

ARTICLE IX
Teacher Evaluation

A. Performance Evaluation of Extracurricular Activity Coaches

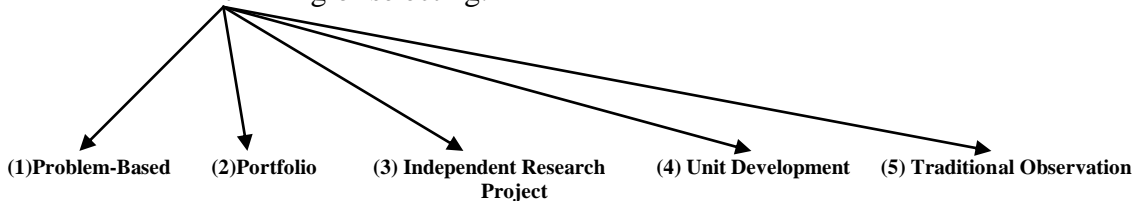
At the conclusion of each sport's season, the Director of Athletics will complete a performance evaluation for each coach. The coach will receive a copy of this evaluation and may make comment on it within 30 calendar days of the evaluation. Coaches have the option of choosing between two previously created and approved evaluation instruments.

B. Annual Professional Performance Review

Tenured Bargaining Unit Members

September 1-14

It is suggested that you contact an administrator regarding the option you are thinking of selecting.



September 15

Submit an Annual Action Plan (AAP) to the building principal. Use Form. See Appendix.

October 1

Plan is approved or rejected. AAP Form will be signed by Administrator.

October 15

Agreement on a plan must be reached.

May 15

Self-Reflective Narrative (required of ALL staff) and peer- based and self-directed projects are due. (Use the Self-Reflective Narrative Form.) Non-observation option results are due. Exception: Approved petitions from Regents Teachers.

June 15

Summative Evaluations will be completed by an Administrator by June 15. Exception: Approved petitions from Regents Teachers.

Non-Tenured Bargaining Unit Members

The traditional observation will be used for all probationary bargaining unit members. A minimum of two will be conducted each year, one prior to Thanksgiving and one prior to May 15. All bargaining unit members must use the Pre-Observation Form. All bargaining unit members will receive Visitation Summaries within 15 school days of the observation.

September 15

Submit an Annual Action Plan. If you are a bargaining unit member who possesses an Initial or Transitional Certificate, your plan must also include a portfolio. See Appendix for Forms.

October 1

Plan is approved or rejected.

October 15

Agreement on a plan must be reached.

June 1

Self-Reflective Narrative and Portfolio (if a Portfolio is required) are due. See Appendix for Forms.

June 15

Summative Evaluations will be completed by Administrator by June 15. See Appendix for Form

ANNUAL PROFESSIONAL PERFORMANCE REVIEW

It is the goal of the South Seneca Central School District to assess the performance of all bargaining unit members on an annual basis. To this end, the district has determined that tenured bargaining unit members have an opportunity to choose from a series of options for evaluation; that probationary bargaining unit members be provided with a minimum of two classroom visitations and evaluation summaries per school year; and that a process is identified for working with bargaining unit members who need improvement. This document is divided into four parts: (1) Tenured Bargaining Unit Member Options and Procedures; (2) Bargaining Unit Members in Need of Improvement Procedures; (3) Probationary Bargaining Unit Member Assessment Procedures; and (4) Annual Summative Evaluation Procedures. The Appendix contains the forms needed for the completion of each of the assessment procedures. The Appendix also contains the document Professional Performance Review Criteria, which is a detailed, descriptive list of the criteria on which instructional staff will be evaluated.

Part I: Tenured Bargaining Unit Member Options

The purpose of the Self-Directed Supervision and Evaluation Option is to encourage continuous self-directed professional improvement.

Required Staff Components

- **Annual Action Plan**
- **Self-Reflective Narrative**
- **Connected to specific Learning Standard(s)**
- **Connected to South Seneca Central School District Board of Education Goals**
- **Connected to Professional Development Plan Goals**

Tenured bargaining unit members will have three performance review options available to them:

- **Self-directed**
- **Peer-partnering**
- **Traditional classroom observation**

Procedure

- 1. It is suggested that bargaining unit members contact the principal before submitting an Annual Action Plan regarding the option s/he is thinking of selecting.**
- 2. All bargaining unit members must submit an Annual Action Plan (AAP) by September 15. (See Form: Annual Action Plan.). An administrator must either approve or reject the plan by October 1. Agreement must be reached between the bargaining unit member and the administrator by October 15.**
- 3. If both parties (bargaining unit member and administrator) cannot agree upon an option, the classroom observation option will be used at least once annually with the administrator or bargaining unit member opting for up to three observations. Certified administrative staff will complete classroom observations for evaluation purposes.**

4. All tenured bargaining unit members' projects (any option besides the traditional classroom observation) must be handed in no later than May 15, although earlier submission is welcomed.
5. All tenured bargaining unit members must submit an annual self-reflective narrative no later than May 15. (See Form: Self-Reflective Narrative.) An exception can be made for those tenured high school teachers of Regents Courses who petition for an exception based on their yearly goals being related to Regents Exam results for that year. In such cases, the Self-Reflective Narrative will be due on or before the day of Graduation.
6. All Summative Evaluations will be completed by June 15 by certified administrative staff. (See Form: Summative Evaluation.). The exception is for teachers who have successfully petitioned for the exception outlined in #5 above. For these teachers, the Summative Evaluation will be completed by June 30, and if the teacher or administrator wishes to discuss the evaluation or if this is the third year without such a discussion (see Section IV), the teacher and administrator must meet to discuss the evaluation on or before July 30.
7. The option agreed upon will serve as either the sole source of information for the Summative Evaluation or as one of the sources of information for the Summative Evaluation. Other sources of information that may be used for the Summative Evaluation are those that are related to the Professional Performance Review Criteria (See Appendix.). Any information used in the Summative Evaluation will have been previously documented and shared with the bargaining unit member.

Description of Peer-Based Option

Problem Based Team (PBT)

Teams of at least three bargaining unit members work together in this model to define a classroom or instructional issue and develop solutions. Each team develops its own organization, schedule, resource base, timetable, and project outcomes as defined in the Annual Action Plan. There are five major questions to be answered by the team:

1. What is happening?
2. What do we need to know?
3. What data do we need to examine?
4. What have we learned?
5. What solutions fit the model?

The team is given autonomy in working through the problem solving process. Results are presented at the end of the cycle to an appropriate audience. Each team member will reflect on the process in his/her Self-Reflective Narrative (See Form: Self-Reflective Narrative.).

Description of Self-Directed Options

1. The Portfolio

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

The following is a list of suggestions for the kinds of items that may be included in a portfolio at any level of experience. Items will be selected based on the individual's Annual Action Plan.

- Copies of observations
- Plans for specific lessons
- Videotape(s) of lesson(s)
- Samples of bargaining unit member designed materials
- Samples of student work
- Assessments used with students
- Notation of special awards or citations
- Evidence of participation in committees or extra-curricular work
- Reflective letter summarizing the feedback from student surveys

2. Independent Research Project (IRP)

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

The IRP is divided into three components: planning, programming, and evaluation. The IRP may be considered a multi-year project. Progress would be reflected in a year-end progress report. The IRP would be granted for a maximum of three years.

The following information should be submitted with the Annual Action Plan, along with supporting examples, documents, research, data, etc.

A. Planning

1. Key Result:
2. Specific Goal:
3. Learner Impact Statement (must be stated in terms of learner performance: what learners will achieve or be able to do; not what will be done to or for learners.)
4. Need/Rationale for Change:

B. Programming (operational plan)

1. Target Learners:
2. Resources Needed (personal, materials, other):
3. Methods/Strategies:
4. Impact of Change on/for Other Programs

C. Evaluation

1. Quantifiable Outcome Measures:
2. Other Means of Evaluation:
3. End-of-Cycle Results:
 - a. Description of attainment level of Learner Impact Statement:
 - b. Results of tests and other assessment measures:
 - c. Interpretation of results:
 - d. Description of what you will do differently in the future based on these results.

3. Unit Development Option (UD)

This option allows an individual to develop a sequence of learning experiences, such as a learning unit, in a format that lends itself well to replication. The major components are learning context, procedure, instructional/environmental modifications, materials and supplies, assessment tools and techniques, time required, student work, and reflection. The work is also aligned with the learning

standards. The rationale and basic outline are presented in the bargaining unit member's Annual Action Plan. The final product is presented to the administrator and will be duplicated and shared with other bargaining unit members.

4. Traditional Bargaining Unit Member Observation Option

Tenured bargaining unit members may opt in their Annual Action Plans to have an administrator observe their performance in a traditional way. Bargaining unit members are required to set up visitation times with the administrator in a timely manner. These steps will be followed:

- 1. Classroom and other visitations and evaluations shall be conducted by a building principal, the Superintendent, or other certified administrator. Such certified administrator may not be a bargaining unit member.**
- 2. School psychologists may be observed in a meeting with a parent, during CSE meetings, during Instructional Support Team meetings, during grade level or department meetings, at public meetings, during orientations, during 504 meetings, or with student groups, when the topic of such groups is not prohibitively personal. School counselors may be observed while conducting social skills groups, decision-making groups, career-focused presentations or groups, 504 meetings, Instructional Support Team meetings, public meetings, orientations, department meetings, grade level meetings, or student group meetings when the topic is not prohibitively personal.**
- 3. All classroom and other visitations shall be conducted openly and with knowledge of the bargaining unit member being visited.**
- 4. Tenured bargaining unit members shall be visited and observed a minimum of one time during the school year prior to May 15.**
- 5. The bargaining unit member will utilize the Pre-Observation Form contained in the Appendix of this document, and the bargaining unit member may request a pre-observation conference, although the pre-observation conference is not a requirement unless requested by either the administrator or the bargaining unit member.**
- 6. After a classroom or other visitation, the administrator will provide the bargaining unit member with a completed Visitation Summary form within fifteen (15) school days. The bargaining unit member will then schedule a post-observation conference with the administrator. At this conference, the observer will discuss the classroom or other visit and the written Visitation Summary that has been prepared by the observer. The unit member will be given a copy of the written Visitation Summary.**
- 7. The bargaining unit member shall acknowledge he or she has had the opportunity to review the Visitation Summary by affixing his/her signature on the Visitation Summary. The Visitation Summary shall be kept in the bargaining unit member's personnel file. The bargaining unit member's response, if any, is due within thirty (30) calendar days after the bargaining unit member has been provided a copy of the Visitation Summary and the written response shall be attached to the Visitation Summary.**
- 8. Either the written Visitation Summary and/or the Summative Evaluation may contain material which is critical of the bargaining unit member and may**

indicate areas where classroom performance is viewed or judged to be less than acceptable to unsatisfactory. Areas of criticism and unsatisfactory performance will be clearly stated on the appropriate form. For each area of criticism and/or unsatisfactory performance noted, the observer and/or evaluator will make specific recommendations to aid the bargaining unit member to recognize and to improve upon the performance.

9. A follow-up visitation shall not be scheduled until two weeks after the post-conference has been completed. This will allow the bargaining unit member time to address areas of criticism or unsatisfactory performance. This does not prohibit the administrator from making informal visits to assist the bargaining unit member or provide guidance for improvement.
10. School Counselors, Psychologists, and Social Workers are different from classroom teachers in the kinds of visitations that are feasible. See the Appendix for Performance Criteria and Visitation Summary Forms.

Bargaining unit members will be evaluated on the Professional Performance Review Criteria listed in the Appendix.

Part II: Tenured Bargaining Unit Members in Need of Improvement

Introductory Notes

The South Seneca Central School District has an outstanding Mentoring Program. Any bargaining unit member at any time may request assistance from this program. Contents of meetings between the bargaining unit member and his/her mentor remain strictly confidential. The bargaining unit member's access to the Mentoring Program is dependent on funding and availability.

If the bargaining unit member is cited for some form of law, policy, rule, or other violation as set forth in Education Law §§ 3020, the procedures outlined in Education Law and relevant sections of Article XII of the SSCS Negotiated Agreement will be followed. It is important to note that the existence of the procedures outlined here for Bargaining Unit Members in Need of Improvement do NOT restrict the district's right to take appropriate disciplinary action for teacher misconduct without prior resort to the procedures outlined in this section. However, the district may, at its own discretion, choose to follow the procedures outlined here as a way to resolve the issue prior to disciplinary action being taken.

Purpose of the Bargaining Unit Member in Need of Improvement Designation

The purpose of the "Bargaining Unit Members in Need of Improvement" designation is to provide assistance to tenured bargaining unit members who are not meeting one or more of the district's classroom bargaining unit member's professional performance review criteria. The results of this designation may take one of five forms: (1) the bargaining unit member meets the criteria through an informal process and is not designated as in need of improvement; (2) the bargaining unit member is designated in need of improvement and successfully completes the improvement plan; (3) the bargaining unit member is designated in need of improvement, does not successfully complete the improvement plan and remains designated in need of improvement with a new plan; (4) the bargaining unit member is cited for disciplinary action; or (5) the bargaining unit member is designated for intense remediation.

Process for Identifying Bargaining Unit Members in Need of Improvement

The supervising administrator, in consultation with the superintendent, will determine which tenured bargaining unit members, if any, are encountering problems in meeting one or more of the district's classroom bargaining unit member's professional performance review criteria. This determination may occur as result of the bargaining unit member's performance in completing his or her Action Plan, the bargaining unit member's performance during a classroom visitation, the bargaining unit member's Summative Evaluation, or at any other time. However, the principle guiding this designation should be that the bargaining unit member is not meeting one or more of the district's classroom bargaining unit member's professional performance review criteria. Below is a list of steps administrators and bargaining unit members must take in order to designate a bargaining unit member as in need of improvement.

Informal Phase

As noted previously, if the bargaining unit member is cited for some form of law, policy, regulation, rule, or other violation as set forth in Education Law §§ 3020, the procedures outlined in Education Law and relevant sections of Article XII of the SSCS Negotiated Agreement will be followed. It is important to note that the existence of the procedures outlined here for Bargaining Unit Members in Need of Improvement do NOT restrict the district's right to take appropriate disciplinary action for teacher misconduct without prior resort to the procedures outlined in this section. However, the district may, at its own discretion, choose to follow the procedures outlined here as a way to resolve the issue prior to disciplinary action being taken.

1. The administrator, in written notification to the bargaining unit member (See Form A.), identifies the criterion or criteria that the bargaining unit member is not meeting satisfactorily.
2. Following written notification, a meeting will be held between the administrator and bargaining unit member to discuss the issue and develop a written plan for resolving the issue (See Form B.). It is hoped that the improvement plan will be developed through collaboration of the administrator and the bargaining unit member. In cases in which there is disagreement, the superintendent will review the documents provided by the administrator and the bargaining unit member. The bargaining unit member may also request a meeting on the matter with the superintendent. The superintendent will make the final decision regarding the contents of the plan, which will provide explanations and suggestions and a method and time frame for determining whether the problem has been resolved. This step should not take more than two months to complete and should include at least two predetermined meetings to assess progress towards the goals of the plan. If the notification is received towards the end of the school year, the plan will be implemented and assessed as time permits, and the timeline will extend into the next school year for completion.
3. At the end of the time allotted for improvement, the administrator, after documented discussion with the bargaining unit member, will determine that either
 - a) the problem has been resolved and the bargaining unit member will not be designated as a Bargaining Unit Member in Need of Improvement;
 - b) the problem has not been resolved and the bargaining unit member will be designated as a Bargaining Unit Member in Need of Improvement; or
 - c) the problem has not been resolved and the bargaining unit member will be cited for some form of law, policy, regulation, rule, or other violation (See Form C.).

Formal Phase

1. If the bargaining unit member has been designated as a Bargaining Unit Member in Need of Improvement, the administrator will meet to develop a written plan that includes the following: (a) specific, measurable, realistic goals with a timeline for reaching them; (b) suggestions and strategies for reaching the goals; (c) when and how progress will be measured; and (d) resources and support (See Forms D and E.). The administrator is expected to collaborate with the bargaining unit member in developing the plan when feasible. In those cases in which there is disagreement, the superintendent will review the documents provided by the administrator and the bargaining unit member. The bargaining unit member may also request a meeting on the matter with the superintendent. The superintendent will make the final decision regarding the contents of the plan. If this step begins towards the end of the school year, the plan will be implemented and assessed as time permits, and the timeline will extend into the next school year for completion.
2. Once the plan has been completed or the time for completion has passed, the administrator will determine, in a discussion with the bargaining unit member, followed by written documentation, that either the problem has been resolved and the Bargaining Unit Member in Need of Improvement designation will be removed; that the problem has not been resolved and the designation will remain with revised goals; the problem has not been resolved and the bargaining unit member will be cited for some form of policy, rule, or other violation; or the problem has not been resolved and the bargaining unit member will be determined to require Intense Remediation (See Form F.).

Intense Remediation Phase

There may be instances in which a bargaining unit member is either unwilling or unable to meet the district's criterion or criteria of effective teaching. If the bargaining unit member has not successfully met the district's bargaining unit member's professional performance review criteria after having been designated as a Bargaining Unit Member in Need of Improvement and having been afforded opportunities to improve, the administrator may designate the bargaining unit member as requiring Intense Remediation. This should be seen as a last resort that is designed to provide the bargaining unit member with a final opportunity to meet the criteria, but failure to do so may lead to dismissal. Therefore, in this phase, the bargaining unit member will be placed on notice of the seriousness of the situation and the serious consequences that may result in continued failure to improve. As in all of the phases of the Annual Professional Performance Review Plan, it is hoped that this phase will result in satisfactorily improved teaching. However, it is important that both the administrator and the bargaining unit member understand that intense work with satisfactory results are the expectations of this phase. The bargaining unit member may request than an Association Representative accompany him or her to meetings with the administrator regarding Intense Remediation activities.

1. The bargaining unit member requiring Intense Remediation will be provided with the following by the administrator: (a) a list of what must be accomplished by the bargaining unit member; (b) a list of the professional assistance offered by the district; (c) a timeline for successful improvement; (d) a timeline to review the plan; (e) a predetermined schedule of meetings to assess progress towards the goals of the plan; and (f) a description of how success will be measured (See Forms G and H.). If this step begins towards the end of the school year, the plan will be implemented and assessed as time permits, and the timeline will extend into the next school year for completion.
2. After these procedures have been followed, the review of progress will result in one of these recommendations: (a) the deficiencies have been resolved, so the bargaining unit member is removed from the Intense Remediation designation; or (b) the deficiencies have not been resolved, and the bargaining unit member is recommended for dismissal in accordance with the Negotiated Agreement and State Law 3020-A (See Form I.).

Part III: Probationary Bargaining Unit Members

Visitation and evaluation are important for the improvement of instruction and performance and the maintenance of certain quality standards. In order to do this, the following visitation and evaluation procedures are established for non-tenured bargaining unit members. In addition, the District will inform bargaining unit members, as may be appropriate, when it has determined that there are concerns during the workday and at activities at school outside the regular workday which need to be addressed.

- 1. The classroom performance of all probationary unit members will be observed and reported in writing.**
- 2. Classroom visitations and evaluations shall be conducted by a building principal, the Superintendent, or other certified administrator. Such certified administrator may not be a bargaining unit member.**
- 3. All classroom visitations shall be conducted openly and with knowledge of the bargaining unit member being visited.**
- 4. Probationary bargaining unit members, hired at the beginning of the school year, shall be visited and observed in the classroom and evaluated a minimum of two times each school year, although every effort will be made to observe and evaluate three times. The first visitation and observation is to occur prior to Thanksgiving Break; the second prior to May 15; others will occur between Thanksgiving Break and May 15. The probationary bargaining unit member will utilize the Pre-Observation Form contained in the Appendix of this document, and the bargaining unit member may request a pre-observation conference, although the pre-observation conference is not a requirement unless requested by either the administrator or the bargaining unit member.**
- 5. After a classroom visitation, the administrator who conducted the observation will provide the bargaining unit member with a completed Visitation Summary form within fifteen (15) school days. The bargaining unit member will then schedule a post-observation conference with the administrator. At this conference, the observer will discuss the classroom visit and the written visitation summary (the Visitation Summary) which has been prepared by the observer. The unit member will be given a copy of the written Visitation Summary and acknowledge that the bargaining unit member has had the opportunity to review the written Visitation Summary by affixing his or her signature on the report. The written Visitation Summary will be kept in the bargaining unit member's personnel file. The bargaining unit member's response, if any, is due within thirty (30) calendar days after the bargaining unit member has been provided a copy of the written Visitation Summary and the written response shall be attached to the written Visitation Summary.**
- 6. Either the written Visitation Summary and/or the Summative Evaluation may contain material which is critical of the bargaining unit member and may indicate areas where classroom performance is viewed or judged to be less than acceptable to unsatisfactory. Areas of criticism and unsatisfactory performance will be clearly stated on the appropriate form. For each area of criticism or unsatisfactory performance noted, the administrator will make**

specific recommendations to aid the bargaining unit member to recognize and improve upon the performance.

7. A probationary bargaining unit member who receives an unsatisfactory Visitation Summary will be provided with a plan for improvement at the end of the Visitation Summary. The plan will be discussed during the post-conference. However, the provision of a plan for improvement does not insulate the probationary bargaining unit member from termination during the probationary period or at the end of the probationary period in accordance with Education Law §§ 3012, 3031 and 3019-a.
8. A follow-up visitation shall not be scheduled until at least two weeks after the post-conference has been completed. This will allow the bargaining unit member time to address areas of criticism or unsatisfactory performance. This does not prohibit the administrator from making informal visits to assist the bargaining unit member or provide guidance for improvement.
9. Unannounced visitations and summaries may be utilized by the certified administrator.
10. In addition to observations, any bargaining unit member possessing an initial or transitional certificate must also submit a portfolio to his or her supervisor no later than June 1. The portfolio may be used as part of the evidence for the Summative Evaluation. The portfolio will include evidence to illustrate the achievement of each of the domains listed in the Performance Criteria. Evidence may include such things as a sample lesson plan; a sample of student work, with an explanation of context for the work; a video (minimum of 30 minutes) of teaching performance; the bargaining unit member's own assessment of his or her classroom performance; project descriptions; assessment instruments, such as rubrics; letters or survey results from parents or students; and evidence of committee work. The bargaining unit member who must submit a portfolio is encouraged to meet with an administrator during the process for clarification. The portfolio may be kept over multiple years, but each domain should be addressed each year the portfolio is required to be handed in.

Part IV: Summative Evaluation of Tenured and Non-Tenured Bargaining Unit Members

The Summative Evaluation (See the Summative Evaluation form contained in the Appendix of this document.) will be completed on an annual basis for all instructional staff. This form will be completed and provided to the bargaining unit member no later than June 15. Bargaining unit members and administrators may meet to discuss the evaluation. Either the bargaining unit member or the administrator may request a meeting. Each tenured bargaining unit member is required to meet with his/her administrator at least one time every three years. Each probationary bargaining unit member is required to meet with his/her administrator every year.

The bargaining unit member shall acknowledge he or she has had the opportunity to review the performance appraisal by affixing his/her signature

on the performance appraisal. The performance appraisal shall be kept in the bargaining unit member's personnel file. The bargaining unit member's response, if any, is due within thirty (30) calendar days after the bargaining unit member has been provided a copy of the performance appraisal and the written response shall be attached to the performance appraisal.

The Summative Evaluation will be based on four domains of professional performance and growth (See the Professional Performance Review Criteria contained in the Appendix of this document.). For Probationary bargaining unit members, the Summative Evaluation will include the portfolio submitted by the bargaining unit member. Regardless of formative and summative evaluation processes, the probationary bargaining unit member is still subject, during the probationary period or at the end of the probationary period, to Education Law §§ 3012, 3031 and 3019-a.

Bargaining unit members may (or may not) choose to write/type comments and/or rate themselves on the Summative Evaluation Form prior to the administrators' filling out the form. Staff members who choose to do so, must submit these comments and/or ratings on or before June 1.

Unless a bargaining unit member is "in need of improvement or intense remediation," only the Visitation Summary and the Summative Evaluation with supporting documentation (when needed) will be placed in the staff member's personnel file, while the Goals, Self-Reflective Narrative , and non-observation options will not become part of the file.

Final Note on Timelines

If the superintendent recommends it, any of the phases listed in this document may be extended.

APPR APPENDIX

**Professional Performance Review Criteria
(classroom teacher, psychologist, social worker)**

Annual Action Plan

Self-Reflective Narrative

Pre-Observation Form

**Visitation Summary
(classroom teacher, psychologist, social worker)**

**Summative Evaluation Form
(classroom teacher, psychologist, social worker)**

Checklist

**Form A: Written Notification of Possible Designation
as a Bargaining Unit Member in Need of Improvement**

**Form B: Meeting to Determine Plan for Improvement
(Informal Phase)**

**Form C: Recommendation for Results of Plan for Improvement
(Informal Phase)**

**Form D: Written Notification of Designation as a
Bargaining Unit Member in Need of Improvement
(Formal Phase)**

Form E: Meeting to Determine Plan for Improvement (Formal Phase)

Form F: Recommendation for Results of Plan for Improvement (Formal Phase)

**Form G: Written Notification of Designation as a
Bargaining Unit Member in Need of Intense Remediation**

Form H: Meeting to Determine Remedial Plan for Improvement

Form I: Recommendation for Results of Plan for Intense Remediation

PROFESSIONAL PERFORMANCE REVIEW CRITERIA For Classroom Teachers

1. DOMAIN 1: PLANNING AND PREPARATION

1a. – Demonstrating Knowledge of Content and Pedagogy

- **Demonstrates content knowledge and appropriate instructional techniques to convey that knowledge.**
- **Demonstrates understanding of prerequisite knowledge important for student learning.**
- **Uses a variety of formative and summative assessments to gauge student progress and to inform instruction.**

1b. – Demonstrating Knowledge of Students

- **Demonstrates thorough planning and preparation knowledge of students' skills and understanding including those with special needs.**
- **Demonstrates knowledge of student development and incorporates this knowledge into instructional planning.**
- **Plans lessons based on the diverse skills, knowledge, interests, and the cultural heritage of each student.**

1c. – Selecting Instruction Goals

- **Establishes developmentally appropriate, clear student learning objectives based on district curriculum and state standards.**

1d. – Demonstrating Knowledge of Resources

- **Demonstrates awareness of resources available for students and bargaining unit members.**

1e. – Designing Coherent Instruction

- **Makes connections between the content and other parts of the discipline and other disciplines.**
- **Prepares lessons that:**
 - *Engage students.**
 - *Promote academic rigor to meet diverse learner needs.**
 - *Provide a rationale for learning.**
 - *Include learning activities and resources/materials that support instructional objectives and accommodate different learning styles**
 - *Incorporate varied grouping practices.**
 - *Use technology to enhance instruction.**
- **Selects assessments techniques that are congruent with instructional objectives, both in content and process.**
- **Clearly communicates criteria and standards of assessments to students early in the instructional process.**
- **Assess individual and group knowledge and skills on a daily basis.**
- **Makes adjustments in instruction or planning as determined by assessment data.**

2. DOMAIN 2: THE CLASSROOM ENVIRONMENT

2a. – Creating an Environment of Respect and Rapport

- **Demonstrates caring and respect for individual students.**
- **Promotes mutually respectful and polite interactions among students.**

2b. – Establishing a Culture for Learning

- **Conveys a genuine enthusiasm for the subject and encourages students to value the subject.**
- **Sets high expectations for student achievement and establishes high standards or the quality of student work.**
- **Encourages students to meet the standards and take pride in their work.**
- **Ensures transitions occur smoothly with minimal loss of instruction time.**

2c. – Managing Classroom Procedures

- **Organizes student work so that students are on task and productive.**
- **Provides smooth and efficient transitions between activities.**
- **Establishes effective routines and systems for handling materials and supplies for performing non-instructional duties.**
- **Establishes routines for handling materials and supplies with minimal loss of instructional time.**
- **Establishes efficient systems for performing non-instructional duties resulting in minimal loss of instructional time.**

2d. – Managing Student Behavior

- **Develops clear standards for student conduct.**
- **Teaches appropriate behavior.**
- **Monitors student behavior and responds to student misbehavior in an appropriate, sensitive manner.**
- **Involves parents in managing student behavior, as appropriate.**

2e. – Organizing Physical Space

- **Maintains a safe and orderly classroom environment.**
- **Ensures materials are accessible to all students.**

3. DOMAIN 3: INSTRUCTION

3a. – Communicating Clearly and Accurately

- **Provides clear directions and explanations to students and models appropriate English usage, grammar, and expressive language.**
- **Clearly states the objectives and the structure of lessons to the students.**

3b. – Using Questioning and Discussion Techniques

- **Uses questioning and discussion techniques that foster student learning.**
- **Asks questions of high quality that encourage creative and critical thinking.**
- **Provides adequate time for students to respond.**
- **Provides student-centered discussion, when appropriate.**
- **Promotes active student involvement in discussions.**

3c. – Engaging Students in the Work

- **Actively engages students in learning by presenting materials at the appropriate level and pace.**
- **Links learning with students' prior knowledge and experiences, employing a wide variety of resources and strategies.**
- **Continually expands knowledge of the wide variety of instructional strategies and resources and consults with other staff to find ways to help students who are having difficulty meeting instructional objectives.**

- **Presents content that is appropriate and links well with students' knowledge and experience.**
 - **Ensures students are on task and engaged in the learning.**
 - **Uses instructional materials and resources that engage students and are congruent with the instructional objectives.**
- 3d. – Providing Feedback to Students**
- **Encourages students to take responsibility for the success of discussions.**
 - **Incorporates assessment feedback that is accurate, substantive, constructive, specific, and timely to enhance learning.**
 - **Supervises instructional groups so they are productive and appropriate to the students or to the instructional objectives of lessons.**
- 3e. – Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work**
- **Demonstrates flexibility and responsiveness by adjusting to student needs, recognizing and responding to teachable moments by making major and minor changes in lessons to take advantage of unplanned opportunities for learning.**
 - **Paces lessons to promote learning.**

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a. – Reflecting on Teaching**
- **Makes thoughtful and accurate assessments of teaching effectiveness and the extent to which students achieve the bargaining unit member's objectives, citing specific examples.**
- 4b. – Maintaining Accurate Records**
- **Develops a system for maintaining information on student completion of assignments, which is clear and accurate.**
 - **Develops a system for maintaining information on student progress in learning that is clear and accurate.**
 - **Develops and implements a system to maintain accurate records of non-instructional information such as student attendance.**
- 4c. – Communicating with Families**
- **Provides appropriate information to parents about the instructional program.**
 - **Communicates with parents about student progress on a regular basis and responds to parent concerns in a timely manner.**
- 4d. – Contributing to the School and District**
- **Participates in required school activities, district projects, communities and/or community projects.**
- 4e. – Growing and Developing Professionally**
- **Participates in opportunities for professional development to enhance performance in the school and classroom.**
- 4f. – Showing Professionalism**
- **Supports and cooperates with colleagues.**
 - **Performs assigned tasks effectively (textbook, inventories, IEP's, CSE and IST meetings).**

PROFESSIONAL PERFORMANCE REVIEW CRITERIA (School Counselors)

DOMAIN 1: PLANNING AND PREPARATION

- 1a. – Demonstrating Knowledge of Counseling
 - **Demonstrates appropriate counseling techniques to convey that knowledge**
 - **Demonstrates understanding of prerequisite knowledge important for student growth**
 - **Uses a variety of information to gauge student’s current status and to plan for future growth**
- 1b. – Demonstrating Knowledge of Students
 - **Demonstrates knowledge of students’ strengths and areas needing growth, including students with special needs**
 - **Demonstrates knowledge of student development and incorporates this knowledge into helping strategies**
 - **Assists students based on the diverse skills, knowledge, interests, and the cultural heritage of each student**
- 1c. – Demonstrating Knowledge of Resources
 - **Demonstrates awareness of resources available for students, parents and/or teachers**

DOMAIN 2: THE COUNSELING ENVIRONMENT

- 2a. – Creating an Environment of Respect and Rapport
 - **Demonstrates caring and respect for students, staff and parents**
 - **Promotes mutually respectful and polite interactions among students, staff and parents**
- 2b. – Establishing a Culture for Learning
 - **Conveys a genuine enthusiasm for individual students and their needs**
 - **Sets high expectations for student achievement, responsibility and personal growth**
 - **Encourages students to meet standards and take pride in their work**
- 2c. – Managing Student Behavior
 - **Develops clear standards for student conduct**
 - **Teaches appropriate behavior**
 - **Monitors student behavior and responds to student misbehavior in an appropriate, sensitive manner**
 - **Involves parents in managing student behavior, as appropriate**
- 2d. – Organizing Physical Space
 - **Maintains a safe and orderly office environment**
 - **Ensures materials are available to all students, as appropriate.**

DOMAIN 3: INSTRUCTION

- 3a. – Communicating Clearly and Accurately
 - **Teaches students the importance of clear and appropriate communication as they interact with peers and adults**
 - **Models appropriate behavior and encourages good decision making**
 - **Facilitates student communication with peers, school staff and parents**
 - **Demonstrates good citizenship**
 - **Promotes acceptance of diversity**
- 3b. – Using Counseling Techniques
 - **Uses open ended questioning and discussion techniques that foster student learning and reflection**
 - **Asks questions of high quality that encourage creative and critical thinking**

- **Provides adequate time for students to respond**
 - **Provides student-centered discussion, when appropriate**
 - **Promotes active student involvement in discussions**
 - **Demonstrates active listening during student discussions**
- 3c. – Engaging Students in Learning
- **Actively engages students’ growth by presenting materials at the appropriate level and pace**
 - **Links learning with students’ prior knowledge and experiences, employing a wide variety of resources and strategies**
 - **Assists students who are having difficulty meeting personal objectives**
 - **Presents content that is appropriate and links well with students’ knowledge and experience**
- 3d. – Providing Feedback to Students
- **Encourages students to take responsibility for their behavior**
 - **Incorporates feedback that is accurate, substantive, constructive, specific, and timely to enhance personal and academic growth**

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a. – Reflecting on Teaching
- **Makes assessments of counseling effectiveness and the extent to which additional resources may be necessary.**
- 4b. – Maintaining Accurate Records
- **Develops a system for maintaining information on student progress in learning that is clear and accurate, including testing programs**
 - **Develops and implements a system to maintain accurate records of non-instructional information such as student behavior and anecdotal records**
- 4c. – Communicating with Families and Community Resources
- **Provides appropriate information to parents about school programs, community services and resources**
 - **Communicates with parents about student progress on a regular basis and responds to parent concerns in a timely manner**
 - **Collaborates with community service providers to assist students and their families**
 - **Collaborates with community service providers to assist the counselor in providing services to students and their families.**
- 4d. – Contributing to the School and District
- **Participates in required school activities, district projects and specially designated groups designed to help students**
 - **Assists staff in facilitating student learning through various support and team meetings**
 - **Helps students and their families with academic transitions**
 - **Develops and implements a system to ensure an appropriate academic program**
- 4e. – Growing and Developing Professionally
- **Participates in opportunities for professional development to enhance performance in the school and classroom**
 - **Continually expands knowledge of counseling strategies and resources and consults with other staff to find ways to help**
- 4f. – Showing Professionalism
- **Supports and cooperates with colleagues**
 - **Performs assigned tasks effectively**

Professional Performance Review Criteria (psychologists)

DOMAIN 1: PLANNING AND PREPARATION

- 1a. – Demonstrating Knowledge of Professional Field
 - **Demonstrates content knowledge and appropriate instructional techniques to convey that knowledge.**
 - **Demonstrates understanding of prerequisite knowledge important for student growth.**

- 1b. – Demonstrating Knowledge of Students
 - **Demonstrates thorough planning and preparation, knowledge and understanding of students' skills, and understanding, including students with special needs.**
 - **Demonstrates knowledge of student development and incorporates this knowledge into treatment planning.**
 - **Creates plans based on the diverse skills, knowledge, interests, and the cultural heritage of each student.**

- 1c. – Selecting Instruction Goals
 - **Establishes developmentally appropriate, clear student learning objectives based on the needs of students.**

- 1d. – Demonstrating Knowledge of Resources
 - **Demonstrates awareness of resources available for students and teachers.**

- 1e. – Designing Coherent Counseling Goals
 - **Prepares goals that:**
 - *Engage students.
 - *Provide a rationale for learning.
 - *Include learning activities and resources/materials that accommodate different learning styles and meet the needs of the group.
 - *Incorporate varied grouping practices.
 - *Use technology, games and stories to enhance instruction.
 - **Selects assessments techniques that are relevant to the evaluation concerns.**
 - **Clearly communicates goals and objectives of counseling.**
 - **Assess individual and group progress and skills.**
 - **Makes adjustments in goals as determined by student needs.**

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2a. – Creating an Environment of Respect and Rapport
 - **Demonstrates caring and respect for individual students.**
 - **Promotes mutually respectful and polite interactions among students.**

- 2b. – Establishing a Culture for Learning
 - **Conveys a genuine enthusiasm for the subject and encourages students to value the subject.**
 - **Sets appropriate expectations for student progress.**
 - **Encourages students to meet their goals and take pride in their work.**

- 2c. – Managing Student Behavior
 - **Develops clear standards for student conduct.**
 - **Teaches appropriate behavior.**
 - **Monitors student behavior and responds to student misbehavior in an appropriate, sensitive manner.**

- **Involves parents in managing student behavior, as appropriate.**
- **Participates in developing and writing Functional Behavioral Assessments**

2d. – Organizing Physical Space

- **Maintains a safe and orderly environment.**
- **Ensures materials are accessible to all students.**

DOMAIN 3: INSTRUCTION

3a. – Communicating Clearly and Accurately

- **Provides clear directions and explanations to students and models appropriate English usage, grammar, and expressive language.**
- **Clearly states the objectives and the structure of lessons to the students.**

3b. – Using Questioning and Discussion Techniques

- **Uses questioning and discussion techniques that foster student learning.**
- **Asks questions of high quality that encourage creative and critical thinking.**
- **Provides adequate time for students to respond.**
- **Provides student-centered discussion, when appropriate.**
- **Promotes active student involvement in discussions.**

3c. – Engaging Students in the Work

- **Actively engages students in learning by presenting materials at the appropriate level and pace.**
- **Links learning with students' prior knowledge and experiences, employing a wide variety of resources and strategies.**
- **Continually expands knowledge of the wide variety of strategies and resources and consults with other staff to find ways to help students who are having difficulty.**
- **Presents content that is appropriate and links well with students' knowledge and experience.**
- **Ensures students are on task and engaged in the learning.**
- **Uses instructional materials and resources that engage students and are congruent with the counseling objectives.**

3d. – Providing Feedback to Students

- **Encourages students to take responsibility for the success of discussions.**
- **Incorporates assessment feedback that is accurate, substantive, constructive, specific, and timely to enhance learning.**
- **Supervises counseling groups so they are productive and appropriate to the students or to the objectives of lessons.**

3e. – Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work

- **Demonstrates flexibility and responsiveness by adjusting to student needs, recognizing and responding to teachable moments by making major and minor changes in lessons to take advantage of unplanned opportunities for learning.**
- **Paces lessons to promote learning.**

3f. – Student Assessment

- **Uses appropriate testing materials to address referral questions.**
- **Shares information with teachers and parents in a concise and meaningful way.**
- **Writes comprehensive psycho-educational reports.**

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4a. – Collaboration

- **Connects with instructional staff, administration and community agencies to promote student success in meeting treatment and instructional goals.**
- **Participates in Instructional Support Team meetings, the Committee on Special Education, 504 plans, and COST meetings to communicate with other professionals and parents.**

4b. – Maintaining Accurate Records

- **Develops a system for maintaining information on student progress which is clear and accurate.**
- **Implements a system to maintain accurate records of non-instructional information such as Medicaid reporting, psychological testing, etc.**

4c. – Communicating with Families

- **Provides appropriate information to parents.**
- **Communicates with parents about student progress and responds to parent concerns in a timely manner.**

4d. – Contributing to the School and District

- **Participates in required school activities, district projects, communities and/or community projects.**

4e. – Growing and Developing Professionally

- **Participates in opportunities for professional development to enhance performance in the school and classroom.**

4f. – Showing Professionalism

- **Supports and cooperates with colleagues.**
- **Performs assigned tasks effectively (IEP's, CSE and IST meetings).**

PROFESSIONAL PERFORMANCE REVIEW CRITERIA (Social Workers)

DOMAIN 1: PLANNING AND PREPARATION

- 1a. - **Demonstrating Knowledge of Professional Field**
 - Demonstrates content knowledge and appropriate instructional techniques to convey that knowledge.
 - Demonstrates understanding of prerequisite knowledge important for student growth.

- 1a. - **Demonstrating Knowledge of Students**
 - Demonstrates thorough planning, preparation, and knowledge of students' skills, including students with special needs.
 - Demonstrates knowledge of student development and incorporates this knowledge into treatment planning.
 - Create plans based on the diverse skills, knowledge, interests, and the cultural heritage of each student.

- 1c. - **Selecting Instruction Goals**
 - Establishes developmentally appropriate, clear student learning objectives based on the needs of students.

- 1d. - **Demonstrating Knowledge of Resources**
 - Demonstrates awareness of resources available for students and teachers.

- 1e. - **Designing Coherent Counseling Goals**
 - Prepares goals that:
 - *Engage students.
 - *Provide a rationale for learning.
 - *Include learning activities and resources/materials that accommodate different learning styles and meet the needs of the group.
 - *Incorporate varied grouping practices.
 - *Use technology, games and stories to enhance instruction.
 - Clearly communicates goals and objectives of counseling.
 - Assesses individual and group progress and skills.
 - Makes adjustments in goals as determined by student needs.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2a. - **Creating an Environment of Respect and Rapport**
 - Demonstrates caring and respect for individual students.
 - Promotes mutually respectful and polite interactions among students.

- 2b. - **Establishing a Culture for Learning**
 - Conveys a genuine enthusiasm for the subject and encourages students to value the subject.
 - Sets appropriate expectations for student progress.
 - Encourages students to meet their goals and take pride in their work.

- 2c. - **Managing Student Behavior**
 - Develops clear standards for student conduct.
 - Teaches appropriate behavior.
 - Monitors student behavior and responds to student misbehavior in an appropriate, sensitive manner.
 - Involves parents in managing student behavior, as appropriate.
 - Participates in developing and writing Functional Behavioral Assessments

2d. - Organizing Physical Space

- Maintains a safe and orderly environment.
- Ensures materials are accessible to all students.

DOMAIN 3: INSTRUCTION

3a. - Communicating Clearly and Accurately

- Provides clear directions and explanations to students and models appropriate English usage, grammar, and expressive language.
- Clearly states the objectives and the structure of lessons to the students.

3b. - Using Questioning and Discussion Techniques

- Uses questioning and discussion techniques that foster student learning.
- Asks questions of high quality that encourage creative and critical thinking.
- Provides adequate time for students to respond.
- Provides student-centered discussion, when appropriate.
- Promotes active student involvement in discussions.

3c. - Engaging Students in the Work

- Actively engages students in learning by presenting materials at the appropriate level and pace.
- Links learning with students' prior knowledge and experiences, employing a wide variety of resources and strategies.
- Continually expands knowledge of the wide variety of strategies and resources and consults with other staff to find ways to help students who are having difficulty.
- Presents content that is appropriate and links well with students' knowledge and experience.
- Ensures students are on task and engaged in the learning.
- Uses instructional materials and resources that engage students and are congruent with the counseling objectives.

3d. - Providing Feedback to Students

- Encourages students to take responsibility for the success of discussions.
- Incorporates assessment feedback that is accurate, substantive, constructive, specific, and timely to enhance learning.
- Supervises counseling groups so they are productive and appropriate to the students or to the objectives of lessons.

3e. - Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work

- Demonstrates flexibility and responsiveness by adjusting to student needs, recognizing and responding to teachable moments by making major and minor changes in lessons to take advantage of unplanned opportunities for learning.
- Paces lessons to promote learning.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4a. - Collaboration

- Connects with instructional staff, administration and community agencies to promote student success in meeting treatment and instructional goals.
- Participates in Instructional Support Team meetings, the Committee on Special Education, 504 plans, and COST meetings to communicate with other professionals and parents.

4b. - Maintaining Accurate Records

- Develops a system for maintaining information on student progress which is clear and accurate.

- Implements a system to maintain accurate records of non-instructional information such as Medicaid reporting, psychological testing, etc.

4c. - **Communicating with Families**

- Provides appropriate information to parents.
- Communicates with parents about student progress and responds to parent concerns in a timely manner.

4d. - **Contributing to the School and District**

- Participates in required school activities, district projects, communities and/or community projects.

4e. - **Growing and Developing Professionally**

- Participates in opportunities for professional development to enhance performance in the school and classroom.

4f. - **Showing Professionalism**

- Supports and cooperates with colleagues.
- Performs assigned tasks effectively (IEP's, CSE and IST meetings)

**Form: Annual Action Plan for
Tenured Bargaining Unit Members**

Name: _____ Status: Tenured

Date: _____ HS Regents Petition for Exception? _____ Approved? _____

OPTIONS (Check One):

Self-Directed

____ *Portfolio*

____ *Independent Research Project*

____ *Unit Development*

Peer-Based

____ *Problem Based Team*

____ *Classroom Observation(s)*

____ *Observation Summary*

After determining an option, please complete the following action plan and return to your administrator by September 15.

1. Describe your goals and how they related to the professional attribute(s) you wish to enhance or strengthen as a way of improving student achievement.

2. What New York State Standard(s) and/or BOE goals do your goals align with for this plan?

3. What action steps do you plan to take to reach this goal? Please assign approximate completion dates for each step.

4. What data, evidence, or evaluation criteria will you use to document successful completion of your goal?

5. What resources and/or support will you need for successful implementation of your plan?

Unit Member Signature _____ Date _____

Principal/Supervisor Signature _____ Date _____

Form: Annual Action Plan for Non-Tenured Bargaining Unit Members
Possessing a Permanent or Provisional Certificate

Name: _____ **Date:** _____

The bargaining unit member will be observed at least twice during the school year.

Please complete the following action plan and return to your administrator by September 15.

1. Describe your goals and how they related to the professional attribute(s) you wish to enhance or strengthen as a way of improving student achievement.
2. What New York State Standard(s) and/or BOE goals do your goals align with for this plan?
3. What action steps do you plan to take to reach this goal? Please assign approximate completion dates for each step.
4. What data, evidence, or evaluation criteria will you use to document successful completion of your goal?
5. What resources and/or support will you need for successful implementation of your plan?

Unit Member Signature

Principal/Supervisor Signature

Date

Date

Form: Annual Action Plan for Non-Tenured Bargaining Unit Members Possessing an Initial or Transitional Certificate

Name: _____ **Date:** _____

The bargaining unit member will be observed at least twice during the school year. The bargaining unit member will submit a portfolio as part of his/her Annual Action Plan.

Please complete the following action plan and return to your administrator by September 15.

1. Describe your goals and how they related to the professional attribute(s) you wish to enhance or strengthen as a way of improving student achievement.
2. What New York State Standard(s) and/or BOE goals do your goals align with for this plan?
3. What action steps do you plan to take to reach this goal? Please assign approximate completion dates for each step.
4. What data, evidence, or evaluation criteria will you use to document successful completion of your goal?
5. What resources and/or support will you need for successful implementation of your plan?

Unit Member Signature

Principal/Supervisor Signature

Date

Date

*Self-Reflective Narrative**

Name _____ Date _____

Professional Assignment _____

Colleague/Administrator _____

Evaluation Period – Sept. 200_ - June 200_

Due Dates:

Tenured bargaining unit members: May 15 (or earlier if possible)

Non-tenured members: June 1 (or earlier if possible)

This self-evaluation is based on a self-assessment of performance during this school year in relation to your Annual Action Plan. In addition to the supervision option planned for next year, you might include evidence of the following:

- *The degree to which you attained the intended outcomes from your Annual Action Plan*
- *New teaching strategies you employed*
- *The positive impact on students you observed*
- *Professional and personal experiences that contributed to your growth*
- *Adjustment of your plan in response to your experiences during the year*

****Must be completed by everyone, regardless of option chosen.***

PRE-OBSERVATION FORM
(Required for scheduled observations)

Name: _____

School/Administrator: _____

Date of Pre-Conference: _____

Date/Time of Observation: _____

Grade Level/Curriculum Area Observed _____

1. Briefly describe the students in this class including those with special needs: _____

2. What are the specific objectives for the lesson? What do you want the students to learn? Please be specific. _____

3. Why are these objectives suitable for this group of students? _____

4. How do these objectives support the district's curriculum, summer work, and state standards? _____

5. How do you plan to engage students in the content? What will you do? What will the students do? _____

6. What difficulties do students typically experience in this area, and how do you plan for these difficulties? _____

7. What instructional materials or other resources, if any, will you use? (Attach sample materials you will be using in the lesson.) _____

8. How do you plan to assess student achievement of the objectives? What procedures will you use? At the end of the lesson, how will you know the students have achieved the objective? (Attach any

tests or performance tasks with rubrics or scoring guides.)_____

9. How do you plan to use the results of the assessment?_____

10. Other?_____

Bargaining unit member comments pertaining to observation setting. List any items you might want to call to the attention of the Administrator._____

Observational Focus (should be tied to objectives):_____

Source: Danielson, C. and McCreal, T. (2000) Teacher Evaluation

VISITATION SUMMARY for CLASSROOM BARGAINING UNIT MEMBERS

Date: _____

Bargaining Unit Member Observed:		Date:	
Subject:		Time:	
Check one:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CONFERENCE DATE:			
LESSON OBJECTIVES:			
CONTENT KNOWLEDGE:			
PREPARATIONS:			
INSTRUCTIONAL DELIVERY:			
CLASSROOM ENVIRONMENT:			
KNOWLEDGE OF STUDENT DEVELOPMENT:			
STUDENT ASSESSMENT:			
RECOMMENDATIONS:			
Signature of Administrator			Date: _____
Signature of Bargaining Unit Member			Date: _____

VISITATION SUMMARY (School Counselors)

Date: _____

School Counselor Observed:		Date:	
Subject:		Time:	
Check one:	Pre-K-5 <input type="checkbox"/>	6-8 <input type="checkbox"/>	9-12 <input type="checkbox"/>
CONFERENCE DATE:			
PLANNING & PREPARATION:			
THE COUNSELING ENVIRONMENT:			
INSTRUCTION:			
PROFESSIONAL RESPONSIBILITIES:			
RECOMMENDATIONS:			
Date			
Signature of Administrator			
Date:			
Signature of School Counselor			

VISITATION SUMMARY (Psychologists)

Date: _____

Psychologist Observed:		Date:	
Subject:		Time:	
Check one:	Pre-K-5 <input type="checkbox"/>	6-8 <input type="checkbox"/>	9-12 <input type="checkbox"/>
CONFERENCE DATE:			
PLANNING AND PREPARATION:			
CLASSROOM ENVIRONMENT:			
INSTRUCTION:			
PROFESSIONAL RESPONSIBILITIES:			
RECOMMENDATIONS:			
Signature of Administrator	Date: _____		
Signature of Psychologist	Date: _____		

VISITATION SUMMARY (Social Workers)

Date: _____

Social Worker Observed:		Date:	
Subject:		Time:	
Check one:	Pre-K-5 <input type="checkbox"/>	6-8 <input type="checkbox"/>	9-12 <input type="checkbox"/>
CONFERENCE DATE:			
PLANNING AND PREPARATION:			
CLASSROOM ENVIRONMENT:			
INSTRUCTION:			
PROFESSIONAL RESPONSIBILITIES:			
RECOMMENDATIONS:			
Signature of Administrator	Date: _____		
Signature of Social Worker	Date: _____		

SUMMATIVE EVALUATION FORM for CLASSROOM BARGAINING UNIT MEMBERS

The summative evaluation will be completed on an annual basis. Bargaining unit members and administration may meet to discuss the evaluation. Either the bargaining unit member or administrator may request a meeting. Each bargaining unit member is required to meet with his/her administrator at least one time every three years. The summative evaluation will be based on four domains of professional performance and growth.

THE KEY

U = Unsatisfactory – Bargaining unit member does not demonstrate effective skills in this area.

NI = Needs Improvement – Some evidence of skill present, but there is a need for further development in this area.

B = Basic – The bargaining unit member demonstrates the skill to the degree necessary to make the classroom function. May lack fluidness, but result is still effective.

P = Proficient – A bargaining unit member who demonstrates this skill all the time. There is fluidness. The result is effective.

D = Distinguished – The bargaining unit member demonstrates this skill in such a manner that others would be able to use him or her as an expert for how to work with students or other staff. The bargaining unit member not only has a sense of quality, but also demonstrates an understanding of the essence of quality.

***Ratings of U and NI require supporting evidence from an administrator. The bargaining unit member is encouraged to provide supporting evidence for ratings of P and D. The ratings may also be supported by evidence from the administrator.**

***Evidence may include formal administrative observations, formal observations, or any incidents, behaviors, or other indications that form the basis on which the administrator made the decision to notify the bargaining unit member of the issue of concern.**

CHECKLIST
*(TO BE PLACED IN THE STAFF MEMBER'S PERSONNEL FILE, ALONG WITH THE
SUMMATIVE EVALUATION)*

Name _____

Tenured Non-Tenured

_____ Annual Action Plan Approved

_____ Regents Social worker Petition Approved

Type of Plan

_____ Traditional Observation Completed

_____ Portfolio Completed

_____ Unit Completed

_____ Problem-Based Team Completed

_____ Independent Research Project Completed

_____ Completed Self-Reflective Narrative

Unsatisfactory or Needs Improvement Ratings

Social worker in Need of Improvement

Social worker in Need of Intense Remediation

_____ Voluntary Comments and/or Ratings Submitted

_____ Summative Evaluation Completed and Signed

DOMAIN #1: PLANNING AND PREPARATION

Domain 1	U	NI	B	P	D	Comments
1a. Demonstrating Knowledge of Content and Pedagogy						
1b. Demonstrating Knowledge of Students						
1c. Selecting Instructional Goals						
1d. Demonstrating Knowledge of Resources						
1e. Designing Coherent Instruction						
1f. Assessing Student Learning Through Student-Generated Products						

DOMAIN #2: THE CLASSROOM ENVIRONMENT

Domain 2	U	NI	B	P	D	Comments
2a. Creating an Environment of Respect and Rapport						
2b. Establishing a Culture for Learning						
2c. Managing Classroom Procedures						
2d. Managing Student Behavior						
2e. Organizing Physical Space						

DOMAIN #3: INSTRUCTION

Domain 3	U	NI	B	P	D	Comments
3a. Communicating Clearly and Accurately						
3b. Using Questioning and Discussion Techniques						
3c. Engaging Students in the Work						
3d. Providing Feedback to Students						
3e. Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work						

DOMAIN #4: PROFESSIONAL RESPONSIBILITIES

Domain 4	<u>U</u>	<u>NI</u>	<u>B</u>	<u>P</u>	<u>D</u>	Comments
4a. Reflecting on teaching						
4b. Maintaining accurate records						
4c. Communicating with families						
4d. Contributing to the school and district						
4e. Growing and developing professionally						
4f. Showing professionalism						

SUMMATIVE COMMENTS AND PLAN FOR FURTHER GROWTH

A. AREAS OF STRENGTH

B. SUGGESTIONS FOR FURTHER GROWTH

C. AREAS IN NEED OF IMPROVEMENT AND RECOMMENDATIONS

D. RECOMMENDATIONS TO CORRECT DEFICIENCIES

Bargaining Unit Member's Signature

Date

Administrator's Signature

Date

SUMMATIVE EVALUATION FORM ***(School Counselors)***

The summative evaluation will be completed on an annual basis. School counselors and administration may meet to discuss the evaluation. Either the school counselor or administrator may request a meeting. Each school counselor is required to meet with his/her administrator at least one time every three years. The summative evaluation will be based on four domains of professional performance and growth.

THE KEY

U = Unsatisfactory – School counselor does not demonstrate effective skills in this area.

NI = Needs Improvement – Some evidence of skill present, but there is a need for further development in this area.

B = Basic – The school counselor demonstrates the skill to the degree necessary to make the classroom function. May lack fluidness, but result is still effective.

P = Proficient – A school counselor who demonstrates this skill all the time. There is fluidness. The result is effective.

D = Distinguished – The school counselor demonstrates this skill in such a manner that others would be able to use him or her as an expert for how to work with students or other staff. The school counselor not only has a sense of quality, but also demonstrates an understanding of the essence of quality.

***Ratings of U and NI require supporting evidence from an administrator. The school counselor is encouraged to provide supporting evidence for ratings of P and D. The ratings may also be supported by evidence from the administrator.**

***Evidence may include formal administrative observations, formal observations, or any incidents, behaviors, or other indications that form the basis on which the administrator made the decision to notify the school counselor of the issue of concern.**

CHECKLIST
*(TO BE PLACED IN THE STAFF MEMBER'S PERSONNEL FILE, ALONG WITH THE
SUMMATIVE EVALUATION)*

Name _____

Tenured Non-Tenured

_____ Annual Action Plan Approved

_____ Regents Social worker Petition Approved

Type of Plan

_____ Traditional Observation Completed

_____ Portfolio Completed

_____ Unit Completed

_____ Problem-Based Team Completed

_____ Independent Research Project Completed

_____ Completed Self-Reflective Narrative

Unsatisfactory or Needs Improvement Ratings

Social worker in Need of Improvement

Social worker in Need of Intense Remediation

_____ Voluntary Comments and/or Ratings Submitted

_____ Summative Evaluation Completed and Signed

Name: _____

Date: _____

DOMAIN #1: PLANNING AND PREPARATION

Domain 1	U	NI	B	P	D	Comments
1a. Demonstrating Knowledge of Counseling						
1b. Demonstrating Knowledge of Students						
1c. Demonstrating Knowledge of Resources						

DOMAIN #2: THE COUNSELING ENVIRONMENT

Domain 2	U	NI	B	P	D	Comments
2a. Creating an Environment of Respect and Rapport						
2b. Establishing a Culture for Learning						
2c. Managing Student Behavior						
2d. Organizing Physical Space						

DOMAIN #3: INSTRUCTION

Domain 3	U	NI	B	P	D	Comments
3a. Communicating Clearly and Accurately						
3b. Using Counseling Techniques						
3c. Engaging Students in Learning						
3d. Providing Feedback to Students						

DOMAIN #4: PROFESSIONAL RESPONSIBILITIES

Domain 4	<u>U</u>	<u>NI</u>	<u>B</u>	<u>P</u>	<u>D</u>	Comments
4a. Reflecting on Teaching						
4b. Maintaining Accurate Records						
4c. Communicating with Families and Community Resources						
4d. Contributing to the School and District						
4e. Growing and Developing Professionally						
4f. Showing Professionalism						

SUMMATIVE COMMENTS AND PLAN FOR FURTHER GROWTH

E. AREAS OF STRENGTH

F. SUGGESTIONS FOR FURTHER GROWTH

G. AREAS IN NEED OF IMPROVEMENT AND RECOMMENDATIONS

H. RECOMMENDATIONS TO CORRECT DEFICIENCIES

School Counselor's Signature

Date

Administrator's Signature

Date

SUMMATIVE EVALUATION FORM (School Psychologists)

The summative evaluation will be completed on an annual basis. Psychologists and administration may meet to discuss the evaluation. Either the psychologist or administrator may request a meeting. Each psychologist is required to meet with his/her administrator at least one time every three years. The summative evaluation will be based on four domains of professional performance and growth.

THE KEY

U = Unsatisfactory – Psychologist does not demonstrate effective skills in this area.

NI = Needs Improvement – Some evidence of skill present, but there is a need for further development in this area.

B = Basic – The psychologist demonstrates the skill to the degree necessary to make the classroom function. May lack fluidness, but result is still effective.

P = Proficient – A psychologist who demonstrates this skill all the time. There is fluidness. The result is effective.

D = Distinguished – The psychologist demonstrates this skill in such a manner that others would be able to use him or her as an expert for how to work with students or other staff. The psychologist not only has a sense of quality, but also demonstrates an understanding of the essence of quality.

***Ratings of U and NI require supporting evidence from an administrator. The psychologist is encouraged to provide supporting evidence for ratings of P and D. The ratings may also be supported by evidence from the administrator.**

***Evidence may include formal administrative observations, formal observations, or any incidents, behaviors, or other indications that form the basis on which the administrator made the decision to notify the psychologist of the issue of concern.**

CHECKLIST
*(TO BE PLACED IN THE STAFF MEMBER'S PERSONNEL FILE, ALONG WITH THE
SUMMATIVE EVALUATION)*

Name _____

Tenured Non-Tenured

_____ Annual Action Plan Approved

_____ Regents Social worker Petition Approved

Type of Plan

_____ Traditional Observation Completed

_____ Portfolio Completed

_____ Unit Completed

_____ Problem-Based Team Completed

_____ Independent Research Project Completed

_____ Completed Self-Reflective Narrative

Unsatisfactory or Needs Improvement Ratings

Social worker in Need of Improvement

Social worker in Need of Intense Remediation

_____ Voluntary Comments and/or Ratings Submitted

_____ Summative Evaluation Completed and Signed

Name: _____ Date: _____

DOMAIN #1: PLANNING AND PREPARATION

Domain 1	U	NI	B	P	D	Comments
1a. Demonstrating Knowledge of Professional Field						
1b. Demonstrating Knowledge of Students						
1c. Selecting Instruction Goals						
1.d. Demonstrating Knowledge of Resources						
1.e. Designing Coherent Counseling Goals						

DOMAIN #2: THE COUNSELING ENVIRONMENT

Domain 2	U	NI	B	P	D	Comments
2a. Creating an Environment of Respect and Rapport						
2b. Establishing a Culture for Learning						
2c. Managing Student Behavior						
2d. Organizing Physical Space						

DOMAIN #3: INSTRUCTION

Domain 3	U	NI	B	P	D	Comments
3a. Communicating Clearly and Accurately						
3b. Using Questioning and Discussion Techniques						
3c. Engaging Students in the Work						
3d. Providing Feedback to Students						
3e. Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work						
3f. Student Assessment						

DOMAIN #4: PROFESSIONAL RESPONSIBILITIES

Domain 4	<u>U</u>	<u>NI</u>	<u>B</u>	<u>P</u>	<u>D</u>	Comments
4a. Collaboration						
4b. Maintaining Accurate Records						
4c. Communicating with Families						
4d. Contributing to the School and District						
4e. Growing and Developing Professionally						
4f. Showing Professionalism						

SUMMATIVE COMMENTS AND PLAN FOR FURTHER GROWTH

I. AREAS OF STRENGTH

J. SUGGESTIONS FOR FURTHER GROWTH

K. AREAS IN NEED OF IMPROVEMENT AND RECOMMENDATIONS

L. RECOMMENDATIONS TO CORRECT DEFICIENCIES

Psychologist's Signature

Date

Administrator's Signature

Date

SUMMATIVE EVALUATION FORM (Social Workers)

The summative evaluation will be completed on an annual basis. Social workers and administration may meet to discuss the evaluation. Either the social worker or administrator may request a meeting. Each social worker is required to meet with his/her administrator at least one time every three years. The summative evaluation will be based on four domains of professional performance and growth.

THE KEY

U = Unsatisfactory – Social worker does not demonstrate effective skills in this area.

NI = Needs Improvement – Some evidence of skill present, but there is a need for further development in this area.

B = Basic – The social worker demonstrates the skill to the degree necessary to make the classroom function. May lack fluidness, but result is still effective.

P = Proficient – A social worker who demonstrates this skill all the time. There is fluidness. The result is effective.

D = Distinguished – The social worker demonstrates this skill in such a manner that others would be able to use him or her as an expert for how to work with students or other staff. The social worker not only has a sense of quality, but also demonstrates an understanding of the essence of quality.

***Ratings of U and NI require supporting evidence from an administrator. The social worker is encouraged to provide supporting evidence for ratings of P and D. The ratings may also be supported by evidence from the administrator.**

***Evidence may include formal administrative observations, formal observations, or any incidents, behaviors, or other indications that form the basis on which the administrator made the decision to notify the social worker of the issue of concern.**

CHECKLIST
*(TO BE PLACED IN THE STAFF MEMBER'S PERSONNEL FILE, ALONG WITH THE
SUMMATIVE EVALUATION)*

Name _____

Tenured Non-Tenured

_____ Annual Action Plan Approved

_____ Regents Social worker Petition Approved

Type of Plan

_____ Traditional Observation Completed

_____ Portfolio Completed

_____ Unit Completed

_____ Problem-Based Team Completed

_____ Independent Research Project Completed

_____ Completed Self-Reflective Narrative

Unsatisfactory or Needs Improvement Ratings

Social worker in Need of Improvement

Social worker in Need of Intense Remediation

_____ Voluntary Comments and/or Ratings Submitted

_____ Summative Evaluation Completed and Signed

Name: _____ Date: _____

DOMAIN #1: PLANNING AND PREPARATION

Domain 1	U	NI	B	P	D	Comments
1a. Demonstrating Knowledge of Content and Pedagogy						
1b. Demonstrating Knowledge of Students						
1c. Selecting Instructional Goals						
1d. Demonstrating Knowledge of Resources						
1e. Designing Coherent Instruction						
1f. Assessing Student Learning Through Student-Generated Products						

DOMAIN #2: THE CLASSROOM ENVIRONMENT

Domain 2	U	NI	B	P	D	Comments
2a. Creating an Environment of Respect and Rapport						
2b. Establishing a Culture for Learning						
2c. Managing Classroom Procedures						
2d. Managing Student Behavior						
2e. Organizing Physical Space						

DOMAIN #3: INSTRUCTION

Domain 3	U	NI	B	P	D	Comments
3a. Communicating Clearly and Accurately						
3b. Using Questioning and Discussion Techniques						
3c. Engaging Students in the Work						
3d. Providing Feedback to Students						
3e. Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work						

DOMAIN #4: PROFESSIONAL RESPONSIBILITIES

Domain 4	<u>U</u>	<u>NI</u>	<u>B</u>	<u>P</u>	<u>D</u>	Comments
4a. Reflecting on teaching						
4b. Maintaining accurate records						
4c. Communicating with families						
4d. Contributing to the school and district						
4e. Growing and developing professionally						
4f. Showing professionalism						

SUMMATIVE COMMENTS AND PLAN FOR FURTHER GROWTH

M. AREAS OF STRENGTH

N. SUGGESTIONS FOR FURTHER GROWTH

O. AREAS IN NEED OF IMPROVEMENT AND RECOMMENDATIONS

P. RECOMMENDATIONS TO CORRECT DEFICIENCIES

Social worker's Signature

Date

Administrator's Signature

Date

**TINI Form A: Written Notification of Possible Designation
as a Bargaining Unit Member in Need of Improvement (Informal Phase)**

Date: _____

Supervising Administrator: _____

Bargaining unit member: _____

Criterion/Criteria That Have Not Been Met Successfully
(Explanation and Supporting Evidence)*

You are to set up a meeting with the supervising administrator that will occur within the next 10 school days to discuss how you may successfully meet the above criterion/criteria. You are to bring this document with you to the meeting. You are directed to sign this document as your acknowledgement that the document will become a part of the principal's file unless the plan is unsuccessful, in which case it will go into the personnel file.

*Evidence may include informal administrative observations, formal observations, or any incidents, behaviors, or other indications that form the basis on which the administrator made the decision to notify the Bargaining Unit Member of the issue of concern. Before evidence is used as evidence, however, the district must share the evidence with the Bargaining Unit Member and document that the evidence was shared.

**TINI Form B: Meeting to Determine Plan for Improvement
(Informal Phase)**

Date: of Meeting _____ Supervising Administrator: _____

Bargaining Unit Member: _____

Criterion/Criteria That Have Not Been Met Successfully
(Explanation and Supporting Evidence)*

Plan for Improvement with Specific, Measurable Objectives,
Timeline, and Evaluation Process
(Execution of the plan should not exceed 60 school days after the plan has been written)

Note: If the bargaining unit member and administrator cannot agree on a plan, the Superintendent will determine the contents of the plan. The plan will be completed and this form returned to the bargaining unit member no more than 10 business days after this meeting.

(Administrator's Signature)

(Unit Member's Signature)

Date of Plan's Acceptance by Bargaining Unit Member or Determined by Superintendent and Returned to Bargaining Unit Member: _____

Your signature indicates that you know that this document will become a part of your personnel file IF the informal phases is unsuccessful.

***Evidence may include informal administrative observations, formal observations, or any incidents, behaviors, or other indications that form the basis on which the administrator made the decision to notify the bargaining unit member of the issue of concern.**

**TINI Form C: Recommendation for Results of Plan for Improvement
(Informal Phase)**

Date: _____

Supervising Administrator: _____

Bargaining Unit Member: _____

Recommendation (Check One):

_____ This bargaining unit member has met the criterion/criteria identified as in need of improvement and will return to his/her original designation and Action Plan.

_____ This bargaining unit member has not met the criterion/criteria identified as in need of improvement and will be cited for disciplinary action.

_____ This bargaining unit member has not met the criterion/criteria identified as in need of improvement and will remain as a Bargaining Unit Member in Need of Improvement with revised goals and timeline.

_____ This bargaining unit member has not met the criterion/criteria identified as in need of improvement and will be designated as Bargaining Unit Member in Need of Intense Remediation.

Explanation for the above Designation:

Next Steps:

Note: The administrator must attach all evidence to this form, including observation summaries, incident reports, etc.

You are directed to sign this form and return it to me within two business days as your acknowledgement that the document will become a part of the principal's file.

***TINI Form D: Written Notification of Designation as a
Bargaining Unit Member in Need of Improvement
(Formal Phase)***

Date: _____

Supervising Administrator: _____

Bargaining Unit Member: _____

Criterion/Criteria That Have Not Been Met Successfully
(Explanation and Supporting Evidence)*

You are to set up a meeting with the supervising administrator that will occur within the next 10 school days to discuss how you may successfully meet the above criterion/criteria. You are to bring this document with you to the meeting. You are directed to sign this document as your acknowledgement that the document will become a part of the personnel file.

***Evidence may include informal administrative observations, formal observations, or any incidents, behaviors, or other indications that form the basis on which the administrator made the decision to notify the member of the issue of concern. Before evidence is used as evidence, however, the district must share the evidence with the member and document that the evidence was shared.**

**TINI Form E: Meeting to Determine Plan for Improvement
(Formal Phase)**

Date: of Meeting _____ Supervising Administrator: _____

Bargaining Unit Member: _____

Criterion/Criteria That Have Not Been Met Successfully
(Explanation and Supporting Evidence)*

Plan for Improvement with Specific, Measurable Objectives,
Timeline, and Evaluation Process
(Execution of the plan should not exceed 40 school days after the plan has been written)

Note: If the member and administrator cannot agree on a plan, the Superintendent will determine the contents of the plan. The plan will be completed and this form returned to the member no more than 10 business days after this meeting.

Administrator's Signature

Unit Member's Signature

Date of Plan's Acceptance by bargaining unit member or determined by Superintendent and returned to bargaining unit member: _____

Your signature indicates that you know that this document will become a part of your personnel file.

***Evidence may include informal administrative observations, formal observations, or any incidents, behaviors, or other indications that form the basis on which the administrator made the decision to notify the bargaining unit member of the issue of concern. Before evidence is used as evidence, however, the district must share the evidence with the bargaining unit member and document that the evidence was shared.**

**TINI Form F: Recommendation for Results of Plan for Improvement
(Formal Phase)**

Date: _____

Supervising Administrator: _____

Bargaining Unit Member: _____

Recommendation (Check One):

_____ This bargaining unit member has met the criterion/criteria identified as in need of improvement and will return to his/her original designation and Action Plan.

_____ This bargaining unit member has not met the criterion/criteria identified as in need of improvement and will be cited for disciplinary action.

_____ This bargaining unit member has not met the criterion/criteria identified as in need of improvement and will remain as a Bargaining unit member in Need of Improvement with revised goals and timeline.

_____ This bargaining unit member has not met the criterion/criteria identified as in need of improvement and will be designated as Bargaining Unit Member in Need of Intense Remediation.

Explanation for the above Designation:

Next Steps:

Note: The administrator must attach all evidence to this form, including observation summaries, incident reports, etc.

You are directed to sign this form and return it within two business days as your acknowledgment that this document will become a part of your personnel file.

**TINI Form G: Written Notification of Designation as a
Bargaining Unit Member in Need of Intense Remediation**

Date: _____

Supervising Administrator: _____

Bargaining Unit Member: _____

Criterion/Criteria That Have Not Been Met Successfully
(Explanation and Supporting Evidence)*

You are to set up a meeting with the supervising administrator that will occur within the next 10 school days to discuss how you may successfully meet the above criterion/criteria. You are to bring this document with you to the meeting. You are directed to sign this document as your acknowledgement that the document will become a part of your personnel file.

*Evidence may include informal administrative observations, formal observations, or any incidents, behaviors, or other indications that form the basis on which the administrator made the decision to notify the bargaining unit member of the issue of concern. Before evidence is used as evidence, however, the district must share the evidence with the bargaining unit member and document that the evidence was shared.

**TINI Form H: Meeting to Determine Remedial Plan for Improvement
(Formal Phase)**

Date: of Meeting _____

Supervising Administrator: _____

Bargaining Unit Member: _____

Criterion/Criteria That Have Not Been Met Successfully
(Explanation and Supporting Evidence)*

Plan for Improvement with Specific, Measurable Objectives,
Timeline, and Evaluation Process
(Execution of the plan should not exceed 40 school days after the plan has been written)

Note: If the bargaining unit member and administrator cannot agree on a plan, the Superintendent will determine the contents of the plan. The plan will be completed and this form returned to the bargaining unit member no more than 10 business days after this meeting.

(Administrator's Signature)

(Unit Member's Signature)

Date of Plan's Acceptance by Bargaining Unit Member or Determined by Superintendent and Returned to

Bargaining Unit Member: _____

Your signature indicates that you know that this document will become a part of your personnel file.

***Evidence may include informal administrative observations, formal observations, or any incidents, behaviors, or other indications that form the basis on which the administrator made the decision to notify the bargaining unit member of the issue of concern. Before evidence is used as evidence, however, the district must share the evidence with the bargaining unit member and document that the evidence was shared.**

TINI Form I: Recommendation for Results of Plan for Intense Remediation

Date: _____

Supervising Administrator: _____

Bargaining unit member: _____

Recommendation (Check One):

_____ This bargaining unit member has met the criterion/criteria identified as in need of Intense Remediation and will be returned to the regular Action Plan designation.

_____ This bargaining unit member has not met the criterion/criteria identified as in need of improvement and will be cited for disciplinary action.

_____ This bargaining unit member has not met the criterion/criteria identified as in need of Intense Remediation and will be recommended for dismissal in accordance with the Negotiated Agreement and State Law 3020-A.

Explanation for the above Designation:

Next Steps:

You are directed to sign this form and return it within two business days as your acknowledgment that this document will become a part of your personnel file.