

Teacher Evaluation Guide

**Process for the Supervision and Evaluation of District Personnel:
Teachers**

PART/Summative Appraisal *Guidebook*

Rochester City School District

Prepared by the Career In Teaching Joint Governing Panel

2008-09

(includes Rochester City School District Evaluation Rubrics – revised August, 2004)

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INTRODUCTION

This *Teacher Evaluation Guide* is intended for use by teachers and administrators. It includes the latest revision of the “Process for the Supervision and Evaluation of District Personnel: Teachers,” which was last updated in July 1989.

Section I contains information for all teachers and administrators regardless of which evaluation process governs. The Success Measures for Teacher Evaluation Ratings apply to all RCSD teachers. A review of the rubrics is advised. When conducting a classroom observation of a teacher, the Pedagogy and Content rubrics should be used as a guide. When completing a final Evaluation, all of the rubrics should be used.

Section II describes procedures and responsibilities for administrators and teachers using the traditional evaluation process. All non-tenured teachers, contract substitutes, part-time teachers, itinerant teachers and per diem building substitutes will be evaluated using the forms and procedures set forth in Section I.

The PART/Summative Appraisal is described in **Section III**. **Appendix 1** contains the forms. Due Process guidelines are found in **Appendix 2**. Pertinent contractual guidelines are reprinted in **Appendix 3**.

It is still required that administrators recommend the continued employment of contract substitutes, and first and second year probationary teachers as part of the evaluation process. This procedure requires that administrators state their recommendation on the **Teacher Evaluation Form**. The recommendation will be used to help determine the future status of teachers in the district.

ACKNOWLEDGEMENTS

The Career in Teaching Joint Governing Panel wishes to thank all who have worked to make PART and the Summative Appraisal process an effective force in changing teaching and learning for our students. Feedback from teachers and administrators has helped us again adjust, and hopefully, improve the entire appraisal process

This revised *Guide* is based on the Teacher Evaluation Guide (August 2001).

SECTION I

Process for the Supervision and Evaluation of District Teaching Personnel

Common Elements of the Evaluation Process

**The Observation & Evaluation Process
Timeline Overview for TRADITIONAL EVALUATION**

Nontenured Teachers	Tenured Teachers
Purpose, procedures and forms Shared by October 31st	Purpose, procedures and forms Shared by October 31st
1st observation by November 15	Evaluation Selection Form Due October 31st
2nd observation by end of first semester	
3rd observation by March 30	Notify administrator to schedule both observation and evaluation
An evaluation rated Below District Standards or Unsatisfactory should be completed and discussed by April 30th.	An evaluation rated Below District Standards or Unsatisfactory should be completed and discussed by April 30th.
An evaluation rated Meets Professional Standards or higher will be submitted to and discussed with the teacher no later than May 15th.	An evaluation rated Meets Professional Standards or higher will be submitted to and discussed with the teacher no later than May 15th.

***Changing from PART/Summative Appraisal to the traditional annual process in mid-cycle can only be done for good reason subject to approval by the CIT Panel.**

The Observation & Evaluation Process

Timeline Overview for PART/SUMMATIVE APPRAISAL

Forms Organizer/Time Line

Form	Title	Completed By	Due
EVALUATION SELECTION FORM ➤ Year 1, Year 2, Year 3		Individual	OCT 31 To Direct Supervisor
#1 PART ➤ Year 1	PART Proposal	Individual Group Members	NOV 1 to reviewers and Direct Supervisor (Supervisors are encouraged to comment, provide support, and make suggestions.)
#2 PART ➤ Years 2, 3	PART Continuation	Individual continuing prior proposal/ New Group Member	NOV 1 to Direct Supervisor
#3 PART ➤ Year 1	PART Proposal Review	Individual/Group Members	NOV 15 (returned to teachers; kept by teachers)
#4 PART ➤ Years 1, 2	Cover Sheet & Year-End Progress Report	Individual Teachers	BETWEEN May 1-June 15 (to reviewers)
#5 PART ➤ Years 1,2	Review of Year-End Progress Report	Reviewers (sign Forms 4-5 after reviewing)	JUNE 15 (reviewers return Forms 4-5 to teachers) JUNE 20 (after reviewers return Forms #4-5 to teachers; teacher submits copy of Form #4 to Direct Supervisor. Supervisors are encouraged to comment, provide support, and make suggestions.)
#6 SUMMATIVE APPRAISAL ➤ Year 3	Statement of Intent	Individual Teachers (w/signatures of 2 Reviewers and Direct Supervisor)	OCT 31 (to Direct Supervisor & then returned to teachers)
SUMMATIVE STRUCTURED INTERVIEW ➤ Year 3		Reviewers (including Direct Supervisor)	by MAY 15
#7 REVIEWER SUMMARY STATEMENT ➤ Year 3		Reviewers (including Direct Supervisor)	within 10 days of Structured Interview returned to teacher JUNE 20 forwarded to HR
SUMMARY APPEAL ➤ Year 3		Individual Teacher	within 10 days of receipt of SUMMATIVE INTERVIEW RESULTS

Because reviewers' comments need to be included in the 3rd year Summative report, it is important to keep copies of all documents.

Success Measures & Changes

In 2003 the CIT Governing Panel reviewed national models for teacher evaluation. After discussion and review, the Panel agreed on the rubrics included on the following pages for use by administrators in assigning ratings. As in the past, there is one set of success measures for everyone from the beginning teacher to the most experienced teacher.

The descriptions of performance on the rubrics were rewritten. For the areas rated “**Meets Professional Standards**” rubrics are a good place to start looking at one’s practice. This rating of “**Meets Professional Standards**” and the practice in its rubrics are minimally acceptable. To the left of “**Meets Professional Standards**” are two categories that describe teacher performance that needs to improve. The lowest rating is “**Unsatisfactory.**” To the right of **Meets Professional Standards** are two categories that indicate better than satisfactory performance. The highest rating is “**Distinguished.**”

During the Panel’s review, it was determined that there was significant overlap between School Quality and Professional Development. The Panel decided to merge those two categories. The other areas remain: Pedagogy, Content, and Home Involvement.

Whether a teacher chooses PART/Summative or the traditional/annual evaluation by a supervisor, the professional expectations and standards are the same. The success measures leading to the five ratings also apply to either evaluation process.

These changes are aimed at focusing on improving instruction and on student engagement and performance. Additional paperwork related to the evaluation process - for both administrators and teachers - should be avoided.

When **conducting a formal observation**, evaluators should refer mainly to the **Pedagogy and Content** rubrics (pages 10-11). When writing a final evaluation at the end of the year, all of the rubrics should be taken into consideration.

PEDAGOGY

From lowest to highest, the ratings are: Unsatisfactory, Below Professional Standards, Meets Professional Standards, Proficient and Distinguished.

Please note that underlined items are revisions and additions from the original RCSD Teacher Observation & Evaluation Rubric. The rubric is designed to build upon each category from Meets Professional Standards to Distinguished. Thus **Proficient** incorporates the “Meet Professional Standards” statements; and **Distinguished** includes the statements from both Meets Professional Standards and Proficient.

Pedagogy	Unsatisfactory	Below Professional Standards	Meets Professional Standards	Proficient	Distinguished
<i>Knowledge and Application of Effective Practice and Questioning</i>	Teacher demonstrates little understanding of pedagogical issues involved in student learning. <u>Teacher poses unclear confusing questions or questions only at the lowest level. (Recall, literal level...)</u>	Teacher relies solely on a few basic instructional strategies without consideration for appropriateness of student learning. <u>Teacher makes inconsistent attempts to pose clear questions, but mostly at the lower level.</u>	Teacher understands and uses a variety of instructional strategies for student learning. <u>Teacher poses clear questions at various levels of difficulty. (Application, synthesis...)</u>	Teacher’s pedagogical practice consistently reflects current research on best practice for student learning. <u>Teacher poses clear questions that require in-depth thinking for students and encourages students to ask questions.</u>	Teacher’s pedagogical practice results in improved student outcomes. <u>Teacher creates an environment where many questions are student-generated and provides opportunities for students to investigate answers to their own questions.</u>
<i>Student –Centered Instructional Delivery</i>	Teacher instructs all children in the same manner with little or no consideration for individual student needs, interests, or developmental levels.	Teacher inconsistently attempts to plan instruction with consideration for diverse student needs, interests, and developmental levels.	Teacher demonstrates understanding of how students learn and develop by creating instructional opportunities that reflect students’ ages, interests, developmental levels, abilities or learning styles.	Teacher understands how students learn and develop, differentiating instruction to meet their intellectual, social, and emotional needs.	Teacher continues to maintain student-centered instruction, for improved student outcomes.
<i>Classroom Management</i>	Teacher has not established routines, procedures, rules, consequences, and positive reinforcements. Teacher does not monitor student behavior <u>resulting in an unsafe environment.</u>	Teacher inconsistently attempts to establish routines, procedures, rules, consequences, and positive reinforcements. <u>Teacher occasionally monitors student behavior, which sometimes results in a safe environment.</u>	Teacher has established routines, procedures, rules, consequences and positive reinforcements that are consistently implemented. Teacher consistently monitors student behavior <u>resulting in a safe, respectful, supportive classroom environment.</u>	Teacher encourages students to monitor their own behavior.	Teacher has established a classroom environment of trust and respect, fostering student responsibility and accountability.
<i>Interdisciplinary & Multi-Cultural Curricula</i>	Teacher delivers lessons in isolation without connection to other content areas or student background.	Teacher inconsistently connects lessons to other content areas or student background.	Teacher develops and teaches lessons that connect to other content areas and subjects. In the planning of lessons, teacher considers students’ cultural heritage and background.	Teacher considers themes and concepts in the planning of lessons that connect subjects and content areas. In the lessons presented, teacher has <u>integrated</u> the students’ cultural heritage and background.	Teacher consistently frames the planning of lessons in order to connect subjects and content areas in meaningful ways. Teacher helps students celebrate their diversity.

CONTENT

From lowest to highest, the ratings are: Unsatisfactory, Below Professional Standards, Meets Professional Standards, Proficient and Distinguished.

Please note that underlined items are revisions and additions from the original RCSD Teacher Observation & Evaluation Rubric. The rubric is designed to build upon each category from Meets Professional Standards to Distinguished. Thus **Proficient** incorporates the “Meet Professional Standards” statements; and **Distinguished** includes the statements from both Meets Professional Standards and Proficient.

Content	Unsatisfactory	Below Professional Standards	Meets Professional Standards	Proficient	Distinguished
<i>Knowledge of Subject Matter</i>	Teacher needs training/remediation regarding his/ her knowledge and understanding of the content.	Teacher makes some presentation errors of content or does not consistently correct student errors or misunderstandings.	Teacher has a basic understanding of the core content for the subject, correcting student errors and misunderstandings as they occur.	Teacher has such an in-depth knowledge of content that subject matter becomes meaningful to students.	Teacher’s in-depth content knowledge results in improved student outcomes.
<i>Interactive Organization & Presentation of Content</i>	Teacher demonstrates a lack of understanding for prerequisite knowledge needed for students to learn the content. Teacher fails to align or relate lessons to state/district standards. <u>Teacher directions and procedures are confusing to students.</u>	Teacher demonstrates an inconsistent /incomplete understanding of prerequisite knowledge needed for content mastery by students. <u>Teacher can clarify confusing directions and procedures to students when asked.</u>	Teacher demonstrates an understanding of the prerequisite knowledge needed for students to learn the content. Teacher presents lessons that are related to / aligned with state/district standards. <u>Teacher develops appropriate lesson plans. Teacher’s directions and procedures are clear to students.</u>	Teacher <u>consistently organizes, plans, and presents lessons that are aligned with state/ district standards</u> and reflect the prerequisite knowledge students need. <u>Teacher directions and procedures are clear and contain an appropriate level of detail.</u>	Teacher <u>presents content with interactive organization resulting in improved student outcomes.</u>
<i>Student Outcomes & Assessments.</i>	Teacher presents content and uses methods of assessment not in alignment with instruction, resulting in inaccurate evaluation of student learning. <u>Teacher selects instructional goals that are not relevant, clear, or appropriate for students.</u>	Teacher inconsistently aligns content and methods of assessment, resulting in inconsistent evaluation of student learning. <u>Teacher is inconsistent in selecting instructional goals that are clear, relevant and appropriate for students.</u>	Teacher uses a variety of assessment strategies and tools that are aligned with the instructional program to monitor student achievement. Teacher has communicated assessment criteria to students. <u>Teacher’s instructional goals are clear, relevant and appropriate for most students.</u>	Teacher uses a variety of informal and formal assessment strategies and tools that are <u>aligned with instructional goals and an instructional program</u> that involves students in the assessment of their own learning and goal setting.	<u>Teacher has an accurate and current understanding of student learning from analyzing on-going assessment data with individual instructional goals for students who take an active role in their own learning and goal setting.</u>

HOME INVOLVEMENT

From lowest to highest, the ratings are: Unsatisfactory, Below Professional Standards, Meets Professional Standards, Proficient and Distinguished.

Please note that underlined items are revisions and additions from the original RCSD Teacher Observation & Evaluation Rubric. The rubric is designed to build upon each category from Meets Professional Standards to Distinguished. Thus **Proficient** incorporates the “Meet Professional Standards” statements; and **Distinguished** includes the statements from both Meets Professional Standards and Proficient.

Home Involvement	Unsatisfactory	Below Professional Standards	Meets Professional Standards	Proficient	Distinguished
<i>Encouragement of Family Involvement</i>	Teacher makes inappropriate or few attempts to engage families.	Teacher makes modest or inconsistent attempts to engage families.	Teacher initiates family involvement appropriately.	Teacher consistently and successfully engages families.	Teacher serves as a role model for peers, fostering opportunities for family participation in the wider school community.
<i>Accessibility and Timeliness of Teacher Communications</i>	Teacher provides minimal information, does not respond, or responds insensitively to parent and student concerns.	Teacher communicates information inconsistently and/or unclearly to parents or students. Teacher’s response to concerns is minimal and or untimely.	Teacher communicates information in a clear, timely, and consistent fashion.	Teacher provides information frequently; responds to concerns quickly and with great sensitivity.	Teacher is readily accessible on or off site.
<i>Variety and Effectiveness of Parent Communications</i>	Teacher uses ineffective methods to communicate with parents.	Teacher employs limited methods to communicate with families.	Teacher has a variety of methods used in successful parent communications.	Teacher recognizes diversity and individual need; teacher reaches out to families in creative and <u>effective</u> ways.	Teacher has cultivated open and effective 2-way (mutual) communication with families.

PROFESSIONAL DEVELOPMENT AND SCHOOL QUALITY

From lowest to highest, the ratings are: Unsatisfactory, Below Professional Standards, Meets Professional Standards, Proficient and Distinguished.

Please note that underlined items are revisions and additions from the original RCSD Teacher Observation & Evaluation Rubric. The rubric is designed to build upon each category from Meets Professional Standards to Distinguished. Thus **Proficient** incorporates the “Meet Professional Standards” statements; and **Distinguished** includes the statements from both Meets Professional Standards and Proficient.

Professional Development & School Quality	Unsatisfactory	Below Professional Standards	Meets Professional Standards	Proficient	Distinguished
<i>Documentation of Continuous Learning Opportunities</i>	Teacher lacks evidence to document participation in professional development opportunities.	Teacher exhibits evidence of participation in professional development that is limited and narrow in focus.	Teacher values life-long learning and self-reflection participating in a variety of <u>relevant, documented professional development opportunities.</u>	<u>Teacher selects and applies relevant professional development to enhance classroom practice.</u>	Teacher consistently extends and enriches his/her own teaching practice from continuous learning, serving as a model for peers and as a facilitator of professional development for others.
<i>Leadership Initiatives in School, District, and Community</i>	Teacher is not involved in school, district, or community events or projects.	Teacher participates when specifically asked.	Teacher volunteers to participate in school, district, and community initiatives.	Teacher makes substantial contributions to some initiatives.	Teacher assumes leadership roles for selected initiatives.
<i>Collaboration with Peers and Colleagues</i>	Teacher works in isolation.	Teacher demonstrates limited or reluctant collaboration with peers or colleagues.	Teacher develops relationships within the school community built on support and cooperation.	Teacher cultivates and maintains collaborative professional relationships with colleagues and others reaching beyond the school community.	Teacher assumes leadership roles and responsibilities in collaborating with peers and colleagues.
<i>Change in Practice to Meet Student Need</i>	Teacher’s practice is not responsive to the needs of students.	Teacher demonstrates limited or ineffective attempts to meet the needs of student.	Teacher is a reflective practitioner who adjusts instruction to meet student needs.	Teacher is a reflective practitioner who skillfully differentiates instruction to meet student needs.	Teacher changes practice to meet student needs resulting in improved student outcomes.

Section II

Process for the Supervision and Evaluation of District Personnel: Teachers

Traditional Evaluation Process For Contract Substitutes, Per Diem Building Substitutes, Tenured and Non-Tenured Teachers

Descriptive Outline of Areas of Expectations & Standards

The information that follows is meant to be a guide for understanding the components of each district expectation and the related standards.

1. **Pedagogy** – Teachers are committed to their students and provide for effective, worthwhile, student-centered learning.

A. Knowledge and Application of Effective Practice & Questioning

- Reflects appropriate teaching techniques and strategies in lesson plans and long range units
- Establishes a process for explicit teaching of skills and concepts
- Designs learning experiences that stimulate inquiry, creativity and discovery and moves students toward achievement of NYS Learning Standards
- Engages students in active learning
- Carries out content of written lesson plans in an effective manner
- Incorporates authentic assessment
- Prepares students for successful completion of NYS Assessments
- Models and facilitates higher-level thinking, problem-solving, creativity and flexibility
- Uses connections with other disciplines in lesson planning and delivery
- Provides information that helps students meet content standards and expectations
- Poses clear questions that require in-depth thinking and encourages students to ask questions and to investigate answers to their questions

B. Student-Centered Instruction

- Adjusts practice based on observation and knowledge of student needs
- Understands and plans instruction to address specific learning styles
- Provides a variety of opportunities for students to practice what they have learned
- Provides effective feedback to students with strategies for improvement and/or continued progress towards meeting NYS Learning Standards
- Assesses student work with performance-based, content-appropriate, authentic measures
- Evaluates student progress in relation to District and NYS Standards
- Creates a warm, inviting climate that makes students feel comfortable
- Provides opportunities to apply subject matter information to the student's world
- Gives opportunities for community service that links subject matter to the real world
- Ensures that student access to content area information is appropriate to their needs
- Reflects knowledge of how students learn skills and concepts related to the subject(s)
- Takes time to get to know students and the needs they may have
- Links students to school and community activities & opportunities

C. Classroom Management Techniques

- Uses instructional time and space efficiently and effectively
- Offers opportunities for students to learn as individuals and in flexible groupings
- Supports students' academic, social, physical, cultural and emotional growth
- Creates an inviting atmosphere which promotes student readiness and enthusiasm for learning
- Initiates opportunities for students to develop qualities of leadership and self-direction
- Maintains required records and documentation on individual students
- Develops appropriate rules and procedures that foster order and independence

D. Interdisciplinary & Multicultural Curricula

- Seeks ways to integrate various subject areas
- Plans lessons that are aligned with state and district standards
- Connects student learning to other disciplines
- Demonstrates sensitivity to various world cultures, customs and traditions
- Provides opportunities for research using multiple sources
- Plans lessons with activities that call upon or reinforce skills from other subject areas
- Ensures that content and strategies reflect cultural diversity
- Collaborates with other colleagues to assist with linkages of other subjects

II. Content

Teachers know the subjects they teach and how to develop content-related skills, knowledge, understanding and attitudes in students.

A. Knowledge of Subject Matter

- Plans lessons that are aligned with NYS and RCSD standards
- Demonstrates an accurate, up-to-date and extensive knowledge of the subject(s)
- Keeps abreast of professional articles & research related to subjects taught
- Understands key concepts of the subject area(s) and effectively communicates this understanding to students
- Shows knowledge of NYS Learning Standards and Assessments in instructional design
- Understands linkages to other subject areas

B. Interactive Organization/Presentation of Content

- Organizes content and presents it in ways that encourage student interaction
- Facilitates substantive conversation among students related to subject matter being taught
- Uses performance tasks and projects that allow students to demonstrate what they know various ways.
- Enlists community agencies, guest speakers and subject area experts to provide interaction with others outside the classroom

C. Student Outcomes & Understanding of Content

- Regularly measures student understanding and re-teaches as appropriate
- Evaluates in a fair, comprehensive manner
- Provides regular feedback to students on progress
- Enables success in student achievement as evidenced in classroom, district and state tests

III. Home Involvement

Teachers reach beyond the school to make connections with students' homes and families in order to provide a school experience that addresses the needs of each child.

A. Encouragement of Family Involvement

- Communicates clearly, directly and supportively with parents and families
- Works with families to listen to suggestions, concerns and requests
- Creates opportunities for parent and family involvement in school
- Links families to outside agencies to support and assist, as needed
- Approaches teaching as a team effort with parents as important partners

B. Timeliness in Teacher/Family Communications

- Makes early, positive, personal contact with families
- Maintains regular contact about individual student progress
- Contacts and responds to families early enough to provide necessary support and/or corrective action
- Actively seeks to solve problems when they occur

C. Variety of Parent/Family Communications

- Is sensitive and responsive to the interests of parents and their children
- Appreciates and recognizes numerous ways for parents to be involved in school
- Uses conferencing, newsletters, reports, visits and other opportunities to assure positive and proactive feedback to parents
- Provides suggestions for parents with information that will help with academic and social progress at home

IV. Professional Development and School Quality

Teachers think systematically about their practice, are members of learning communities, are professional and acknowledge a professional, collegial responsibility to the improvement of school quality and to student learning.

A. Documentation of Continuous Learning Opportunities

- Provides data on professional development activities
- Makes progress in graduate coursework or related college coursework
- Attends and participates in other activities that promote professional growth
- Participates in events sponsored by professional organizations
- Serves as a member in educational organizations

B. Leadership Initiatives in School, District, & Community

- Serves on district committees
- Coordinates school programs
- Provides in-service or formal consultation to other educators
- Completes responsibilities as a lead teacher
- Initiates new and innovative programming for students
- Prepares reports, grants, documentation for school-wide initiatives
- Administers grants or other projects supported by school plan goals
- Volunteers to coordinate or participate in after-school activities, community events and/or district initiatives
- Writes and/or administers grants which serve students' needs in school
- Seeks outside services that meet school goals and students' needs
- Seeks information on School Based initiatives and issues
- Serves as an active member on School Based Planning Team
- Serves as an active participant on school subcommittees
- Cooperates to assist in implementing school and district initiatives
- Provides or attends in-service on school or district initiatives
- Helps engage the public and others to support school-wide goals
- Participates in community programs and events

C. Collaboration with Peers and Colleagues

- Teams with colleagues for instructional improvement
- Teams with colleagues for after-school opportunities for students
- Reflects on practice with input from others
- Participates in peer review, group problem-solving and/or planning groups
- Designs and implements curriculum, units of study or standards driven units with assistance and support from colleagues
- Uses connections with other disciplines in lesson planning and delivery
- Gathers input from others to set goals and develop innovations
- Collaborates with colleagues to provide data and information for school-wide planning
- Shows a willingness to help colleagues and other staff
- Works with colleagues & others to discuss/solve school issues

D. Change in Practice to Meet Student Needs

- Uses student data to analyze and change practice
- Incorporates appropriate and current research into classroom practice
- Is responsive to colleagues', administrators', schools' requests for support
- Provides evidence of student progress given specific instructional strategies
- Applies information from educational conferences, in-service and other professional development
- Uses information in journals published by professional organizations

Performance Appraisal: An Overview

Underlying the program of supervision and evaluation of teacher performance, the Rochester City School District believes:

1. Teachers constantly strive to update, modify and improve their teaching techniques.
2. Assistance is often required in the process of attaining excellence.
3. Supervision is carried out as a cooperative venture.
4. Evaluation reaches beyond the classroom to include parent and community relationships.

This appraisal system is designed to improve the instructional program through increased effectiveness of the educator. Goals and objectives should be mutually determined. Data gathering for progress toward goals and objectives is done through conferences and observation of practice in the various roles described in this document.

From this data, future planning can be made which should lead to improvement. The process requires that the administrator gives the teacher help to improve and time to change, and that the teacher can show evidence of the changes that have taken place over time.

Administrative Procedures

Steps in the process for supervising and evaluating teacher performance must be consistent and precise in order to assure that the supervisor and the teacher have a mutual understanding of procedures. Procedure compliance is an important ingredient in the evaluation process.

All contract substitutes, probationary and tenured teachers will be supervised and evaluated according to these procedures. This includes teachers with temporary licenses, as well as itinerant and part-time teachers. (Itinerant teachers have professional responsibilities at two or more locations; however, one location should be designated as having responsibility for this process so that efforts are not duplicated unnecessarily.)

It is the responsibility of each principal, program administrator, or head of department to assure that the annual evaluation process of all staff in that building, program or department has been completed. The success of the procedure depends on the positive commitment of every district administrator.

Elements of Supervision and Evaluation

Supervision is the act of assisting in the improvement of the instructional program and the delivery of the program. It provides direction to the total program or to a specific area of the curriculum. It provides direction to the total program or to a specific area of the curriculum. It encompasses the diagnosis of strengths and weaknesses and provides the appropriate strategies for maximizing instructional objectives. The goal of supervision is quality instruction and the optimal delivery of quality instruction.

Evaluation is the oral and written appraisal of the factors included in the supervisory process based on the district's standards, goals and objectives. Observation is a method for gathering data to provide assistance for determining the quality of the teacher's performance as it relates to the factors identified by the system. The evaluation process reaches beyond the classroom observation alone and includes all of the related competencies of an effective teacher as described below and reflected in the evaluation and observation forms.

Forms for the Traditional Evaluation Process

The **Teacher Evaluation Form** will be used for all annual evaluations of contract substitutes, per diem building substitutes, probationary and tenured teachers who have selected the traditional process. The selection notification by tenured teachers should be submitted to administrators by October 31st. The **Formal Teacher Observation Form** will be used to record observations and provide feedback to teachers (N. B. Forms for the traditional evaluation process can be found in Appendix 1.)

The **Teacher Evaluation Form** outlines the areas of competencies that set district standards for teacher performance. The areas of competencies are to be reviewed in the evaluation of all teachers. The evaluation form and descriptive outline detailing the areas of competences will:

- Ensure greater consistency in the evaluation of staff by administrators and supervisors
- Provide teachers with a guide for self-evaluation.

The **Recommendation of Continued Employment** section of the form must be completed for all contract substitutes and first and second year probationary teachers. The recommendation will be used to help determine the future status of the teacher in the district.

Timeline for Traditional Evaluation Process

A. All Contract Substitutes and Probationary Teachers

A minimum of three **Formal Teacher Observations Forms** and one **Teacher Evaluation Form** will be completed annually for every probationary teacher, contract substitute and per diem building substitute. The timetable for evaluating the performance of probationary teachers and contract substitutes is as follows:

By October 31 or Within Two Months After Teacher Begins

- The administrator will complete informational meetings with all teacher staff on the purposes, procedures and forms to be used in the evaluation process.

By November 15

- The first formal teacher observation must be completed in accordance with contractual requirements (Appendix 3).
- The Formal Teacher Observation Form (Appendix 1) must be completed and sent to Human Resources.

By December 1

- A recommendation may be forwarded to Human Resources regarding converting contract status from “Regular Sub” to “Probationary” for teachers earning Meets Professional Standards or higher.
- If teacher performance at this time is less than Meets Professional Standards follow the Due Process Guidelines for counseling, Supervising and Evaluating employee Whose Performance Does Not Meet District Standards (See Appendix 2).

By the end of the First Semester

- For probationary teachers, the second formal teacher observation must be completed in accordance with contractual requirements. (See Appendix 3.)
- The Formal Teacher Observation Form (Appendix 1) must be completed and sent to Human Resources.
- If teacher performance at this time is less than Meets Minimum Standards, notify the Coordinating Director of Human Resources on the Mid-Year Report on Staff with Less than Satisfactory Performance (Appendix 1) and follow the Due Process guidelines (Appendix 2). The teacher must also be notified that his/her name is being included on this report. Efforts to support improvement must be in place.

By March 30

- For probationary teachers, the third observation must be completed in accordance with contractual requirements (Appendix 3).
- The third Formal Teacher Observation Form (Appendix 1) must be completed and sent to Human Resources
- If teacher performance at this time is less than satisfactory, follow the Due Process Guidelines (Appendix 2).
- Following the completion of the three formal observations, the final summary Teacher Evaluation Form will be completed.

By April 30 (for Teachers with Less Than Meets Professional Standards Performance)

- All evaluation materials for probationary teachers, contract substitutes, and tenured teachers who are evaluated as less than Meets Professional Standards must be completed and sent to Human Resources.
- Since the teacher does not have a satisfactory evaluation, due process steps with appropriate documentation will have been followed in the evaluation process.
- The final summary evaluation on the Teacher Evaluation Form must be completed and sent to Human Resources.
- The Administrator will include a specific recommendation concerning appropriate disciplinary action or continued employment.
- The administrator will complete the Recommendation for Continued Employment for all contract substitutes, and first and second year probationary teachers clearly stating the administrator's recommendation with respect to the continued employment of the teacher in the district.

>>>IMPORTANT REMINDER

If the teacher receiving a less than **Meets Professional Standards** rating is a third year probationer, include the final summary statement under "comments:

I do not recommend tenure.

By May 15

- The required evaluation procedure for all probationary teachers, contract substitutes, traditionally evaluated tenured teachers and building substitutes will be completed by this date. The final evaluation must be submitted and discussed with the teacher no later than **May 15th**.
- The final summary **Teacher Evaluation Form** (Appendix 1) must be completed, including the **Recommendation for Continued Employment** for all contract substitutes, building substitutes and first-and second-year probationary teachers.
- The personnel file copies of all required observations and the **Teacher Evaluation Form** have been sent to Human Resources to be placed in the teacher's permanent file.

>>>IMPORTANT REMINDER

For teachers successfully completing their third year probationary year include the following statement:

I do recommend tenure

B. All Tenured Teaching Staff

October 31 or within two months after Teacher Begins

The administrator will complete information meeting with all certificated teaching staff on the purposes, procedures and forms to be used in the evaluation process.

By the end of the first semester

If teacher performance at this time is less than “Meets Professional Standards,” notify the Chief Human Resources Officer on the Mid-Year Report on Staff with Less Than Meets Professional Standards Performance (Appendix 1) and follow the Due Process Guidelines (Appendix 2).

By April 30 or May 15

- A **Teacher Evaluation Form** (Appendix 1) must be completed for each tenured teacher and sent to Human Resources.
- The minimum requirements for evaluating a tenured teacher may be accomplished by completing the evaluation form as the written follow-up to the formal thirty (30) minute observation.
- The evaluation procedure must include at least one formal thirty (30) minute observation prior to the completion of the evaluation form.
- Evaluation reaches beyond the classroom observation and includes all teacher-related competencies established in the evaluation form.
- For those teachers rated **Distinguished or Proficient**, the final evaluations must be completed, submitted and discussed with the teacher **no later than May 15**.
- If teacher performance is **less than Meets Professional Standards** follow the Due Process Guidelines for Counseling, Supervising and Evaluating employees whose Performance Does Not Meet District Standards (Appendix 2). All evaluation materials for tenured teachers rated **less than Meets Professional Standards are due by April 30**.

Section III

PART/SUMMATIVE APPRAISAL REVIEW FOR TEACHERS

PART/Summative Appraisal Guidebook

All tenured teachers who select PART/Summative Appraisal are required to complete PART requirements annually. Teachers who opt for the traditional evaluation by their supervisor should refer to Section I of this *Guide*.

This section of the *Teacher Evaluation Guide* contains information about the PART process and all necessary forms.

Teachers are reminded that PART materials for a three-year period are necessary for completion of a successful Summative Appraisal.

No PART forms or materials should be sent to Human Resources or to the CIT Office.

PART/Summative Appraisal Reminders

1. The aim of PART and Summative Appraisal is to foster a rigorous examination of professional work; to continue to enrich collegiality among all educators to extend this dialogue to include other school staff, parents, students, community members and other interested persons.
2. PART is joined with the Summative Appraisal Process. Based on a teacher's PART work, the Summative Appraisal requires an individual teacher to conduct a rigorous three-year review, including a formal meeting with two (or three) colleague. The reviewers, which include the teacher's direct supervisor, then state in writing that the teacher's practice meets (or does not meet) professional expectations and related standards and assign a rating based on the Success Measures for teacher evaluations (pp. 48-49).
3. Tenured teachers are reminded that participation in PART/Summative is an option for evaluation under the RTA Contract (Section 52).
4. The "continuation" provision for those who wish to extend their PART work is still in force. However, there is a time limit for the continuation provision. After three years (the initial proposal year and two continuation years), teachers need to submit another proposal to two reviewers. This three-year limit does not mean that teachers have to go in a completely new direction every three years. Rather, it recognizes that the passage of time causes changes, which eventually require some restatement (and perhaps readjustment) of values and plans.
5. Year-End Progress Reports are due between May 1st and June 15th of each year.
6. As educators plan for Superintendent's Conference Days and other professional development, they are encouraged to allocate time for PART and Summative Appraisal work.
7. Teachers who do not complete their PART Year-End Progress Reports are advised that the Summative Process is based heavily on previous PART work. *Incomplete PART work can result in a rating of "Unsatisfactory" or "Below Professional Standards," along with the various consequences of such a rating.*
8. Since PART/Summative Appraisal has become an option along with the traditional evaluation system for tenured teachers, routine formal observations of tenured staff are no longer appropriate for teachers choosing PART/SUMMATIVE (See Appendix 3, Contract Section 36.13) This change, however, does not mean that an administrator is barred from classroom visitations or from making formal observations if the situation merits his/her doing so. Rather, it is required that an explanation be given to the teacher as to the "good cause" prior to doing so. By eliminating routine formal observations for teachers, administrators may have more time to provide support for teachers, both tenured and non-tenured, who are experiencing difficulty.

Steps of the PART Process

This section outlines the essential steps teachers need to take for their PART work. This booklet contains every form, which may be needed during the year. PART work begins now, or it continues from prior years. It remains a component of performance appraisal that is largely in the control of individual teachers—and it is the responsibility of a teacher who selects PART/Summative Appraisal to complete the various aspects in a timely way.

Note: An itinerant teacher recognizes priorities of each building as reflected in its School Improvement Plan but for the purposes of PART, selects one building and follows its PART process.

Step #1: PART/Summative Appraisal Selection

complete by 10/31

The PART/Summative Appraisal process involves choices for teachers and administrators throughout the year. The first choice—which of two systems to use—guides all the others. The teacher decides whether to participate in PART/Summative Appraisal or the traditional evaluation/observation process. That selection is made (see Appendix 1 for all forms) early in the school year by tenured teachers.

If the teacher selects the traditional process, s/he works with the direct supervisor to complete procedural requirements (see Part 1).

If the teacher selects PART/Summative Appraisal, the next choice is: (1) continue with the same process and the same group; or (2) revise the previous proposal based on the present year's assignment.

Regardless of whether they select PART/Summative Appraisal or the traditional process, teachers think about their students and teaching situations, consult with peers and colleagues, including administrators, and refer to their work from last year, as well as this *Guidebook*. Non-tenured teachers are invited to participate in the PART process as a supplement to their current appraisal.

Step #2: PART Proposal (FORM #1 or FORM #2)

complete by 11/1

The PART Proposal (Form #1) is an extension of the planning process in which teachers normally engage at the start of the school year. A PART Proposal (see Appendix 1 for all forms) is completed by every teacher who is new to PART (for example, newly tenured teachers) and by every teacher whose PART work differs substantially from that of the previous year. The following teachers do *not* complete (Form #1) proposals:

Those who elect the “continuation” provision *(They complete Form #2)*

Those who elect to join a continuing group *(They complete Form #2)*

Teachers send a copy of their proposal or notice of continuation or joining an existing group to their direct supervisor (see Appendix 1 for all forms).

Step #3: Review of PART Proposal (FORM #3) complete by 11/15

Communication, collaboration and critique are essential elements of the Proposal Review. After teachers (or groups) prepare their Proposals, they solicit Reviews from the two people identified on their PART Proposal form. If neither reviewer is the teacher's direct supervisor, the teacher provides a copy to the direct supervisor. Teachers who elect the "continuation" provision or who join a continuing group need not participate in the Proposal Review process.

Proposal reviews are for the benefit of the teacher being reviewed. There is no obligation to share them with others.

Step #4: Implementation of PART Work all year long

Step #5: Year-End Progress Report (FORM #4) complete by 6/15

The **Year-End Progress Report** offers a formal opportunity for teachers to reflect on their work, ask hard questions and celebrate successes. The **Year-End Progress Report** asks four questions (see Appendix 1 for all forms).

The **Year-End Progress Report** can be submitted between May 1st and June 15th, allowing teachers to select the time that best fits their schedules. Note: Teachers who are completing their Summative appraisal will complete the year-End Report requirement in the Summative Appraisal process.

No additional report needs to be filed.

Step #6: Review of Year-End Progress Report (FORM #5) complete by 6/15

Teachers have choices about who conducts the professional review of their work. When the Year-End Progress Report is written, teachers in PART/Summative Appraisal invite two written commentaries on their Year-End reports, preferably from their initial reviewers. Year End Report commentaries may not be completed by other members of the same PART group. In addition to the two professional commentaries, teachers may ask others who are not educators to comment on their work. Reviews are arranged by the teacher (or PART group), and it is the teacher's responsibility to ensure that the Reviews are completed. The Reviews remain property of the teachers, and are not filed. Reviewers' comments are included every third year as part of the Summative Appraisal process.

Step #7: complete by 6/20

After the reviewers have returned their reviews (Form #5) to the teacher, a copy of the Year-End Progress Report (Form #4) must be provided to the teacher's direct supervisor. Before the end of the school year, supervisors are encouraged to comment, provide support and make suggestions based on the Year-End Progress Report.

Professional Practice Review: PART MODELS

Teachers are asked to frame their PART proposals within one of five models. Teachers “doing PART” need to address the essential components of the proposal in clear, concise ways. They may choose to do that using any of the models – or without using one of the frameworks offered below.

The same basic elements apply, regardless of the model a teacher chooses: attention to the Professional Expectations (pedagogy, content, home involvement, professional development and school quality) see pages 15-18); input from students, parents and other educators; identification and gathering of worthwhile data on student performance, and relationship to the School Improvement Plan.

PART Model List

PART work is guided by the Professional Expectations. The various PART forms do not ask which model you are selecting, although teachers may indicate which one they are using. The models described here offer some ways that teachers might think about organizing and focusing their work for professional development, collegial support, engagement of parents and improvement of student performance.

Model 1: Program/School-Linked Performance Appraisal

Model 1 adapts a program assessment process to reflect *both* team and individual performance of participants. It is suited for use by a group of educators in a school, school-within-a-school, cluster, teaching team or any group where colleagues share an educational philosophy and have implemented a program or developed comprehensive instructional strategies to support that philosophy. The planning, assessing and adjusting of the program can also incorporate educators’ performance appraisal. The strength of this model is its focus on student engagement and performance, with the educator assessment as an adjunct. What students know and are able to do and how students progress is the major concern of frequent, periodic program reviews. Educator performance assessment is largely defined by program success and/or adjustment. This model may have the most direct link to the school improvement plan.

Model 2: Goal-Setting

Model 2 is a goal-setting process through which individuals or groups identify goals and develop plans to achieve and measure those goals. There are many ways to write goals, ranging from a few sentences to a narrative. Goals may be set individually by educators, in cooperation with a single teacher and administrator, as a group, etc. Groups may include colleagues as well as peers. Model 2 is widely applicable, and a great number of teachers choose it.

Model 3: Project-Based

Model 3 requires educators to focus on one or two aspects of their work which they feel are *representative*, studying those aspects in some detail. The underlying assumption of this model is that “a part can indeed represent the whole.” Model 3 requires educators to design and execute a project (or projects) which address the five professional expectations. Educators study their work and demonstrate, within the confines of a project, the essential characteristics of their practice. Model 3 can be an individual or group process.

One project teachers have selected in the past is a research effort whereby the classroom becomes the center of learning not only for students but for teachers. The accumulation of data about particular classroom practices and strategies, through this model, can inform individual teachers as well as teaching teams and even entire faculties.

Model 4: Comprehensive Peer Appraisal

Model 4 is a comprehensive developmental assessment of an individual, conducted by peers who have had specific preparation in how to conduct such assessments. It calls for the kind of scrutiny and

feedback which can be most effectively provided by peers, those with essentially the same background and job responsibilities. Model 4 is applicable to any individual who feels that the information gained from peers is central to an appraisal process. Educators who may have no peers in their building (school psychologists and social workers, for example) and who therefore need to go outside of their building for peer relationships may find this model particularly suitable. Observations by peers allow teachers to learn from one another about effective teaching practice(s) and about other practices which contribute to high quality student learning and growth. Feedback enhances teaching skills which positively affect student outcomes. Pre-observation and post observation conferences are held with the educator being observed and the members of the group. Feedback is provided by all members of the group.

Model 5: Portfolio

Model 5 is a self-appraisal process involving colleagues. It is a thoughtful, purposeful collection of classroom and professional artifacts. This collection describes and documents the work, successes and failures of an individual or group of individuals. It is a process as well as a product. It can be used for purposes of critique (providing feedback on the work and growth of an individual, and-most importantly- to bring sense and order to a broad range of items in a teacher's professional life. This model is initiated by the educator, but includes interaction with colleagues and peers, offering opportunities of dialogue, reflection, review and assessment. Participants selecting this model must specify the colleagues who will support them in the portfolio development process and critique the final product.

Because the structure of a professional portfolio can be determined by the individual, this model represents a "design your own" framework for PART.

Roles & Responsibilities of Participants

Within PART, there are new roles as well as familiar roles for all those who shape the education of Rochester's children. Major responsibilities are briefly outlined below:

Teachers (Peers & Colleagues)

- Bring to their own appraisal process a commitment to active, reflective, honest and critical inquiry
- Accept the professional responsibility which extends beyond self to the work of colleagues
- Engage colleagues within and beyond PART group in professional discussion and collegial work
- Relate professional practice/appraisal plan to key district initiatives and values, and to School Improvement Plans
- Maintain individual/group records
- Develop and maintain PART records which will be necessary for the Summative Appraisal process

Administrators

- Continue to exercise supervisory responsibilities. Be knowledgeable about teachers' proposals and progress in PART
- Participate and respond as a member of the Summative Review Interview Team
- Exercise the option to respond to Proposals and/or Year-End Progress Reports prepared by teachers for whom you have supervisory responsibility
- Participate as members of PART groups upon request
- Offer advice and input to an individual and/or group during the development of PART proposals and throughout the process, when mutually desired
- Support individual and group PART work through the identification and coordination of resources, time, etc.

School-Based Planning Teams

- Support and encourage the PART process at the site
- Provide information that allows for the integration of school plans with PART work
- If the team determines it would be valuable to do so, identify a process for school-wide support of PART, which includes:
- Create opportunities for building-level communication and sharing about PART
- Provide opportunities for professional development which will support PART

CIT Panel

- Provide direction for the PART /Summative Appraisal process district-wide
- Develop PART policy and procedures, in consultation with PART Participants
- Document the teacher appraisal review process
- Act as support and resource to participants
- Facilitate problem-solving
- Facilitate an appraisal of the appraisal process
- Recommend changes in PART policy and practices to the Superintendent and RTA President
- Coordinate support activities
- Maintain links with other district initiatives
- Make adjustments to PART policy and procedures as necessary

Parents

- Support the teaching and learning process
- Furnish information to enhance the PART process
- Serve, by invitation, as participants in the review process

Students

- Provide evidence and information relating to their learning experience and associated teaching strategies
- Initiate areas of exploration in their own learning
- Serve, by invitation, as participants in the review process

District

- Provide a coherent framework for the work of educators and the appraisal of that work
- Facilitate communication
- Provide **Time** and support for participation in PART

Professional Expectations for Teachers

The following eight *Professional Expectations for Teachers* were identified during the summer of 1989. The CIT Joint Governing Panel merged School Quality & Professional Development for the rubrics during the 2003-04 school year as a pilot, however, in this *Guide*, separate listings are maintained. In the following pages, the five expectations (italicized below), which are the current focus of PART work, are further elaborated.

***Pedagogy:** Teachers are committed to their students and provide for effective, worthwhile, student-centered learning*

***Content:** Teachers know the subjects they teach and how to develop content-related skills, knowledge, understanding and attitudes in students.*

Human Development/Social Context: Teaching reflects deep understanding of human development – the range of social, cultural, emotional and cognitive dimensions which affect students and schools.

Management: Teachers construct and manage a safe, responsive learning environment.

***Professional Development:** Teachers think systematically about their practice and are members of learning communities.*

***School Quality:** Teachers have a professional, collegial responsibility to contribute to the improvement of school quality and to student learning.*

***Home Involvement:** Teachers reach beyond the school to make connections with students' homes and families in order to provide a school experience which addressed the needs and interests of each child.*

Community Relationships: Teachers support the education of their students by establishing appropriate community relationships.

I. Pedagogy

Expectation for Pedagogy

Teachers are committed to their students and provide for effective, worthwhile, student-centered learning.

Explanation for Pedagogy

Pedagogy as the art and science of teacher, the “how-to-to-it-best,” must be applied within a curriculum that is rigorous and challenging. Through collegial interaction and other professional growth activities, teachers must maintain an awareness and use of best pedagogical practices, as supported by research and experience. The concept of pedagogy suggests schools as learning centers where successes as well as mistakes provide practitioners with a wide range of approaches aimed at improving student learning.

Students are the focus of the instructional process. Knowledge and application of the most effective instructional planning approaches, classroom management techniques, provisions for student choice, interdisciplinary curricula, multiculturalism and general elements of teaching are expected of all teachers. Experience also equips teachers to recognize the “teachable moment” when it comes, i.e., responding to a child’s (or a group’s) interest in and/or fascination with a particular topic.

In addition to knowing the subject matters, teachers are able to apply the very best instructional methodology, as reflected by student progress. Teachers use a wide variety of instructional methodology, as reflected by student progress. Teachers use a wide variety of instructional practices and match techniques and approaches to student learning styles and needs. The commitment to students and their learning suggests that teachers do what is necessary for students to learn and grow. Although these qualities are not always measurable, the best teachers are enthusiastic and truly like working with students. As a result, they have high expectations for student success.

Standards for Pedagogy

- Teachers design learning experiences in ways which stimulate inquiry, creativity and discovery, and require active learning.
- Teachers model and facilitate students’ higher-level thinking, problem-solving, decision-making, creativity and flexibility.
- Teachers adjust practice based on observation and knowledge of students’ interests, abilities, culture, family circumstances and peer relationships.
- Teachers understand and plan instruction to address specific learning styles.
- Teachers provide a variety of opportunities that engage students in learning and practicing what they have learned.
- Teachers’ assessments of student work are performance-based, content-appropriate and authentic.
- Teacher energy is channeled toward engaging students and supporting their academic, social, physical, cultural and emotional growth.
- Teachers create an inviting environment which promotes students’ readiness and enthusiasm for learning
- Teachers offer opportunities for students to learn as individuals and in groups.
- Teachers seek ways to integrate their instruction with the work of others so that students make connections to other disciplines.

II. Content

Expectation for Content

Teachers know the subjects they teach and how to develop content-related skills, knowledge, understanding and attitudes in students.

Explanation for Content

Teachers must possess a deep understanding and passion for their subject(s), as well as an understanding of how knowledge in these subjects is created, organized, linked to other disciplines and applied to real-world settings. Teachers recognize that the body of knowledge related to their subject(s) is constantly changing and that it includes both factual and conceptual dimensions.

Teachers' organization and presentation of subject matter is on-going and interactive-both with students and with colleagues. Teachers encourage students to approach subjects in ways which experts in the field would pursue actual problems, situations and tasks.

Increasingly, the challenge for teachers is to motivate students, to create a community of learners. To meet this challenge requires a depth and breadth of knowledge about the subjects taught, as well as characteristics, which allow teachers to respond to student needs: flexibility, creativity, enthusiasm and empathy.

The most important verification of teacher efforts is in student performance. Student outcomes-what students know, are able to do, and what students are like at certain junctures of their education- are evident in their cognitive skills as well as in their attitudes and behavior.

Standards for Content

- Teachers have an accurate, up-to-date and extensive knowledge of their subject(s) and an understanding of the linkage to other disciplines.
- Teachers' organization of content is consistent with student instructional needs and the expectations for student outcomes.
- Teachers' organization and facilitation of student access to content is appropriate to children's needs, and reflects teachers' knowledge of how students learn that content
- Teachers help students to connect content to other disciplines
- Teachers' instructional strategies accurately and inclusively reflect cultural diversity
- Teachers help students connect instructional content to the students' world through performance tasks, using community resources and community service opportunities as appropriate

III. (Part A) Professional Development

Expectation for Professional Development

Teachers think systematically about their practice and are members of learning communities.

Explanation for Professional Development

Teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

Standards for Professional Development

- Teachers play proactive and creative roles in analyzing and constructing curriculum
- Teachers share responsibility with colleagues and administrators about what constitutes valuable learning for students
- Teachers work with others toward continuous improvement for schools and school staff members
- Teachers are willing to share their knowledge and skill with others and participate in the ongoing development of school programs
- Teachers attend to issues of continuity and equity of learning experiences for students that require school-wide collaboration

III. (Part B) School Quality

Expectation for School Quality

Teachers have a professional, collegial responsibility to contribute to the improvement of school quality and to student learning.

Explanation for School Quality

The quality of a school (or school-within-a-school) and district is directly related to the level of professional responsibility its teachers undertake. This expectation advocates a pro-active, positive and creative role for teachers in the life of the school. It reaches beyond the primary professional role of teachers – instruction and delivery of services which support students and families. It expands the setting for professional contributions from the individual classroom or office to include the larger community of a school and the entire Rochester community.

Involvement serves to strengthen ties with the school, colleagues and the larger school community. Teachers engage students, parents, colleagues and others in a cohesive effort to create exciting and effective schools responsible to and reflective of students' and families needs. Many teachers may partially meet this expectation by choosing to participate in projects between or among schools.

As this expectation is addressed, school communities – parents, teachers, administrators and students – work cooperatively to ensure supportive transitions from elementary to middle to senior high school. This expectation affirms that an effective school community is created by adults and children acknowledging and sharing accountability. No group can create a successful school without the assistance, support and respect of other community members. Although the standards below address teachers' responsibilities, in actuality they must apply to all who are citizens of a school community.

Standards for School Quality

- Teachers help create a climate that makes students feel positive about coming to school and both welcome and comfortable in all aspects of school life.
- Teachers help ensure that all students have equitable access to all aspects of school life in order to further students' academic, physical, social, cultural and emotional development.
- Teachers are collaborative partners with parents and parent organizations in their efforts to improve school effectiveness and responsiveness.
- Teachers actively support the school-based planning process and its decisions by participating in school improvement activities.
- Teachers productively collaborate in formal and informal collegial settings to discuss issues, develop innovations and implement and refine actions which enhance the quality of the school.

IV. Home Involvement

Expectation for Home Involvement

Teachers reach beyond the school to make connections with students' homes and families in order to provide a school experience which addresses the needs and interests of each child.

Explanation for Home Involvement

Effective family involvement and communication fosters a more complete sense of each student's needs as a learner and supports the entire learning process. Teachers encourage family involvement in learning both at home and in school by engaging family members in school/learning activities. Teachers support families' high expectations for their children, as well as communicate their expectations for the individual child and for all students in their classrooms. Teachers are accessible to students and their families. Communications are established through a variety of methods, including family visits at home or at other locations. Personal contact, as mentioned below, suggests that a family's response to a communication is what makes it complete; letters unanswered or phone calls not returned – by either a teacher or a parent – are not completed communications. The time and place of such contact is sensitive to the needs of the family.

Several of the standards indicate the need for timeliness in teacher-family communications. The “early” contact should certainly be within the first month a child or a teacher is in a particular class; “early enough” depends on the situation. For example, parents need to know about student success as well as missing homework, inadequate preparation for class, skipping, etc., in time to support the child's improvement. When parents contact the school, timeliness of response is also important. The standards for the profession indicate the need for teachers to respond within a day or two when parents seek information.

Home Involvement is very much an area of shared accountability and responsibility. School staff members need to find ways to make parents welcome participants in the school's academic and social activities. Parents are eager to be cooperating partners in their children's success. The ideal parent-teacher relationship is built on mutual respect and trust with the common goal of improving the lives of children. The district has a responsibility to provide resources – time, phones, postage, etc. - so that teachers can meet the standards set forth below.

The communications and support arrangements described by these standards assume that teachers and other school staff let students know what is expected of them and how they are doing as an extension of the other three professional expectations of pedagogy, content, and school quality.

Standards for Home Involvement

- Teachers' communications with families are clear, concise, direct and supportive, according to the needs of the student's family.
- Teachers talk with families – and listen to what they have to say – about how both the family and the teacher can make sure that each student has a successful school year.
- Teachers make early, positive, personal contact with students' families.
- Teachers maintain regular contact with students' families throughout the year.
- Teachers contact and respond to families early enough so that the necessary support, encouragement, praise and/or corrective action needed will be the most helpful.
- Teachers provide parents opportunities to share information and experiences which will enable the teachers to understand the total child; teachers ask parents to share their expectations for the academic growth and social development of their child.
- Teachers let families know what is expected of the student and keep the family informed about the student's progress.

- Teachers share general information about curriculum, as well as specific information necessary for parents to be familiar with academic and social standards including: homework expectations, schedules for tests and major assignments, graduation requirements, behavioral expectations, and how marks are determined.
- Teachers assigned the responsibility for primary home contact (e.g., elementary classroom teachers and home-base teachers) will ensure coordination between the home and the school for school-related activities and services affecting the student. Other teachers (e.g., middle and high school classroom teachers, physical education, art, music, special education, etc., and PPS staff) will ensure that relevant information is communicated to the student's family in a timely manner, either through the primary contact teacher or directly.

PART and Summative Reviewers: A Key to Quality Appraisals

The person who most strongly affects the quality of either the PART or Summative Process is the teacher him/herself. Appraisal is meaningful if the teacher gives it meaning. It is rigorous if the teacher pursues the work with rigor.

A second – and different kind of – guarantee of a high quality appraisal is the review process done by the teacher's colleagues – teachers, administrators or other knowledgeable individuals. These reviewers respond to PART Proposals and PART Year-End Progress Reports. Reviewers also play a major role at the Summative level.

We are all at different levels of development, willing to accept different levels of responsibility for the work of our colleagues. While administrators with direct supervisory responsibility are already required to assess teacher practice – and act upon their assessment – this has not traditionally been a role for teachers.

You are probably ready to review a colleague's practice if...

- You are eager to examine another teacher's practice for what it will tell you about your own work.
- You can imagine how you might help a teacher come to see the strengths in his/her professional practice. You think you could also help a teacher identify areas for further development/refinement/inquiry.
- You hope you will not have to declare that a colleague's professional practice does not meet district expectations, but you will if you have to.
- You can find the time to conduct a thorough, meaningful review of your colleague's work. (This will naturally be more time-consuming at the Summative Appraisal level.)
- You can be assertive with a colleague who may also be a friend – for example, insisting on receiving material in time for you to conduct a responsible review or pointing out areas which are incomplete.

You may wish to refuse a colleague's request to act as a reviewer if...

- While you are able to praise a colleague's professional practice, you are not yet comfortable with asking pointed questions or offering critical suggestions.
- You suspect that the teacher's practice does not meet professional expectations, but you are not willing to state this belief publicly (in the case of a Summative Appraisal review).
- You can barely find the time to do your own professional development, much less to examine and respond to the professional work of colleagues.

If you're not sure...

- Get your feet wet by reviewing a colleague's PART. Wait for another year or two before you agree to be a Summative reviewer. And please remember that, as a Summative reviewer, you will sign a statement attesting to the quality of a colleague's professional practice. This is a matter of professional integrity.

If you're ready...

The following summary of responsibilities may be helpful to prospective PART reviewers.

- **Beginning of the year:** Discuss the PART proposal with colleague. Ask questions to clarify intent. Identify how the proposal relates to the five Professional Expectations. Offer suggestions.
- **Mid-year:** Conference with colleague about the progress of the proposal. Listen. Offer suggestions.
- **Comfortably, by June 15:** Conference with colleague to review progress. Again, look at the five Expectations. Focus on what your colleague came to know about his/her professional practice-what aspects of student performance were most informative.

After the review: Sign the Year-End Progress Report form, acknowledging that this professional conversation has taken place. Write something, if you wish.

Prospective Summative Appraisal reviewers will need to:

- Indicate your willingness to be a Summative Appraisal reviewer.
- Find out about being a reviewer – read materials from the CIT Panel, talk to teachers who have completed this process.
- Review the materials the teacher provides in advance of the Structured Interview.
- Ask questions. If necessary, ask for additional information before the Structured Interview.
- Play an active, collegial part in the Structured Interview.
- Either with your co-reviewer or alone, prepare your Reviewer Summative Statement. Sign it, return it promptly to the teacher being reviewed.

ELEMENTS OF PART

(All evaluation/PART/Summative Appraisal forms are included in Appendix 1)

As you select and complete the appropriate PART forms; please remember that

the forms are *not* the work!!

The key elements of PART are:

careful critical examination of our professional work
input from parents and students
data on student performance, including attitudes and dispositions
insights from colleagues, including administrators
relationship of our work to the five Professional Expectations and to the School Improvement Plan

Improvement Plan

- Raising questions
- Taking risks
- Making connections
- Engaging in the ongoing professional conversation and focused professional development
- Finding new ways to work effectively with children, colleagues and families

Then why write and fill out forms at all?

Reason #1: As educators, we teach our students the power of language, including written language, to shape and clarify thinking and to make connections. Writing is not easy for many of us, but we believe in its power and challenge ourselves to engage in a thinking/talking/writing process several times a year, as we complete our PART/Summative Appraisal work. We write not to look good or to impress others, but rather to understand, question and learn about our work and the work of colleagues.

Reason #2: Because PART/Summative Appraisal is an option in lieu of the traditional observation/evaluation paperwork, it carries with it the necessity for a record of appraisal every third year which is filed in each teacher's personnel folder (see Summative Appraisal, Form 7). PART/Year End Progress Reports also provide information for the Summative Appraisal process, in which the teacher's practice is determined to meet (or not meet) Professional Expectations.

Are the forms mandatory?

With the exception of the PART Proposal form and the Year-End Progress Report, all of the forms in this **Guide** are optional. Use them if they are helpful. Design your own forms or formats if you prefer – while, of course, addressing the same content.

Guidance for the Year-End Progress Report

Getting started...

The most useful part of the year-end PART process should be your review of your work this year, focusing on those aspects identified in your original PART proposal. You may find it helpful to begin by drafting a half of a page or so of your own thoughts which you then share with one or more colleagues. (Most PART proposals identified who those colleagues would be.) If you are working and writing as a

team, keep in mind that the part of your report which applies to the entire team *must* also include – at minimum – a paragraph or two of commentary by *each* individual participant.

Format...

As long as the four focus questions are answered, the format is not prescribed. The guiding factor should be length (brief) and usefulness to those involved in preparing the Year-End Progress Report.

A frame of mind...

The purpose of appraisal is to understand our work, so that we can refine, change and make our practice more responsive to student needs. In this context, simple judgments are not generally helpful. Instead of labeling things as “good,” “great,” “terrible”:

- Reflect. Interpret. Analyze.
- Value. (Ask yourself whether things were worthwhile.)
- Spend time on what surprised you; things that didn’t work as planned. Often more can be learned from these than from unambiguous “successes.”
- Be specific. Don’t generalize so broadly that your report lacks specifics.
- If this is primarily to benefit you, you already know what you did. Summaries are not necessary.
- Focus more on outcomes for students than on your efforts.
- Don’t defend, apologize, make excuses. If your circumstances have changed, your colleagues have transferred, or your world is otherwise in disarray, briefly say so and get on with your analysis.

A last test...

If, at the end of this process, you have discovered or reaffirmed important insights about yourself as an educator, about your students, and about the context in which you work – and if you can see what you need to do next year – you have completed PART successfully. If PART remains merely an exercise, consider what you and your colleagues could do differently to give it more meaning – or, choose the traditional, annual administrative evaluation!

Summative Appraisal

Tenured teachers who choose PART/Summative Appraisal are required to complete a Summative Appraisal every third year. Selecting this evaluation option means that a teacher is making a formal commitment to complete this process. This section of the *Guide* contains information about the Summative Appraisal process and all necessary forms are included in Appendix 1.

Summative Appraisal materials will be sent only to the Department of Human Resources.

Please Note: Success measures apply to evaluation ratings regardless of which process a teacher choose. The success measures and directions for how to apply them are on pages 9-18.

GUIDELINES FOR SUMMATIVE APPRAISAL

Section I. The Review Process

Selection of Reviewers

The professional rigor which reviewers bring to the Summative Appraisal process is key to its success. The reviewers must attest that the teacher's practice meets (or does not meet) professional standards as described in the five Professional Expectations. At issue, therefore, is not only the professional status of the teacher being assessed, but the professional judgment of the reviewers themselves.

1. The teacher whose practice is being assessed selects the two reviewers.
2. Both reviewers are qualified to make comments about professional practice, as well as being knowledgeable about the teacher's work. They are willing and able to draw conclusions about whether the teacher's practice meets professional standards. Accepting the role of reviewer is not a personal favor, but a professional responsibility.
3. In order to address the "Content" Professional Expectation, at least one reviewer is well versed in the subject area(s) /grade level(s) of the teacher, and normally holds the same certification. The teacher's immediate supervisor may also be one of the two reviewers. If the supervisor is not selected as one of the two reviewers, the team is automatically expanded to include a third member (see #5 below). RTA President Adam Urbanski suggests that "authority is not by position, but by expertise."
4. Neither of the reviewers may be from the teacher's PART group so as to ensure an objective review.
5. The teacher's direct supervisor will be the third member of the review team if not selected as one of the initial two reviewers.

Role of the Reviewers

1. The reviewers carefully study the materials provided by the teacher (Materials, Section III). The reviewers and the teacher participate in a Structured Interview which explores issues raised by the materials and examines the teacher's practice in addressing the Professional Expectations and accompanying standards (Structured Interview, Section II).
2. The gathering and interpretation of data is the teacher's responsibility. Reviewers may raise questions to encourage further reflection and clarify the significance of the materials presented. Reviewers may also request additional information before concluding their review.
3. Following the review of materials and the Structured Interview, the reviewers certify that the teacher's practice has met/has not met professional standards and agree upon a rating of "Distinguished," "Proficient," "Meets Professional Standards," "Below Professional Standards," or "Unsatisfactory." Reviewers prepare a summary (not to exceed two pages) explaining their decision.
4. While observations of the teacher are normally done over time by people other than the reviewers, reviewers and the teacher may arrange classroom visits or other direct observation of professional

practice. Such observations are mutually agreed upon, focus on area(s) to be discussed in the Structured Interview, and are conducted for the purpose of enriching the professional conversation.

5. Teachers may present a variety of materials during the Summative Appraisal process. Before agreeing to review, colleagues may ask what kinds (quantity) of information the teacher will present – videos, extensive portfolio, etc. – so that they can determine whether they have time to study them carefully before the Structured Interview.
6. Reviewers (except for supervisors) limit the number of teachers they agree to review, so that they have the time available to do a careful job on each.
7. Reviewers are fully knowledgeable about the guidelines for the review process through CIT Panel-sponsored publications, meetings, etc.
8. Reviewers are responsible for reviewing the materials provided by the teacher in a timely manner so that, if they require additional data, it can be made available at or before the Structured Interview.
9. Reviewers are responsible for preparing their summary (either separate summaries or one jointly prepared by the reviewers) and forwarding it to the teacher. The summary should be received no later than ten days after the Structured Interview takes place. The teacher signs these statements and may respond. The completed summary, with signatures of the teacher, reviewers, (including the supervising administrator) must be sent to the department of Human Resources as soon as possible. Review participants should retain copies of the signed summary for their own records.

Section II. The Structured Interview

A teacher's Summative Appraisal includes, but is not limited to, the Structured Interview. The Interview is a professional conversation or collegial inquiry, where all participants raise questions and issues suggested by the data. It is neither an inquisition by the reviewers nor a presentation by the teacher, but rather a professional, collegial examination of evidence about the teacher's work in the areas outlined by the Professional Expectations and accompanying standards.

Experience suggests that the proficient teacher routinely identifies areas of concern and adjusts practice. A Structured Interview which deals only with successes will be less rich than an inquiry/reflection on challenges and changes.

Time and Place

1. The teacher informs the reviewers (including the direct supervisor) of the teacher's scheduled participation in Summative Appraisal by October 31st.
2. The Structured Interview will occur at a time mutually agreed upon by the teacher and reviewers. It is scheduled between January 1 and May 15, allowing work from the year to be included, but also leaving time for the written summary, administrative comment and an appeal when requested.
3. It is estimated that the Interview will take between one and two hours. This time should be allocated as best suits the needs of the participants.
4. With the support of the building administration, the Interview will be held in a location which offers quiet, privacy, and freedom from interruptions.

Content of the Interview

1. The teacher provides a collection of materials to the reviewers at least two weeks prior to the Structured Interview (Materials, Section III). Any additional material requested by the reviewers is also provided by the time of the Interview.
2. The teacher's Preface, which accompanies the materials, summarizes the contents and outlines issues or questions to help focus the Interview.
3. As the reviewers read through the material, they also make notes, recording additional questions to ask during the Structured Interview.
4. The issues explored during the Structured Interview follow naturally from the evidence collected by the teacher and provided to the reviewers. Since the evidence presented focuses on the teacher's work overtime in the areas addressed by the five Expectations and accompanying standards, the teacher's work within these expectations and standards form the core of the Structured Interview. Related issues and questions can be raised by any of the participants.
5. A set of "provocative questions" is included in this *Guidebook* to assist teachers and reviewers in developing their ideas for the Structured Interview.

Section III. Material

Teachers do not create quantities of materials for the sole purpose of presenting themselves for the Summative Appraisal. Similarly, they do not spend a large amount of time gathering data, but rather select representative and interesting pieces from among materials readily at hand. Materials selected for the reviewers are carefully chosen, relevant, and representative of the teacher's professional practice. They form the basis for the professional conversation.

The materials presented are a combination of the teacher's analysis and the views of others, valuing both. They focus on the ways in which the teacher meets the Professional Expectations and accompanying standards. The evidence which teachers present includes student performance, student input and parent input (teachers may include information from parent input surveys), all of which have been addressed over the three years in the PART documents.

The Summative Appraisal process is only one of many professional responsibilities of the reviewers. It is important that teachers select their materials carefully, so that they can be thoughtfully studied in a reasonable amount of time. Among the materials provided to reviewers are the following:

1. A Preface of no more than one page which provides an overview/synthesis of the teacher's professional work as it relates to the five Professional Expectations. The focus is on the three-year period ending with the Summative Appraisal. In this document, the teacher lays out what s/he considers important, establishing the structure for the summative professional conversation.
2. A Table of Contents which lists all material being included in the reviewers' packet.
3. Original PART documents—minimally, the original proposal(s) or continuations from each year in the three-year period; plus year-end progress reports for the prior two years (no Year-end Progress Report is necessary in the year when Summative appraisal is being done).
4. Evidence of student performance – quantitative, qualitative or both. This could be results of standardized tests, samples of student work over time – portfolios, performance tasks—case studies of two or three very different types of students, etc. Student outcomes are seen as information—not

an indictment. The review focuses not only on student outcomes, but on how practice was adjusted during the period, based on an annual review of indicators.

5. Evidence of parent and student input over time. This may include parent input survey data, information from individual teacher contacts with parents and students, etc. It may also include accounts of how the teacher went about gathering this input and what s/he learned from the experience that changed or enhanced practice.
6. Observations (see Section IV).
7. Evidence of professional development activities. This may include a listing of conferences and meetings attended, both as a participant or a presenter; formal coursework which has been completed; citywide meetings attended on specific issues; Superintendent's Conference day activities; collegial interactions at the school, district or other level. PART work itself is a form of professional development in almost every case. The teacher should address his/her own individual professional development in the context of grade level/discipline, school and district professional development needs.
8. Other material, as selected by the teacher, which will be useful in the summative conversation. (For example: samples of surveys, comments from parents, videos, etc.)

Section IV. Observation

Observation is a key component in the summative appraisal process. As educators go about their daily work, many opportunities arise for colleagues and/or supervisors to observe their practice. Observations may be either informal or formal, focused on a particular aspect of practice or general, and often include attention to the responses and behaviors of students as well as to the efforts of teachers. The Summative Appraisal process uses the results of any of these kinds of observation as one form of evidence in appraising the teacher's work over time.

1. In preparing materials to explore with reviewers, the teacher includes documentation of collegial and/or supervisory observation of professional practice during the period covered by the appraisal.
2. Both the observation itself and any resulting materials serve the purpose of offering the teacher additional perspective(s) on practice.
3. Since Summative Appraisal addresses the teacher's professional practice over time, single observations arranged for the sole purpose of providing Summative Appraisal data are less useful than accounts of ongoing observation of the teacher's practice throughout the period under consideration.
4. Observation data may include more than one source of information as well as more than one observation opportunity. It may also include an account of peer/collegial interaction that promotes student achievement, fosters better instructional practice, or advances the school plan. Observation involves multiple ways of knowing.
5. As with other materials gathered for the Summative Appraisal, the teacher selects documentation of observation which will provide insight into work within the Professional Expectations and accompanying standards. This documentation may include notes as well as formal narratives. Documentation concerning the teacher's work in the areas of "School Quality," for example, may take the form of feedback from colleagues working on the same committees. The most persuasive documentation or evidence on "Home Involvement" may come from the students' families themselves.

Section V. Administrative Role and Response

Sections I-IV deal with the responsibilities of all reviewers, including administrators, in their Summative Appraisal process. While administrators may participate in the same ways as teachers, they also have responsibilities that are uniquely theirs. These responsibilities are summarized in the numbered items below. All of these items support the continuing development of collegial relationships between teachers and administrators.

In the fall, Human Resources informs the direct supervisor about which teachers for whom s/he has supervisory responsibility will be undergoing Summative Appraisal. Both teacher and administrator have a shared responsibility to ensure that the administrator is in a position to comment knowledgeably about the teacher's practice. Ideally, teachers and their administrative colleagues exchange ideas and information on a regular basis.

Supervising administrators will participate in teachers' Summative Appraisal interviews as either the third reviewer or one of two reviewers the teacher invites to act in this capacity. As a reviewer, the administrator receives all the preliminary material and participates fully in the structured interview and subsequent written commentary.

1. Reviewers' comments. The reviewers share responsibility for completing the written commentary within ten days of the structured interview. This commentary can be written jointly, or individual reviewer's statements can be submitted.
2. Basis of comment. The supervising administrator participates as a reviewer in Summative Appraisal. As the direct supervisor, however, his/her determination is not limited to these materials, but rather is based on his/her unique perspective, experience and knowledge of the teacher's professional practice.
3. Timeline. All reviewers are required to respond within ten working days after receipt of the reviewers; summary. The teacher must sign it, may attach a comment, and forward the supervisor's response to Human Resources within ten days. Teachers provide a copy of the signed summative commentary to each of the reviewers.
4. Other responsibilities. In addition to participation in the summative process as outlined above, administrators both in the building and in Central Office may find other ways to assist teachers in the process.

As part of administrators' continuing responsibility to supervise teachers, the Collective Bargaining Agreement also reminds us that "the administrator must intervene at any time to avoid harmful practice by a teacher and provide the appropriate support."

Section VI. The Appeals Process

The broad outlines of an appeals process for Summative Appraisal are set forth in the collective Bargaining Agreement. Any appeal of the outcomes of Summative Appraisal will focus on the teacher's work in the areas addressed by the Professional Expectations and standards. Such appeals will be addressed by a tripartite Summative Appeals Panel or through the grievance procedure.

The Career in Teaching Panel is responsible for developing and adjusting procedures for Summative Appraisal. Any concerns may be forwarded to the CIT Panel at any time.

1. An appeal of the results of the Summative Appraisal process can be set in motion by any of the following:
 - The reviewers selected by the teacher fail to agree on whether the teacher's practice has or has not met professional standards, as evidenced in the appraisal process.
 - The teacher wishes to challenge the conclusion of the reviewers.
 - Any one of the reviewers wishes to challenge the conclusion of the other two reviewers.
 - If there are only two reviewers and they cannot reach agreement on the conclusion.
 - The teacher constituency of the School-based Planning Team of the teacher's primary work location wishes to challenge the conclusion of the reviewers.
2. Regardless of source, the request for an appeal is made in writing to the CIT Panel, using a form available for this purpose. The form includes space for a brief statement about the reasons for the appeal. Further documentation or evidence must be provided when an appeal is filed.
3. The appeals process must be initiated no later than the end of the school year in which the Summative Appraisal occurred.
4. Teachers who appeal will have the right to present information to a Summative Appeals Panel (see items 5 & 6 below). The findings and decisions of this Panel will be final and binding.
5. After an initial screening of the appeal by the CIT Panel to ensure that procedures have been followed, the Superintendent of schools and the RTA President will establish a three-member Summative Appeals Panel to arbitrate the appeal. The Summative Appeals Panel will consist of the RTA President, the Superintendent, and a third member selected by the two of them.
6. The Summative Appeals Panel will review the appraisal process, including documentation and evidence provided by all the parties involved. The Summative Appeals Panel may also schedule conversations with the teacher, reviewers, and/or direct supervisor.
7. The CIT Panel will facilitate the appeals process and will assist in the scheduling of appeals.
8. If an appeal is not upheld, no record of the appeal will remain in the teacher's personnel file.

Section VII. Participation

Participation in the Summative Appraisal process is a responsibility for all Professional level teachers who choose this evaluation option. Summative Appraisal is conducted on a three-year cycle.

1. In October, tenured teachers select whether the traditional evaluation process or PART/Summative Appraisal. Teachers who had been in PART/Summative Appraisal prior to October of 1997 could choose to continue on the same three-year cycle they had been on. Other tenured teachers can opt to change to PART/Summative Appraisal in October of each school year. By selecting PART/Summative Appraisal a teacher commits to at least one three-year cycle using this evaluation process. **Changing from PART/Summative Appraisal to the traditional annual process in mid-cycle can only be done for good reason subject to approval by the CIT Panel.**
2. As teachers are granted tenure, they have the option to select their evaluation process. If a teacher chooses PART/Summative Appraisal, his/her SA year will be the third year following the teacher's tenure date.
3. Teachers who are participating in the intervention process may choose the PART/Summative Appraisal process during their intervention.
4. As specified in the Collective Bargaining Agreement, Professional level teachers who do not meet district standards will be evaluated using the traditional evaluation process and may be subject to the salary withhold provision of Section 461 of the RTA teachers' contract. Teachers whose evaluations are rated "Unsatisfactory," should also be referred for Intervention.

PART/Summative Appraisal Timeline

Participation determined	by October 31 st
Reviewers selected	by November 1st
Supervisor/HR notified	by October 31st of each year
Materials gathered	During the three-year period
Structured Interview held	by May 15 th of the 3 rd year
Summary Statement received by Teacher	within 10 days of the Interview
Reviewer Summative Statement & Teacher's Comment forwarded to Department Of Human Resources	by June 20 th of each year
Appeal initiated	within 10 days of receipt of Summative Interview results

SUMMATIVE APPRAISAL FOR TEACHERS

Reviewers Questions

Guides for Thinking

As Summative Appraisal procedures were being developed in the spring of 1994, a group of educators involved in this new process met to talk about the role of reviewers. They thought about how they would look for the Professional Expectations. Since many of them were going to be acting as reviewers themselves, they brainstormed some questions to guide them through the process.

The following questions came from that brainstorming session. They are meant only as suggestions or possibilities rather than a comprehensive guide. All of the required elements of the Summative Appraisal process are addressed here. But the questions vary greatly in level of detail and teaching situation – clearly they are not all appropriate in every situation. They will be most helpful if Summative reviewers use them to frame their own thinking about their responsibilities as reviewers. Reviewers can, and often must, tailor their examination of a colleague’s work according to teaching expertise and context.

Pedagogy/Content

Talk about the most challenging/difficult aspects of teaching for you. What is most satisfying?

Talk about (a number) students with whom your instructional approach is different.

In your opinion, what are the major factors that inhibit student learning?

(Please use the context of your own class(s)). What are contributing factors to success?

How do you create/transform a class into a community of learners?

How do you work to motivate students in your class?

How would you describe your classroom environment? Is this a result of conscious construction or did it “just happen”?

What is an ideal learning environment?

How do you think your students would describe you/your practice as a teacher?

How do you encourage students to expand their thinking, to “take risks”?

How do you decide on what is important as instruction/instructional materials?

How do both your teaching and the content that you choose reflect knowledge and perspectives which differ from your own cultural background?

What do you do to insure that your curricular materials are developmentally appropriate?

What do you do to “center” all of your students in the curriculum and in their own learning?

In your practice, how do you connect with other disciplines? How do you use other disciplines to inform your practice?

What do you do in your practice to foster “real world” experiences for your students?

Professional Development (Part A)

How have students in your class(es) shaped your professional development activities?

How have activities been effective in connecting pedagogical theory to improved teaching practice?

In what ways has your professional development focused on the improvement at each of the three levels—individual, collegial and organizational?

To what extent is your professional development collegial, collaborative and built into your day-to-day teaching?

Can you show how your professional development addresses your personal priorities, your school’s priorities and the district’s priorities?

What professional development opportunities have you taken advantage of? Which were most effective? Which were least effective?

What activities involved your collaboration with other colleagues? For which ones did you assume a leadership role of some kind?

What requests for support did you make to your school administrator? The Rochester Teacher Center? The RTA or NYSUT? Area colleges or universities? Your colleagues? Others? From which of these did you receive support and how effective was it? Can you identify ways that your professional development activities connect to the other four standards?

School Quality (Part B)

How do you involve the community in the life of your school?

What do you contribute as a teacher to enhance your school's quality?

How do you collaborate with parents/parent organizations to improve school effectiveness?

How do you collaborate with your colleagues and peers to improve school effectiveness?

What do you feel is your responsibility to students in your school who are not in your class(es)?

As a member of your school community, how do you participate in the school-based planning process?

Home Involvement

How have parents of students in your class(es) become involved in the education of their children? What suggestions have you given them to help them educate their children at home? What suggestions have they given you to help you better educate their children at school?

Sometimes parent conferences are held at times inconvenient for parents. What are some alternative ways that you have used to communicate with parents? How do you share expectations you have for your students with their parents? How do you work with other school colleagues to ensure coordination between school and the students' homes?

For middle and senior high school teachers:

If you are a home-base teacher, how do you communicate with students' homes? How do you assist your colleagues in communicating with families of students in your home base? Does the relationship between you and your home-base students' families differ from that of your other students? If so, how?

If you are not a home-base teacher, how do you use the home-base format to establish communication with your students' families?

There are students who do not have much family support. How do you meet the Home Involvement Expectation for these students?

Evidence of Student Performance

How do you know you have succeeded with a student?

What has been your experience with authentic assessment(s)? What steps are you planning to take (or begin to) to further incorporate authentic assessment(s) into your classroom practice?

How has student performance been affected by authentic assessments? Which of your students are meeting State and District academic standards? Which students are meeting attendance standards?

What things do you look for as evidence of student performance? Talk about measures which are qualitative as well as quantitative (for example portfolios as well as standardized tests, Student behaviors as well as samples of student work).

Evidence of Student Input over Time

How did you collect information that gave students a chance to assess your classroom practice?
Tell how you use this information to plan your lessons. Describe the ways your teaching is student-driven
What happens in your class when students disagree with you or have a difference of opinion about particular instruction?
Suppose your students are “bored”? What do you do?
Do students in your class assess each others’ work by peer conferencing?
How does your teaching afford students opportunities to develop their own individual interests? Give an example of how student interest changes the direction of your teaching.
What have you learned from your students? How has this learning informed you practice?
What methods do you use to gather student input about your instructional practices?
In what ways have you addressed students’ individual learning styles?

Evidence of Parent Input over Time

What kind of input do you want from parents? What kind of input have you received from parents of students in your class(es)? What difference has it made in your practice as a teacher?
What has been the parent response to your requests for parent input?
What ways have you collected parent responses? Tell how you use this information plan your lessons and/or to gauge whether communications with the home have been effective (clear, concise, timely, etc.)
What else can you do to get parents to respond? What have you changed in your practice as a result of information communicated to you from parents about their children in your class(es)? How do you think parental involvement affects a child’s education? (Choose a student(s) in your class to discuss as an example.)
Have you received any parent input surveys? What percentage/number of potential surveys has been returned? Has the feedback been helpful in assessing parent satisfaction with communication, accessibility, etc.?

Observation

When you were observed, how did your teaching (or non-classroom work) reflect the five Professional Expectations?
Reviewer: “I observed _____ during a visit to your classroom. Is this indicative of what generally occurs?
What did you learn from the observation process/professional conversations? What would you continue or change?
Have you used technology in your observations? (videotaping, audio taping) How has it informed your practice(s)? What have you noticed as your strengths? Areas for continuing concern?
Please note: The form of these questions often assumes the context of a classroom teacher. There are many educators within the district who will need to adjust these questions to reflect their different situations.

Summative Appraisal:

Q & A

Content and Values of the Summative Process:

1. What, exactly, comprises a teacher's Summative Appraisal?
Teachers need to present evidence relating to the Professional Expectations (Pedagogy, Content, Home Involvement, School Quality, Professional Development). In addition, teachers provide evidence of parent and student input, student performance, peer collaboration, observations (broadly interpreted) and other artifacts that teachers deem important to illustrate their professional practice. A strong Summative Appraisal includes evidence of success, mixed success and failure. It demonstrates that the teacher is able to analyze professional work, identify meaningful student outcomes and adjust professional practice over time.
2. Success and failure are relative. What if a teacher is strong in five Professional Expectations and weak in one?
Teachers must meet Professional Expectations in all five areas. If three are strong, and one does not meet minimal expectations, that teacher does not meet district standards for professional practice. On the other hand, a teacher is not likely to be equally proficient in all five areas. The decision then rests with the professional judgment of the two reviewers.
3. What are the consequences of not meeting professional standards?
Teachers at the professional level will be evaluated annually, using the traditional evaluation process, if the summative evaluation reflects a rating less than "Accomplished" and may be subject to the salary withhold provision of Section 47 of the teachers' contract. They may also be referred for Intervention.
4. I am not a classroom teacher. How do I fit in the Summative Appraisal Process?
The Professional Expectations and accompanying standards are interpreted and met by the non-classroom practitioner's work is not outside the parameters of these Expectations. Variations will occur in how these Expectations and accompanying standards are interpreted and met by the non-classroom practitioner (for the school psychologist, social worker, speech therapist, and so on).
5. I am an administrator supervising teachers undergoing Summative Appraisal this year. What are my responsibilities?
You have a responsibility to be sufficiently knowledgeable about a teacher's practice so that you can participate as a reviewer. There are many ways other than the formal observation to acquire this knowledge. Consider team teaching, joint planning a unit, or other collegial professional interactions.
6. Who is a teacher's direct supervisor?
Check with your building administration, if you don't know.
7. What evidence do supervisors use for their comments?
Supervisors' comments are derived from their perspective as supervisor of the teacher's work over time. This review may be shaped by formal or informal observations, telephone calls from parents, student input, conversations with other educators, etc. It includes – though it is not limited to – the teacher's PART work over the past years. It included the narratives provided to the reviewers. Key to the supervisor's comments is the idea of "no surprises" – if there are concerns, this should not be the first time a teacher has heard them.

8. Teachers move from one building to another. Administrators change. What if I, as an administrator, do not have copies of the teacher's PART work?
The administrator requests copies of PART documents from the teacher. This includes PART work submitted each fall (Proposal or Continuation), as well as each Year-End Progress Reports.
9. As a teacher, I've changed jobs and buildings three times in the last three years/ How can I do Summative?
Look for the common threads in your PART work
10. I teach in four different buildings. How do I do Summative?
Your PART work should be an excellent guide. Use PART as a framework for Summative.
11. What if I, as a teacher, have misplaced my PART work (Proposals, Year-End Progress Reports, Continuations, Reviews)?
Check with your direct supervisor for copies of your PART proposals or continuations. Another possibility is the teacher's School-Based Planning Team, which may have designated a PART work collection area for copies.
12. How may I challenge the reviewers' or direct supervisor's Summative rating?
Any of the parties engaged in the Summative Appraisal Process may initiate the appeal process for cause. This must be done by the end of the school year.

Management of the Summative Process:

13. "Not me, not now!" Because of extenuating circumstances, it will be very difficult for me to complete the process in my scheduled. Can I change to next year?
Teachers are expected to honor their Summative commitment or contractual obligation. This includes teachers who were on sabbatical leave the year prior to their summative year. Any teacher may request a deferment by writing to the CIT Panel stating the reasons for the request.
14. What happens in a Structured Interview?
The Structured Interview is a professional conversation or collegial inquiry, where all participants raise questions and issues suggested by the data. It is neither an inquisition by the reviewers nor a presentation by the teacher, but rather a professional, collegial examination of evidence about the teacher's work in the areas outlined by the five Professional Expectations and accompanying standards.
15. What should I send to my reviewers prior to the Structured Interview?
Two weeks before the scheduled Structured Interview, the teacher undergoing the Summative appraisal Process should provide for the reviewers a collection of materials: (1) a one-page Preface that provides an overview/synthesis of the teacher's professional work as it relates to the five Professional Expectations; the focus is on the three-year period ending with the Summative appraisal, (2) a Table of Contents which lists all material being included in the reviewers' packet, (3) original PART documents, (4) evidence of student performance that is qualitative, quantitative or both, (5) evidence of parent and student input over time, (6) observation data, and (7) other material, as selected by the teacher, which will be useful in the summative conversation.
16. Who is responsible for making sure that a teacher's Summative Appraisal Process is complete?
Who sends summative rating/review to Human Resources?

The reviewers send their Reviewer Summative Statement to the teacher being appraised for comment and signature. The teacher then sends a copy of the signed Reviewer Summative Statement to the Department of Human Resources and to his/her reviewers. (Keep files copies!)

Other Questions:

17. I like some aspects of this process, but other elements concern me deeply. How can I comment?
Throughout this process, there will be opportunities for formal feedback, but feel free to comment to the CIT Panel at any time.
18. What kinds of immediate support is available to help teachers through the Summative Appraisal Process?
Teachers may direct questions to any member of the CIT Panel. Colleagues who have completed the Summative Appraisal process will also be a good source of advice and information.
19. Who can appeal a teacher's summative rating?
Any of the parties engaged in the Summative Appraisal Process – the teacher being appraised, the reviewers, the direct supervisor, the teacher constituency of a School-Based Planning Team – can appeal a teacher's summative rating.
20. Do I do PART in my Summative Year?
Yes and no. Every year, teachers confirm their intentions, values and main directions through a PART Proposal or Continuation. However, at the end of the Summative Appraisal year, teachers' PART Year-End Progress Report responsibilities will be met by the filing of the reviewers' and supervisors' Summative appraisal comments in the location specified on that Cover Sheet.

Summative Materials: Some Suggestions

A central component of the summative appraisal process is a collection of materials, gathered by the teacher and provided to her/his reviewers, which serves as evidence about various aspects of the teacher's work over time. The materials reflect the teacher's work in addressing the Professional Expectations and accompanying standards, and will be a useful starting point for the professional conversation known as the Structured Interview.

The choice of what to include in this collection is up to the teacher. In thinking through the possibilities, however, the teacher might want to consult colleagues, including the two colleagues selected as reviewers. Throughout the summative appraisal process, conversation *about* the materials will be as important as the materials themselves, as all participants work toward a view of the teacher's practice which is both complete and multifaceted.

Following are some suggestions for materials which might be useful for teachers to collect. The list is neither exhaustive nor prescriptive; it will probably be the case that each teacher who participates in summative appraisal is her or his best source of information for what constitutes meaningful evidence about professional practice (as well as what it is realistic to try to collect!) So in considering the items on this list, think and adapt these ideas to your professional context, and feel free to add or subtract.

PART documents for each year:

PART Proposal(s) or Continuation(s)

Year-End Progress Report(s);

Reviewers' comments on Proposal

Reviewers' comments on Year-End Progress Reports

If these materials are not all readily available, colleagues who acted as PART group members, reviewers, or direct supervisors might be of assistance in locating file copies. The absence of a single piece should not cause undue concern, especially if other material is available which documents similar issues and efforts.

However, if you have not fulfilled your contractual responsibilities for PART in one or more of the preceding years, this is obviously a cause for grave concern. In the absence of mitigating circumstances, this suggests that your practice as a teacher has not met the district's Professional Expectations and standards.

Examples and materials from your teaching

These can include, but are not limited to:

- Notes to yourself

- Plans – long range, short range, daily, weekly, any kind!

- Teacher-made materials; questions, quizzes, tests, study guides, worksheets, etc.

- Video or audio tapes of your classroom in operation, or still photos which illustrate particular aspects of your practice you would like to examine

Professional development activity log

Lists of workshops attended, informal meetings held on instructional issues, books read, grade level

Meetings attended, curriculum work done, standards-based instruction and assessments work

Accomplished, etc.

Reflections on your teaching

Journals, logs, notes, correspondence, or any other materials which analyze or examine your teaching, from your perspective or others'

Evidence of student performance

This can come in so many forms we hesitate to even start listing. Be guided by what appears to you to be rigorous and meaningful

Evidence of observation/peer review

Narratives written after formal observation

Notes written after informal observations

Documentation of professional contexts in which your practice has been observed by others (team teacher, PART group or committee work, counseling sessions, or parent-teacher conferences might all be examples, depending on context.

Evidence of student input

Materials which document your means of collecting input from students, and the responses and results of those efforts, such as:

- Surveys

- Lesson plans which solicit student input

- Class discussions

Evidence of parent input

Parent input surveys received in each of the three years (with teacher comment/analysis)

And, most important, **don't panic!** This list is not intended to represent a checklist of what an excellent teacher will present for Summative Appraisal. Rather, it is offered to help you think broadly about the possibilities.

Appendix 1:
Forms for the Evaluation Process

Professional Teacher (Tenured) Evaluation Selection Form

Professional teachers may choose either Summative Appraisal or annual evaluations and observations by their supervisor as set forth in “Process for the Supervision and Evaluation of District Personnel (Teachers)” [Section 52]. Teachers who receive tenure during the school year (after October 1) will select the evaluation process within thirty (30) days of their tenure date.

School Year: _____ Social Security #: _____

Teacher’s Name: _____ Tenure Area: _____

Home School: _____ Principal/Supervisor: _____

Teachers who select annual evaluation by the supervisor will have the option to change back to PART/Summative Appraisal in October of each year.

I select annual evaluation by my supervisor.

Teachers selecting the PART/Summative Appraisal process are making a commitment to a three-year cycle of summative evaluation. **Changing this selection can only be done by a written request to the Career in Teaching Joint Governing Panel.** Teachers selecting PART/Summative Appraisal will continue on their current three-year cycle.

I select the PART/Summative Appraisal process.

I am in the 1st 2nd 3rd year of the PART/Summative Appraisal cycle.

Signature: _____

Date: _____

This form must be completed with copies returned to the teacher’s immediate supervisor by October 31st. Teachers should retain the original for their records.

Copies to: Human Resources Dept. → Principal/Supervisor → Teacher

FORMAL TEACHER OBSERVATION FORM

CAREER LEVEL:

- Intern
- Resident
- Professional
- Lead
- Unassigned

STATUS:

- Contract Substitute
- 1st Year Probationer
- 2nd Year Probationer
- 3rd Year Probationer
- Tenured Teacher
- Building Substitute
- Other _____

FOR TIME PERIOD:

- Sep. 1 - Nov. 15
- Nov. 16 - End of 1st Semester
- End of 1st Semester - Mar. 30
- Other _____

The observation will be for a teaching segment of time no less than 30 minutes, shall be reduced to writing, and delivered to the teacher observed within five days of the observation. In addition, a conference will be provided upon request of either party. **Refer to appropriate competencies in the observation process, found on page 9 the *Evaluation Guide*.**

Teacher: _____

Certification Area: _____

Observation Date: _____

Position: _____

Observer: _____

School/Location: _____

Comments by Observer:

Summary of Performance (check one):

- Distinguished**
- Proficient**
- Meets Professional Standards**
- Below Professional Standards**
- Unsatisfactory**

Signature of Observer: _____

Date: _____

I have read and (**do** / **do not**) agree with the above. You may submit a written reply and attach it to the file copy.

Signature of Teacher: _____

Date: _____

RETURN THIS FORM TO HUMAN RESOURCES AFTER COMPLETED AND SIGNED

CITY SCHOOL DISTRICT ROCHESTER, NEW YORK

From: Principal or
Responsible Administrator_____

School or Department_____

To: Joanne Giuffrida
Chief Human Resources Officer

Re: Midyear Report of Less Than Satisfactory Staff Performance

Due_____

The following employees, under my responsibility, are at a less than satisfactory level of performance. They have been informed of their deficiencies in writing and their inclusion on this list. This report includes administrators, certified teachers and support staff, and Civil Service staff.

Due process documentation of staff rated at a less than satisfactory level of performance is available for your review upon request.

Name	Position	Comments

Signature of Reporting Administrator_____ Date_____

FORM 1

Performance Appraisal Review for Teachers

PART Proposal

Use this form if you are new to PART or if you are changing your plan substantially from last year. If you were working as a member of a group, feel free to submit identical pates but Form 1, item 1 (Basic Information on this page) and item six (For PART Group Only) must be different for each teachers.

By November 1, send a copy of this form to your two reviewers and your direct supervisor.

Keep your original or a copy for your files.

This Proposal is to be filled out by all those who are engaging in the PART/Summative Appraisal for the first time or who have changed the focus of their work from the previous year.

The choices and issues contained in this Proposal reflect the required content of PART. The form may be used exactly as is to create a proposal for your PART work, or it may be used as a guide for those who wish to present their information in their own way. The spaces allotted for each question are guidelines only – feel free to write as much or as little as you need to address each area of your work. If you decide to create your proposal in another format of your own devising, be sure to address all the elements that appear on this form.

I. Basic Information

Last Name _____ First Name _____

School(s) _____ Direct Supervisor _____

I am completing PART this year as an individual as a member of a group

II. Professional Direction

Briefly describe the main features of your planned PART work. *In the following two sections (III-IV) you will show the relationship of your work to key areas of professional practice – the Professional Expectations.*

III. Relationship to the Professional Expectations

Your PART work must relate to the expectations for professional teachers in the Rochester City School District. Below and on the next pages, please explain briefly how you will address each of the expectations. You may wish to consult pages 25-31 in this **Guidebook** for further information.

Pedagogy: Teachers are committed to their students and provide for effective, worthwhile, student-centered learning.

Content: Teachers know the subjects they teach and how to develop content-related skills, knowledge, understanding and attitudes in students.

Professional Development and School Quality: Teachers think systematically about their practice, are members of learning communities and contribute to the improvement of student learning.

IV. Relationship to the School Improvement Plan

Please briefly describe how your PART work relates to one or more elements of your School Improvement Plan.

V. Evidence

PART encourages teachers to collect broad and rich evidence of the impact of their work on an ongoing basis. Please explain how you will incorporate the following into your appraisal:

- Indicators of student performance (This might include performance tasks, student test results, classroom observation of students at work, teacher-made assessments, text or program tests, etc.)

- Feedback/review from peers

- Input from parents

- Input from students

VI. For PART Groups Only:

If you are a member of a group, please indicate the names and schools of other members of your group.

If you are submitting a group proposal, please briefly indicated the anticipated contributions of each member to the groups as well as each person's special interests and concerns.

These individuals agreed to review this proposal and will act as reviewers for the Year End Progress report:

_____ and _____

FORM 2

Performance Appraisal Review for Teachers PART Continuation

This form is completed by every full-time **tenured** teacher who is continuing last year's proposal or by any new member of a continuing group—***Each individual needs to fill out a separate form, even if working in a group.*** It should be completed no later than **November 1**.

Teachers should also give a copy to their direct supervisor, always keeping a copy for their own files.

Last Name _____ First Name _____

School(s) _____

My original PART Proposal was submitted for the _____ school year.
(enter year)

I understand that I may choose the continuation provision twice (a total of 3 years – the proposal year and two continuation years). After that time, I must write another proposal, selecting two reviewers and following the standard PART procedures outlined in this ***Guidebook***.

Please note: This three-year limit does not mean that teachers have to go in a completely new direction every three years. Rather, it recognizes that the passage of time causes changes which eventually require some restatements (and perhaps readjustment) of values and plans.

Teacher's signature _____ ***Date*** _____

Names of other members of the PART group (if any): _____

Notes:

- Before completing this form, teachers are encouraged to review their original Proposal, Year-End Report(s), and reviews.
- If you are a member of a group, Questions #1 and #2 may be written by the group. Question #3 should be different for every member of the group.

1. Below are the adjustments, revisions and/or refocusing that I/we propose for this school year. (Consider questions such as: What happened last year that I want to examine further? What of last year's work needs to be addressed differently? What new elements have I incorporated this year – and why? Given these changes and additions, what appears to be my continuing interest?

2. Relationship to my/our School Improvement Plan:

3. Individual Statement (**to be filled out *only* by those who are members of a group**). Please include here your individual interest and contributions to the work of the group.

FORM 3

Performance Appraisal Review for Teachers

PART Proposal Review

This form is for every full-time **tenured** teacher or group of teachers who are new to PART or who are changing model (but not joining an existing group) **and their two reviewers.**

It should be completed by November 15. It is designed to be shared only with the teacher(s) being reviewed and retained in his/her files.

WHILE TWO REVIEWERS ARE NEEDED, ONLY ONE FORM IS INCLUDED IN THIS BOOKLET. PLEASE DUPLICATE A COPY FOR THE SECOND REVIEWER.

Each teacher or group selects two reviewers. The reviewers must be outside of the PART group, but are not otherwise limited. They may be administrators, peers, educators or professionals outside the district, or other respected and knowledgeable individuals. It is the teacher's responsibility to provide copies of the Proposal to the Reviewers. Where possible, the proposal reviewers should also be the reviewers for the Year-End Progress Report.

This review has two purposes. The first section, like the packing list that comes in a box, confirms that all of the pieces are present. This is the "Do you have all your PARTS?" section. The second section is intended to encourage conversation with colleagues, both within the building and outside. Among the possible functions of the review process are to: exchange information, provide examples of good practice, raise questions to be addressed in the future, discuss the value of the work, make connections, suggest alternative interpretations, and more.

Section I: Do you have all your PARTs?

(To be completed by the teacher being reviewed and checked by the reviewer)

- Participants
- Date for the Year-end Progress report submission is identified (before June 15)
- The five expectations are addressed, either separately or integrated into the Proposal narrative:
- Pedagogy (Teachers are committed to their students and provide for effective, worthwhile, student-centered learning).
- Content (Teachers know the subjects they teach and how to develop content-related skills, knowledge, understanding and attitudes in students.)
- Professional Development and School Quality (Teachers think systematically about their practice, Are members of learning communities and contribute to the improvement of student learning.)
- Home Involvement (teachers reach beyond the school to make connections with student's homes and families.)
- Evidence/data: What will you look at as indicators of progress/learning/effectiveness?
 - Student Performance
 - Student input
 - Parent Input
 - Peer/collegial input
 - Relationship to the School Improvement Plan is clear.

Section II: Brief narrative, following conversation(s)

(to be completed by the reviewer)

More important than what is written in this section is the conversation among colleagues which relates to teachers' work. The Reviewer should organize this section in the ways that work best. Or you may use the suggestions below.

1. Name at least two aspects of this proposal which you consider promising.

2. Ask a question which occurs to you as a result of reading and talking about your colleague's proposal.

3. Which of the Professional Expectations (if any) do you suggest that the teacher pay particular attention to? Why? How?

4. To be effective, an appraisal process must be perceived by all as professional and rigorous. Can you identify any area of this proposal which could be made more rigorous? How?

Name(s) of Proposal writer(s):

Reviewer's name: _____ Signature: _____

Date of Review _____

FORM 4

Performance Appraisal Review for Teachers Cover Sheet for Year-End Progress Report

After you have answered the four questions listed below, attach this cover sheet to your answers and submit this report to your direct supervisor. Keep a copy for your records. Supervisors are encouraged to comment, provide support, and make suggestions.

In order to file reports appropriately, it is **essential** that each teacher submit a separate cover sheet and report, even though the content of the report may be similar among members of a group.

*You must have **PART** materials to successfully complete your Summative Appraisal.*

Last Name: _____ First Name: _____
 Position: _____ School(s): _____

Other members of PART group (if any):

Focus questions for all PART Year-End Progress Reports

- 1. PROFESSIONAL DIRECTION:** Very briefly restate your goals/direction/plan for the year.
- 2. The Work:** How has your work this past year met Professional Expectations?
- 3. Impact:** How has your work this year affected your students, colleagues, peers, parents, building, district, etc? How do you know?
- 4. Individual Accountability:** As a result of what you did this year, how has your practice changed? What do you want/need to work on in the future?

Please note that the contributions, understandings, changes in practice and future directions of each individual member should be clear.

Signatures required

I understand that I am the first and most critical reviewer of my work. In addition, my Year-End Progress report has been carefully reviewed by the two individuals listed below. The reviewers' signatures indicate that they have fulfilled this important professional responsibility.

Reviewer #1 Printed Name	Signature	Review Date
--------------------------	-----------	-------------

Reviewer #2 Printed Name	Signature	Review Date
--------------------------	-----------	-------------

FORM 5

Performance Appraisal Review for Teachers

Review of the year-End Progress Report

Brief narrative, to be completed by the selected reviewers following review conversation(s).

Every full-time tenured teacher or group of teachers who are in the Collegial Professional Practice Review needs a review of their Year-End Progress Report. This form is prepared by the teacher's two reviewers. They must be outside of the PART group—administrators, peers, educators or professionals outside the district, or other respected and knowledgeable individuals.

The reviews should be completed by June 15 and returned to the teacher. They are retained by the teacher to be included in Summative Appraisal materials.

While two reviews are needed, only one form is included in this booklet. Please make a copy for the second reviewer.

The review process is intended to encourage conversation with colleagues (including peers – those who do essential the same work – and administrators). Reviews can facilitate the exchange of information, provide examples of good practice, and raise questions to be addressed in the future, discuss the value of professional work, make connections and suggest alternative interpretations. More important than what is written in this section is the conversation among colleagues which relates to teachers' work. As with the Initial Review, there is a “blank page” option which allows the reviewers to organize this section in the ways which work best. Or reviewers may use the suggestions below.

1. Name at least two aspects of this Year-End Progress Report which you consider promising.
2. Ask a question which occurs to you as a result of reading and talking about your colleague's Year-End Progress Report.
3. Looking ahead to next year, what suggestions can you offer your colleague(s) regarding his/her practice?
4. Bearing in mind that the Summative Appraisal Process is based largely on three years of PART work, including this Year-End Progress Report, which of the five Professional Expectations (if any) do you suggest that the teacher pay particular attention to? Why? How?
5. To be effective, an appraisal process must be perceived by all as professional and rigorous. Can you identify any of this Year-End Progress report (or the PART work which it reflects which could be made more rigorous? How?

(Form 5 continued on next page)

Name(s) of Year-End Progress Report writer(s): _____

Reviewer's Signature _____ Date of Review _____

*This review may be shared with others and should be saved for the Summative Process. **All PART materials remain with the teacher.***

FORM 6
Summative Appraisal
Statement of Intent

Last Name: _____ First Name: _____

Signature: _____ Date: _____

Work Location: _____

Checks in the boxes indicate that I understand:

- A worthwhile Summative Appraisal is one which is focused on the Five Professional Expectations and related standards, and is based on PART work over the last three years.
- The materials I will present are selected from existing pieces. Other than the Preface and Table of contents, it is not necessary for me to create new documents solely for the purpose of the Summative Appraisal.
- As evidence of my meeting Professional Expectations, I will refer to student performance, parent in put and student input. I understand that the nature of parent and student input depends on the age of my students and on my work situation.
- It is my responsibility to submit specified materials to my three reviewers three weeks before the Structured Interview.
- Both my materials and the Structured Interview will focus on the five Professional Expectations and related standards. I further understand that the conversation in the Structured Interview included no only successes, but also evidence that I have assessed data and changed practice over time.

Signatures of my three reviewers (two teachers and my direct supervisor) below indicate that they have agreed to serve as such. *If any reviewer is not a district employee, be sure to write full mailing address.*
This form should be submitted to Direct Supervisor by October 31st.

Name of **Reviewer #1** (printed): _____

Position: _____ Location: _____

Signature: _____ Date: _____

Name of **Reviewer #2** (printed): _____

Position: _____ Location: _____

Signature: _____ Date: _____

Name of **Direct Supervisor** (printed): _____

Signature of Direct Supervisor: _____

FORM 7
Summative Appraisal for Teachers
Reviewer Summative Statement

Completed by: Summative reviewers, writing together or separately.

Due: No later than 10 working days after the Structured Interview.

Send to: The teacher (who will comment, sign and forward the original to Human Resources with copies to each of the reviewers).

Teacher's name: _____ Work location: _____

Reviewer's name: _____ Work location: _____

Reviewer's position: _____

Reviewer's name: _____ Work location: _____

Reviewer's position: _____

Reviewer's name: _____ Work location: _____

Reviewer's position: _____

Reviewers are completing this form together separately

Summative appraisal period: _____

Structured Interview date: _____

Summative Statement relating to the Professional Expectations (Pedagogy, Content, Home Involvement, Professional Development & School Quality); parent and student input; peer review; observation (*attach additional sheets, if necessary*).

Conclusion:

Based on my/our review of evidence _____'s merit the following rating:
(print teacher's name)

- Distinguished
- Proficient
- Meets Professional Standards
- Below Professional Standards
- Unsatisfactory

Reviewer's signature: _____ Date: _____

Reviewer's signature: _____ Date: _____

Reviewer's signature: _____ Date: _____

Teacher's Comment: *(attach additional page(s) if desired)*

Teacher's signature: _____ Date: _____

Upon completion by reviewer(s) and signed comment by the teacher, this form should be sent, **with original signatures**, to the Department of Human Resources, CO- by June 20th. The teacher, direct supervisor, and reviewers should keep file copies.

APPENDIX 2:

DUE PROCESS GUIDELINES

Due Process guideline for Counseling, Supervising, and Evaluating Teachers Whose Performance Does Not Meet District Standards

The primary purpose of the attached checklist is to assure that fair, consistent, and appropriate due process steps are followed in the supervision and evaluation of teachers whose performance does not meet district standards. The checklist is designed to be used in conjunction with the *Teacher Evaluation Guide*.

The purpose of the appraisal system continues to be the positive goal of improving staff performance effective administration goes beyond mere compliance with the legal requirements of the due process. Good supervision must be based on concern for the feelings and self esteem of the individual staff member, especially when dealing with the sensitive area of adequacy of performance. This concern should permeate each action described on the checklist. Variations in the application may be appropriate depending on individual circumstances.

The following are key to effective evaluation and staff improvement:

1. Impartiality
2. Consistency
3. Fairness
4. Follow Through
5. Careful Documentation
6. Contractual Compliance

Administrators must begin due process steps when a teacher receives a less than satisfactory evaluation. The date of completion for each step must be indicated by the administrator on the **Due Process Guidelines form**.

This checklist will be required to substantiate any recommendation for intervention or disciplinary action.

DUE PROCESS GUIDELINES FORM

Due Process guidelines for Counseling, Supervising, and Evaluating Teachers Whose Performance Does Not Meet District Standards

Instruction to the Administrator: Document the completion of each due process step with the date and your initials. If a teacher transfers out of your building or to another supervisor, please transfer a copy of this record, **under seal**, to the new administrator.

Name of Teacher: _____

Name of Administrator: _____

Date and

Initial

I. PROVISION OF INFORMATION REGARDING ASSIGNMENT, COUNSELING AND ASSISTANCE

- _____ A. Teacher has received, in writing and in conference, a job description (where appropriate), explanation of duties, and appropriate work rules.
- _____ B. The teacher's evaluator has been identified, and the teacher informed of method of evaluation.
- _____ C. Teacher has received a recent evaluation. Deficiencies were specified in writing, areas requiring improvement were explained, and sources of counseling and assistance were identified.

II. INTERMEDIATE STEPS IN CASE OF "UNSATISFACTORY" OR "BELOW PROFESSIONAL STANDARDS EVALUATION RATING."

- _____ A. Resource help has been provided, specific areas needing improvement has been monitored, and an objective record has been kept of these activities.
- _____ B. Appropriate time has been allowed for improvement; a follow-up written evaluation and conference has been completed informing the teachers that required improvement has not been achieved.
- _____ C. Formal conference has established standards, specified non-standard behavior, offered specific counseling and assistance, and set a time for correction and reevaluation. Record of conference signed by teacher and copy placed in Human Resources file.
- _____ D. Continued counseling and other assistance have been provided and documented in the continuing evaluation process.
- _____ E. Resource staff member(s) in field of teacher's work (instructional director or central office supervisor) have been consulted and their help utilized appropriately in the evaluation and supervisory assistance process.

Date and

Initial

- _____ F. At this point, intervention services from the Career in Teaching Program may be considered for teachers who continue to experience serious difficulties in the performance of their professional classroom responsibilities. Administrators should refer to the *Handbook for Intervention and Professional Support* for appropriate procedures. Intervention is not a disciplinary action and such referral may not be grieved. (An appropriately completed **Due Process Guidelines Form** must be submitted to the CIT Panel with the **Recommendation for Intervention.**)
- _____ G. Change of duties within the same school, office or department and within the same classification has been considered and implemented, if appropriate, with explanation and written record.
- _____ H. Transfer has been considered, where appropriate and consistent with contract with suitable documentation and notice to new supervisor X. (Transfer consideration should not be for purpose of passing problem to someone else.)
- _____ I. Conference to plan future action has been convened by Human Resources at request of one of the below, all of whom are in attendance:
- 1. Principal or appropriate supervisor
 - 2. Appropriate central office administrator
 - 3. Counsel
 - 4. Human Resource representative
- _____ J. Consistent with the agreement and where appropriate, the teacher must be recommended for intervention services prior to the imposition of “withhold: or more severe disciplinary action”. Intervention is not a disciplinary action and such referral may not be grieved. An appropriately completed **Due Process Guidelines** must be submitted to the CIT Panel with the **Recommendation for Intervention.**

**III. FINAL STEPS IN CASE OF CONTINUING “UNSATISFACTORY”
OR “BELOW PROFESSIONAL STANDARDS”**

EVALUATION RATING

Date and

Initial

- _____ A. **For teacher who did not participate in intervention:**
- _____ 1. Recommendation for disciplinary action has been prepared by principal or appropriate supervisor and forwarded to Human Resources with a copy to the appropriate central office supervisor. (Assistance in preparation from Human Resources, Counsel and others, as appropriate.)

All written observations, evaluations, and other documentation must be on file in Human Resources and comply with appropriate contract provision.

- _____ 2. Human Resources has forwarded recommendations and documentations to the Superintendent.
 - a. Recommendation has been approved by the Superintendent
 - b. Recommendation has been approved by resolution of the Board of Education, where required by contract and/or Education Law.

- _____ 3. Notice requirements of the contract, after approval as to form by Counsel, have been met.

B. For teachers who participated unsuccessfully in intervention:

- _____ 1. Superintendent may request that a recommendation for disciplinary action be prepared by principal or appropriate supervisor, Human Resources, Counsel and others, as appropriate. All written Observations, evaluations and other documentation, including the CIT panel’s final report, must be on file in Human Resources and comply with applicable contract provisions.

- _____ 2. Human Resources has forwarded recommendation and documentation to the Superintendent.

- a. Recommendation has been approved by the Superintendent.
- b. Recommendation has been approved by resolution of the Board of Education, where required by contract and/or Education Law.

- _____ 3. Notice requirements of the contract, after approval as to form by counsel, have been met.

C. For teachers who participated successfully in intervention:

- _____ 1. The Supervisor will observe and evaluate the performance of the teacher at least once each semester for the two year period following successful termination of intervention. Ongoing, appropriate instructional support will be provided.
- _____ 2. If during the two year period following the conclusion of intervention, the teacher receives a less than satisfactory evaluation, then the administrator may continue with Step III B of these guidelines or the Superintendent may recommend further intervention.

IV. UPON RECOMMENDATION FOR DISCIPLINARY ACTION:

Date and Initial

_____ A. Counsel’s Office coordinates district participation, including working with the principal and other supervisors who are to be witnesses. Human Resources assists as required.

Nothing contained in the CIT Plan agreement prohibits the district, the superintendent or Board of Education from bringing disciplinary action against any participating teacher for cause other than teaching performance, during the period of intervention. Further, nothing prohibits action from being brought against a participating teacher at the conclusion of Intervention, except as limited by the specific terms of the CIT Plan Agreement.

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Appendix 3:

**Selections from the Contractual Agreement between the
Rochester City School District and the
Rochester Teachers Association
July 1, 2004**

SECTION 36

OBSERVATION AND EVALUATION

The following shall govern all teacher observations and evaluations:

1. a. Evaluations and observations shall be made by personnel assigned to a position which includes responsibilities for the evaluation and observation of staff.

b. Final evaluations of a teacher must be based upon at least one or more observations conducted by one or more members of the City School District staff.
2. By the end of October, or within two (2) months of a teacher's beginning service, the administrator or his/her designee shall:
 - a. Inform the teacher of the purpose and procedures used in the evaluation of teachers prior to any evaluation.
 - b. Review the forms used in the evaluation process.
3. All observation of work performance of a teacher shall be conducted openly, with full knowledge of the teacher. The use of public address or audio systems and similar surveillance devices shall not be used for this purpose.
4. The formal observation by building level personnel will be for a teaching segment of time no less than thirty (30) minutes.
 - a. Formal observations by building level personnel shall be reduced to writing and delivered to the teacher observed within five (5) days of the date of observation. In addition, a conference will be provided upon request of either party. The formal observation may be amended by the building level personnel at the time of the conference.
 - b. Formal observations by building level personnel of non-tenured teachers unless waived by the teacher concerned shall be a minimum of three (3). The first observation shall be no later than November 15, the second to take place between November 16 and the end of the first semester; and the last to take place before March 30.
5. A teacher shall be given a copy of the final evaluations prepared by his/her supervisor upon request. No such report shall be submitted to central administration, placed in a teacher's file or otherwise acted upon without prior conference with the teacher. A teacher will be entitled to have a representative of the Association present with him/her at the conference.
6. Final evaluations will be submitted to and discussed with the teacher no later than April 30 (unless the April 30 deadline is waived by the teacher concerned) for those teachers who are rated less than "Meets Professional Standards." For those teachers rated "Meets Professional Standards" or higher, the final evaluations will be submitted to and discussed with the teacher no later than May 15 (unless the May 15 deadline is waived by the teacher concerned). Such final evaluation forms shall become part of the teacher's personnel file.
7. a. All observation and evaluation forms shall require the signature of the evaluator or observer and the teacher. These standard forms shall contain the statement "I have read and (do/do not) agree with the above," followed by space for teacher's signature.

- b. The teacher shall also have the right to submit a written reply to such material and attach it to the file copy.
8. No material derogatory to a teacher's conduct, service, character or personality shall be placed in his/her personnel file unless the teacher has signed such material indicating he/she has had the opportunity to review it. This clause shall not apply to:
- a. Reference information supplied by former employers.
 - b. Reference information supplied by colleges and universities.
 - c. Reference information as required by the local promotional procedure.

The teacher shall also have the right to submit a written reply to such material and attach it to the file copy.

9. No observation or evaluation form of any kind shall become part of a teacher's personnel file unless it has met the above conditions.
10. a. A teacher shall have the right upon request and by appointment to review the contents of his/her personnel file wherever maintained except information supplied by reference sources. A teacher will be entitled to have a representative of the Association accompany him/her during such review.
- b. No agency or group or Association representatives shall have access to a teacher's personnel file (wherever maintained) without prior consent of the teacher.
- c. The District shall maintain a list which shall become part of the personnel file of all personnel who review the teacher's personnel file, which list shall contain the name of the individual and the date reviewed. An individual not known to the custodian of the file shall be required to identify himself/herself prior to gaining access to the file. No access except as provided herein to a teacher's personnel file shall be permitted.
11. No individual or group (other than those designated in Section 36.1 of this Agreement) shall enter a classroom without prior consent of the principal.
12. A teacher may request an observation or evaluation be made by an appropriate Central Office staff member at any time during the school year.
13. Teachers who have selected PART/Summative Appraisal according to Section 52 of this Agreement shall not be subjected to formal observations by supervisors except for good cause which is to be explained to the teacher prior to the scheduling of such observations or unless the teacher requests that a formal observation be conducted.

SECTION 52
CAREER IN TEACHING PLAN
(Pertinent Provisions Only)

3. Teacher Evaluation

- a. The *Teacher Evaluation Guide (August, 2003)* shall be revised to reflect all changes in the teacher evaluation procedures included in this Agreement.
- b. All teachers shall be evaluated according to expectations and standards in four areas: student learning, teaching, professional development, and home/community involvement. The four areas shall incorporate to the extent appropriate the existing professional expectations and accompanying standards for pedagogy, content, school quality, home involvement and professional development. Student performance indicators (e.g., achievement as measured by tests, authentic assessments, teacher observations, etc.) shall be incorporated as part of “student learning” standards.
- c. Teacher evaluations shall yield one of the following five summary ratings: “Distinguished,” “Proficient,” “Meets Professional Standards,” “Below Professional Standards,” and “Unsatisfactory.”
- d. By December 1, 2000, CIT Panel will develop success measures for performance on standards within each of the five areas of professional expectations, including but not limited to placing emphasis on student performance and achievement data to the extent practicable.
- e. Negotiated changes in teacher evaluation procedures shall be implemented as soon as possible. The parties agree that the CIT School District *Teacher Evaluation Guide (August, 2003)*, revised to reflect these changes, shall be the basis for the NYS-required Annual Professional Performance review (APPR). Any modifications in the process for developing the APPR or the content of the APPR required by CR 100.2 (o) shall be the responsibility of the Career in Teaching Joint Governing Panel.

4. Intern Teacher

- a. Newly employed teachers shall be considered Intern Teachers. Every effort shall be made to assign Intern Teachers a CIT mentor for their first year with the District. Newly employed teachers who have had previous teaching experience may be excluded from Internship and assigned Resident status by the decision of the Joint Governing Panel.
- b. The Internship experience will include extended expectations and requirements designed to: (a) induct newly hired teachers into the District, the profession and the community; (b) assist interns to develop their pedagogical skills and to handle their other responsibilities; (c) help Interns to develop the skills necessary to work effectively in an urban environment; and (d) inspire teacher excellence. The extended expectations and requirements for Interns will be established by the Joint Governing Panel.
- c. Tenured, permanently certified teachers who change tenure area may be assigned a mentor by the Panel.
- d. Intern teachers shall be evaluated by their supervisors using the existing teacher evaluation forms and procedures as set forth in the “Process for the Supervision and Evaluation of District

Personnel (Teachers).” Intern teachers shall also be evaluated according to procedures set forth in the Mentor Teacher-Intern Program’s “*Intern Handbook*.” Intern teachers will also be monitored and evaluated by their CIT Lead Teacher/Mentors.

- e. At the end of the internship period, the CIT Joint Governing Panel is responsible for making recommendations as to the continued employment and advancement to Resident level of each Intern to the Superintendent and the RTA President. A copy of such recommendation will be given to the Intern. The joint Governing Panel’s recommendation shall become part of the Intern Teacher’s personnel file. Upon reviewing supervisors’ evaluations and Lead Teacher status reports, the CIT Panel may recommend an extension of the Internship for a period not to exceed one year. At the successful completion of the second year of Internship, the Panel may recommend that the decision relating to tenure be postponed to the completion of a fourth year of employment in the City School District. In such case, the employment year after the intern period shall be treated as the second year of employment for the purposes of Sections 37 and 38 of this Agreement.
- f. If the Intern is rated “Unsatisfactory” by the supervisor and “Not recommended for continuation” by a lead the lead teacher/mentor, he/she would be terminated.
- g. If either the lead teacher/mentor or the supervisor recommends termination or rates the Intern “Unsatisfactory,” the CIT Panel must review the intern’s performance reports and make a recommendation to the Superintendent of Schools regarding (1) the Intern’s continuation or termination and (2) if the Intern is recommended for continuation, his/her status for participation in the voluntary transfer process. A recommendation for continuation may include professional support services, mentor services for all or part of the second year, or other suggested support for Intern development.
- h. If the Intern is rated “Below Professional Standards” by the supervisor and receives the equivalent recommendation from his/her lead teacher/mentor, the CIT Panel must review the Intern’s performance and make a recommendation to the Superintendent of Schools for the terms of the Intern’s extended continuation which may include professional support services, mentor services for all or part of the second year, or other suggested support for Intern development. The CIT Panel shall determine his/her status for participation in the voluntary transfer process.
- i. If the Intern is rated “Meets Professional Standards” or higher by the supervisor and receives the equivalent recommendation from his/her lead teacher/mentor, he/she shall advance to the Resident level.
- j. In the case of extended internships, if an Intern is not recommended for advancement to the Resident level by the end of his/her second year, the CIT Panel shall review his/her performance reports and make a recommendation to the Superintendent of Schools regarding his/her termination.
- k. For purposes of salary advancement and career level progression, all new hires shall be considered Interns. Prior teaching experience shall be reviewed by the Department of Human Resources and the CIT Panel in order to determine whether new hires with prior teaching experience qualify for the Mentor Teacher-Intern Program according to NYS and CSD guidelines.

5. Resident Teacher

- a. Resident level teachers shall be evaluated by their supervisors using the existing teacher evaluation forms and procedures as set forth in the *Teacher Evaluation Guide (August, 2003)*.
- b. Teachers who successfully complete the Intern Teacher level with the District will move to the Resident Teacher level.
- c. Resident teachers are responsible for practices and behaviors consistent with the professional expectations for teachers and for effective practice that is evidenced by progress in student performance. Resident teachers are responsible for creating increased opportunities for students, knowing their subject matter, knowing how to engage students in active learning, making every effort to involve parents and community in supporting their students' education, contributing to the overall improvement of the school environment, and doing all they can possibly do to ensure that all students progress.
- d. Resident teachers will be evaluated by their direct supervisor. Only if the evaluation reflects a rating of "Distinguished" "Proficient," or "Meets District Standards" will movement on the salary schedule and/or to the next level of the Career in Teaching Plan be granted.
- e. A teacher may remain at the Resident level for up to four years, assuming he/she continues to meet professional standards. If after five years in the District (one year of Internship and up to four years of Residency), a teacher has not completed requirements for permanent certification, the District may direct that the teacher be placed on unpaid leave until certification requirements are met or take such other action as is provided by State Education Law.
- f. At the end of each school year, the Joint Governing Panel is responsible for reviewing progress of Resident level teachers and for making recommendations to the Superintendent of Schools and the RTA President as to their continued employment and career level advancement.
- g. If a Resident level teacher is rated "Unsatisfactory," the CIT Panel must review the teacher's performance reports and determine his/her status for participation in the voluntary transfer process.
- h. If a Resident level teacher is rated "Below Professional Standards," the CIT Panel must review the teacher's performance to ensure that an individual professional development or teacher improvement plan is in place to address areas where growth is needed.
- i. If a Resident level teacher is rated "Meets Professional Standards" or higher, he/she will be eligible for advancement to the Professional level if tenure and permanent certification requirements had been met.

6. Professional Teacher

- a. Teachers who are tenured in the Rochester City School District and have earned permanent NYS certification in their tenure area shall be considered Professional Teachers. Professional Teacher status shall be a prerequisite for eligibility for selection and appointment as Lead Teacher.
- b. Professional teachers may choose either Summative Appraisal or annual evaluations and observations by their supervisor as set forth in the *Teacher Evaluation Guide (August, 2003)*.

- c. A teacher's supervising administrator shall be part of the Summative Appraisal review team. A Summative Appraisal review team may be made up of the principal or supervising administrator and up to two teachers selected by the teacher being reviewed. At least one teacher member of the Summative Appraisal review team must be from the same certification area as the teacher being reviewed. No teacher member of the Summative Appraisal review team may be from the PART group of the teacher being reviewed.
- d. Professional teachers who choose Summative Appraisal and whose evaluations have a summary rating of "Distinguished," "Proficient," or "Meets District Standards" will be evaluated every three years. All procedures for Summative Appraisal of professional level teachers are contained in the *Teacher Evaluation Guide (August, 2003)*.
- e. Teachers who are rated "Below Professional Standards" *may be*, and teachers rated as "Unsatisfactory" *shall be* referred for Intervention as set forth in Section 53 and explained in the "Handbook for Intervention and Professional support." A supervisor or administrator may observe and evaluate a teacher and intervene at any time to avoid harmful practice by a teacher and provide the appropriate support. He or she may recommend Professional Support and, if necessary, Intervention.
- f. The CIT Joint Governing Panel shall make any necessary adjustments in the guidelines for the Teacher Evaluation system, including revisions in the teacher evaluation instruments referenced in this section of the Agreement. The CIT Joint Governing Panel shall make every reasonable effort to adjust teacher evaluation procedures consistent with the recommendations from the RTA President and the Superintendent of Schools contained in the joint letter to the CIT panel dated April 30, 1997.
- g. If a teacher participating in the Summative Appraisal process is rated as "Below Professional Standards" or "Unsatisfactory," he/she shall return to evaluation by his/her supervisor in the following school year according to procedures set forth in the *Teacher Evaluation Guide (August, 2003)*.
- h. For teachers rated "Below Professional Standards" or "Unsatisfactory," evaluations and support for improvement shall continue on a semi-annual basis.
- i. The exclusive forum for a teacher appeal of the results of the Summative Appraisal process shall be a three-member panel consisting of the Superintendent of Schools and the RTA President, or their designees, and a third party mutually agreed to by them. The decision of this panel shall be final and binding.
- j. Teachers at the professional level and above will be evaluated more frequently if the summative evaluation reflects a rating of "Below Professional Standards" and shall be subject to the salary withhold provision of Section 46 of this Agreement.
- k. Advancement to the Professional level requires tenure and permanent NYS certification as well as an evaluation rating of either "Meets Professional Standards" or higher.
- l. The CIT Panel will recommend to the Superintendent and RTA President procedures for salary adjustments for Professional level teachers rated "Below Professional Standards" or "Unsatisfactory" with a reporting date no later than December 1. Such procedures would be subject to review and approval by the respective parties.

7. Performance Appraisal Review for Teachers (PART)

- a. On an annual basis, teachers who choose the PART/Summative Appraisal process shall indicate in their PART proposal for each year the specific instructional emphases they will employ and the adjustments to professional practice they will make based on student performance reports from the preceding school year. The review and planning which occur at their school's annual September meeting (see School Accountability) shall be reflected in PART proposals.
- b. Professional teachers shall participate annually in the Performance Appraisal Review for Teachers (PART) according to procedures established by the Career in Teaching Joint Governing Panel. PART is based on an assumption of competence, provides opportunities for peer review, and focuses on and promotes developmental and professional growth. The evaluation system shall incorporate peer intervention for teachers in need of remediation or assistance.
- c. Intern and Resident teachers may participate in PART on a voluntary basis in addition to the annual evaluation practices outlined above.

8. Miscellaneous

Administrators/Supervisors shall retain full responsibility and authority to evaluate teachers on non-pedagogical aspects of the job, regardless of the evaluation model teachers have chosen. As indicated above, administrators/supervisors have an active role in Summative Appraisal/PART and in the traditional evaluation process.