- d. The district's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-d.

The burden of proof to establish a rational basis for the appeal rests with the appellant.

An Appeals Panel will convene within 30 school days from the filing of the appeal by the teacher. The Appeals Panel shall consist of an administrator, a trained teacher (appointed by the Johnsbury Central School Teachers' Association), and a trained third-party chosen from a pre-selected list of three. The JCSTA Association President and the Superintendent must agree to the list of three trained evaluators. If consensus cannot be reached the final choice for the third-party is up to the Superintendent. The appealing teacher and the evaluator shall be present at the initial Panel meeting to present information.

The final decision will come from a consensus of the Appeals Panel. If the panel is unable to reach consensus, each member will vote on the acceptance or denial of the appeal. The final determination is the majority choice.

The appellant deserves a fair and timely appeal. Once the panel convenes a decision will be reached within ten (10) days.

Part VI: Long-Term Medical Leave

When an educator whose course ends in a State-created or administered test for which there is a State-provided growth model and at least 50% of an educator's students are covered under the State-provided growth measure goes out on leave (e.g., Maternity or Medical) in which consecutive days of absence constitutes more than 60% of the school year, they will no longer be connected to their personal Student Learning Objectives that were set at the beginning of the school year and will receive a partial score based on their Teacher Observation rating.

Johnsburg Central School
Appendix A: Formal Observation Form Part A

Status: ___ Probationary ___ Tenure ___ Other

Staff Member:

Observer:

Grade/Level:

Date of Observation:

Subject:

Rating Scale: 1. Unsatisfactory 2. Needs Improvement 3. Satisfactory N/A-not applicable

<i>A. Planning and Preparation</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>NA</i>
1. States objectives clearly				
2. Provides variety of instructional materials				
3. States teacher and student procedures & expectations clearly				
4. Provides and implements instructional closure				
5. Developmentally appropriate lesson				
6. Prepares & organizes materials & instruction				
7. Engages and motivates students during lesson				
8. Demonstrates effective knowledge of content				
9. Accommodates the range of diverse student needs				
10. Develops lesson sequentially, logically and procedurally				
11. Uses appropriate pacing				
12. Communication skills:				
a. Written expression (appropriate grammar, usage, and mechanics)				
b. Oral expression (appropriate grammar, intonation, & tone)				
c. Non-verbal cueing				
13. Uses varied instructional strategies, methods, & activities				

<i>B. Classroom Environment</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>NA</i>
1. Manages small and large groups				
2. Demonstrates appropriate management techniques				
3. Follows classroom discipline policy				
4. Uses class time effectively				
5. Demonstrates respect for students				
6. Responds to the individual needs to students				

<i>C. Assessment</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>NA</i>
1. Provides appropriate assessment of lesson				
2. Demonstrates use of informal and formal assessment				

<i>D. Professional Responsibilities</i>	1	2	3	NA
1. Enthusiastic, creative & resourceful				
2. Exhibits professional behavior and appearance at all times				
3. Establishes rapport with students, colleagues, parents				
1. Enthusiastic, creative & resourceful				

COMMENTS:

Overall Rating: ___ Unsatisfactory ___ Needs Improvement ___ Satisfactory

Note: An unsatisfactory or needs improvement overall rating requires the development of a Teacher/Pupil Personnel Improvement Plan. (Appendix C)

Administrator: _____ **Date:** _____

Staff member: _____ **Date:** _____

___ Disagree with observation-request Superintendent Review

The staff member may submit a written reply and attach it to the file copy.

Appendix B: Annual Professional Review Performance Proposal
Form
Part A

Name: _____ Date: _____

Goal:

List of Actions:

Method of Evaluation:

Conference with Administrator:

Deadline: October 25th

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Appendix C: Teacher/Pupil Personnel Improvement Plan **Part A**

As required by the State Education Department, the Johnsburg Central School District formed a committee comprised of teachers, administrators and parents to draft the Annual Professional Performance Review.

Staff member: _____ Date: _____

Evaluator: _____

The following Action Plan and timetable has been established by the administrator to be discussed with the teacher at a follow up meeting:

	Send the staff member to speak with/observe colleague.		Self-review of teacher's individual lesson.
	Send the staff member to conference (s)/workshops supported by the district at a mutually agreed upon time.		Write expanded lesson plans. (submit to the administrator)
	Observe a demonstration lesson by a tenured teacher. (prior permission of teacher will be obtained)		Utilize classroom management techniques recommended by the administrator or mentor.
	Read support materials provided by the administrator.		Additional formal observation.
	Watch videotapes of successful lessons provided by the administrator or mentor.		Other (specify activity):
	Read books, periodicals and websites provided by administrator or mentor.		
	Attend collegial circles recommended by the administrator or mentor.		

Additional Comments:

Post-Observation Conference:

Administrator: _____

Date: _____

Teacher: _____

Date: _____

Follow-Up Meeting - Scheduled Date: _____

Administrator: _____

Date: _____

Teacher: _____

Date: _____

Appendix D: New York State Student Learning Objective Template

Building Wide Score 2024-2025

<u>All SLOs MUST include the following basic components:</u>	
Population	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO.</i></p> <p><i>All students assigned to NYS Common Core Geometry, English, US History, Living Environment.</i></p>
Learning Content	<p><i>What is being taught over the instructional period covered? Next Generation/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p> <p><i>Common Core Standards:</i></p> <p><i>Geometry:</i></p> <p><i>English:</i></p> <p><i>US History:</i></p> <p><i>Living Environment:</i></p>
Interval of Instructional Time	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p> <p><i>Academic Year 2024-2025</i></p>
Evidence	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p> <p><i>NYS Common Core Geometry, English, US History, Living Environment</i></p>
Baseline	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p>
Target(s)	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p>

HEDI Scoring	How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	97-100	93-96	90-92	85-89	80-84	75-79	67-74	60-66	55-59	49-54	44-48	39-43	24-38	29-33	25-28	21-24	17-20	13-16	9-12	5-8	0-4
Rationale	Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.																				

Appendix E: Johnsbury Central School District
Post - Teacher Evaluation Form/Danielson Rubric 2024-2025

Teacher: Subject: Flanagan	Formal Observation Date: Observer for Formal Observation: Mrs.
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Domain 1 Planning and Preparation	In. (1)	Dev. (2)	Eff. (3)	High ly (4)	Comments
1a: Demonstrating Knowledge of Content and Pedagogy					
<i>Knowledge of Content and Structure of Discipline</i>					
<i>Knowledge of Prerequisite Relationships</i>					
<i>Knowledge of Content-Related Pedagogy</i>					
*Possible Evidence: Curriculum map, Common Core lesson Template, classroom lesson and unit plans, examples of feedback to students that furthers learning, proof of interdisciplinary plans and practice.					
1b: Demonstrating Knowledge of Students					
<i>Knowledge of Child and Adolescent Development</i>					
<i>Knowledge of Learning Process</i>					
<i>Knowledge of Students' Skills, Knowledge, and Language Proficiency</i>					
<i>Knowledge of Students' Interests and Cultural Heritage</i>					
<i>Knowledge of Students' Special Needs</i>					
*Possible Evidence: Information about student's learning and medical needs, RTI or AIS Meeting Logs, IEP , 504 or lists of special accommodations, Common Core Lesson Template					

Domain 2 The Classroom Environment	In. (1)	Dev. (2)	Eff. (3)	High ly (4)	Evidence
2a: Creating an Environment of Respect and Rapport					
<i>Teacher Interaction with Students</i>					
<i>Student Interactions with One Another</i>					
2d: Managing Student Behavior					
<i>Expectations</i>					
<i>Monitoring of Student Behavior</i>					
<i>Response to Student Misbehavior</i>					
*Possible Evidence: Classroom rules, individual behavior plans or contracts, classroom management systems					

Domain 3 Instruction	In. (1)	Dev. (2)	Eff. (3)	High ly (4)	Evidence
3a: Communicating with Students					
<i>Directions and Procedures</i>					
<i>Explanation of Content</i>					
<i>Use of Oral and Written language</i>					

3c: Engaging Students in Learning					
<i>Activities and Assignments</i>					
<i>Grouping of Students</i>					
<i>Instructional Materials and Resources</i>					
<i>Structure and Pacing</i>					
<i>*Possible Evidence: overall lesson plans, lesson plans for observation, evidence of learning groups, assignments on observation-both before and after, proof of student involvement in constructing rubrics or assessments, teacher constructed assessment, parent/student feedback, student self-assessments, examples of reading or writing conferences.</i>					

Domain 4 Professional Responsibilities	In. (1)	Dev. (2)	Eff. (3)	High ly (4)	Evidence
4a: Reflecting on Teaching					
<i>Accuracy</i>					
<i>Use in Future Teaching</i>					
<u>Possible Evidence:</u> Post Observation Reflection, citing adjustments in classroom practices					
4b: Maintaining Accurate Records					
<i>Student Completion of Assignments</i>					
<i>Student Progress in learning</i>					
<i>Non-instructional Records</i>					
<u>*Possible Evidence:</u> Post Observation Reflection, Grade Books, non-instructional check lists.					

*examples, but not limited

Appendix F: Johnsburg Central School Common Core Lesson Plan Template

Subject(s): _____

Grade: _____ **Teacher:** _____

Date: _____

LESSON ELEMENT	
1. Common Core Learning Standard(s) Addressed: (1a)	
2. What will students know & be able to do as a result of this lesson:(1a)	
3. What essential questions/big ideas/enduring understandings does this lesson address? (1a)	
4. How does this lesson fit into the sequence of learning for this class? (1a)	
5. How will you engage the students in learning? What will you do? What will the students do? Will the students work in groups, individually or as a large group? Provide any handouts or other materials the students will be using. (1b)	
6. Describe any modifications you will make to accommodate individuals or groups of students in the class. (1b)	
7. During the lesson, how will you monitor student progress? How and when will you know whether the students have learned what you intend? (1b)	

8. What curriculum modifications and/or classroom accommodations will you make for Students with Disabilities in your class? Be as specific as possible. (1b)

Common Core Aligned Lesson: Reflection (After Lesson has been taught)

- 1. Were your objectives successfully met for this lesson? How do you know? (4a)**
- 2. Did you depart from your plan during the lesson? If so, how and why?**
- 3. Reflect on student engagement (activities and assignments, grouping of students, instructional materials and resources, structure and pacing.) (4a,3c)**
- 4. How did you use your assessment data to influence future instruction? What records/data do you keep to monitor student progress? (4b)**
- 5. How do you communicate with parents and engage them in their child's learning success? 6. What would you change to improve this instructional plan? (4a)**
- 7. Is there anything that you want to comment on that occurred during the lesson that you want the observer to be aware of? (4a)**