
MANUAL for INDEPENDENT EVALUATORS

2024-2025

Career in Teaching Rochester City School District

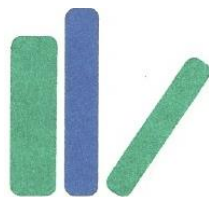


December 2024

Thank you for your willingness to contribute to our profession through your work as an Independent Evaluator (formerly Peer Reviewer). Your leadership provides a valuable service to your colleagues and their students as our evaluation system continues to change.

In order to comply with changes in New York State education law, the RCSD-RTA APPR Agreement includes an “Independent Evaluator” option to replace “Peer Review.” The instructions in this manual attempt to preserve the opportunity for colleagues to receive rich feedback for meaningful professional growth.

A stylized, handwritten-style logo of the name "Stefan" in blue ink.



Career in Teaching
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Many resources and information about the Independent Evaluator Process can be found on the “Independent Evaluator Resources” page at the CIT Website:

www.rcsdk12.org/CIT/IE .

INDEPENDENT EVALUATOR PROCESS

Keep log of activities and update CIT Google Classroom Calendar monthly.

1. Contact assigned teachers. Share process, timetable, and forms. Find at CIT Website [Independent Evaluation Resources page](#). This introductory contact can be made as part of a first **Classroom Visit with Feedback** (see below). **Should be completed (at least contact) by end of January if possible.**
2. Schedule **Classroom Visits**. See #1 above.
3. Watch your assigned teachers work with students, take notes, and arrange time to provide feedback.
4. Engage in rich discussion with assigned teachers about their practice and provide some targeted, informal feedback using the **Classroom Visit Feedback** form (find at www.rcsdk12.org/CIT/IE). Discuss evidence: what's working, focus, challenges, concerns, questions, suggestions.
5. Teacher and Independent Evaluator sign forms to acknowledge visit and discussion. Provide one copy for teacher. Keep one copy for your records.
First Classroom Visit should be completed by the end of January.
Second Classroom Visit should be completed by the end of February.
6. Confirm available time slots with your assigned teacher for the **Unannounced Observation**.
7. In TeachBoost, "Schedule" Unannounced Observation (IE) and Post-Observation (IE) conference to generate forms. Dates and times can be changed later. See detailed [TeachBoost Instructions](#) on p. 10.
8. Observe teacher. Take notes using the TeachBoost "Unannounced Observation (IE)" form or paste your notes into TeachBoost later.
9. In the TeachBoost "Unannounced Observation (IE)" form, tag your notes to rubric components and write up your feedback. You may complete the form and choose to share feedback with the teacher prior to the Post-observation Conference. See detailed [TeachBoost Instructions](#) on p. 10.
10. Meet for the **Post-Observation conference**. Discuss observation feedback. Add any additional comments, attachments, next steps, or discussion using the relevant tabs of the "Unannounced Observation (IE)" form.
11. The teacher completes the "Post-Observation (IE)" form, adding optional additional insights, comments, or rebuttal. You can add comments or a summary of the observation process (teacher's timeliness, receptivity to feedback, participation, etc.) in the "Discussion" tab. Add your E-signature and invite/guide the teacher to do the same. See detailed [TeachBoost Instructions](#) on p. 11.
12. **Unannounced Observation should be completed in TeachBoost by the end of April.**
13. Additional "Classroom Visits with Feedback" may be scheduled when possible and appropriate. Keep log of activities and update CIT Google Classroom Calendar monthly.
14. All ratings given by Independent Evaluators as part of the "Unannounced Observation (IE)" form will automatically flow into the summative tool to make up 20% of the assigned teacher's final rating. Therefore, **you need to make sure that these ratings reflect your observation evidence** and are aligned with Danielson rubric language. **Components for which there is insufficient evidence may be unrated.**
15. When your ratings are finalized, add your E-signature to the TeachBoost "Unannounced Observation (IE)" form, and invite/guide the teacher to do the same. See detailed [TeachBoost Instructions](#) on p. 11.
16. Alert immediate supervisor (only!) when process is complete, either from TeachBoost or email separately.
17. Teacher can add comments/rebuttal once the supervisor completes the process.

Evaluation ratings and conference forms must be finalized in TeachBoost by May 21 (April 30 for non-tenured teachers).

"Independent Evaluator Resources" page at the CIT Website: www.rcsdk12.org/CIT/IE

TIMELINE FOR APPR: TENURED AND NON-TENURED TEACHERS

(from *Teacher Evaluation Guide*, p. 3)

Month	Tasks	IMPORTANT Deadlines
July-September	<input type="checkbox"/> Composite APPR ratings sent to teachers. Transition ratings sent to teachers of grades 3-8, ELA and Math. Teachers with "Ineffective" rating must include Independent Evaluator as part of Observation component. <input type="checkbox"/> Appeals filed. See page 78.	Appeals must be filed within 15 days from the receipt of the APPR Composite or Transition Rating (see page 78).
September-October	<input type="checkbox"/> Teachers review the <i>Framework for Teaching</i> (Danielson rubrics). See page 8. <input type="checkbox"/> Administrator Supervisors (Lead Evaluators and/or Designees) explain evaluation process and review Domains and Components of the <i>Framework for Teaching</i> by September 30. <input type="checkbox"/> Independent Evaluators (if required or requested) review process with relevant teachers by September 30. See page 74. <input type="checkbox"/> Teachers who select PART select PART Reviewers, develop PART Proposal, and complete PART Form #1 ("Declaration") by October 15. See page 75. <input type="checkbox"/> If a teacher received an APPR composite or transition rating of "Ineffective" or "Developing," a Teacher Improvement Plan (TIP) or Development Plan must be written in consultation with the Administrator Supervisor and Teacher (and Mentor, Independent Evaluator, and/or union representative as applicable) by October 1. See page 76. <input type="checkbox"/> Teachers rated "Ineffective" should be referred to CIT for a voluntary Professional Support CIT Mentor. Teachers who receive two consecutive APPR composite or transition ratings of "Ineffective" must be referred to CIT and offered Intervention support. <input type="checkbox"/> Teachers set Student Learning Objectives (SLOs). See page 7.	Deadlines may be adjusted by RCSD and RTA as per negotiated agreement. By September 30: Process reviewed with teachers. By October 1: For teachers rated "Ineffective" or "Developing" based on APPR composite or transition rating, a Teacher Improvement Plan (TIP) or Development Plan is uploaded. (see page 76). By October 15: For teachers who selected PART, PART Form #1 ("Declaration") is uploaded.
October-April	<input type="checkbox"/> Begin Observations of Teachers by Administrator Supervisors (and Independent Evaluators if applicable) with written and oral feedback provided to teacher. Formal Observations require pre-observation and post-observation conferences.* Informal observations continue throughout the school year. <input type="checkbox"/> Non-tenured teachers receive TWO Formal Observations and ONE Unannounced Observation. Tenured teachers receive ONE Formal Observation and ONE Unannounced Observation. (Independent Evaluators, if required or selected, conduct a minimum of one Unannounced Observation. See page 74.) <input type="checkbox"/> Teachers who selected PART, collect evidence and consult with PART Reviewers throughout the school year. See page 75. <input type="checkbox"/> Teachers may be referred to CIT for additional voluntary professional support if Domains or Components are rated "Developing" or "Ineffective." <input type="checkbox"/> Teacher acknowledges observations on PeopleSoft (e-Performance) and may add comments or rebuttal.	By November 30: For non-tenured teachers, first Formal Observation* must be completed, entered into PeopleSoft (e-Performance). By April 30: For non-tenured teachers, second Formal Observation* must be completed and entered into PeopleSoft (e-Performance). By April 30: For tenured teachers, the Formal Observation* must be completed and entered into PeopleSoft (e-Performance).
April-June	<input type="checkbox"/> Independent Evaluators complete Evaluations and final conferences (when applicable) and enter ratings into PeopleSoft (e-Performance) by May 21 (April 30 for non-tenured teachers). <input type="checkbox"/> Teachers who selected PART conduct structured PART Interviews (PART Form #2). PART Reviewers reach consensus, upload ratings into PeopleSoft (e-Performance), and upload signed PART Form #3 to confirm consensus by May 21. See p. 75. <input type="checkbox"/> Administrator Supervisors complete Final Evaluations and enter into PeopleSoft (e-Performance). Final Evaluation Conferences held with Administrator Supervisors to discuss Evaluation ratings. <input type="checkbox"/> Teachers acknowledge Evaluation in PeopleSoft (e-Performance) and may add comments or rebuttal. Administrator Supervisors complete process for non-tenured teachers by May 15, and for tenured teachers by June 1. <input type="checkbox"/> Teachers choose evaluation process for Observation component: Administrator, Administrator/Independent Evaluator, or Administrator/PART	By May 15: non-tenured teachers, Final Evaluation must be completed and entered into PeopleSoft (e-Performance). By May 21: Independent Evaluator Evaluation (when required or requested) and PART process (when selected) must be completed. By April 30 for non-tenured teachers. By June 1: Final Evaluation must be completed and entered into PeopleSoft (e-Performance). By End of School Year: Teacher Evaluation Selection due.

*Pre- and Post-Observation Conference meetings are mandatory for Formal Observations:

- Pre-Observation Conference should take place within one week prior to any formal observation.
- Post-Observation Conference should take place no later than one week after any formal observation.
- RTA Representative may be present for conferences if requested by the teacher.
- Administrators and Independent Evaluators should document the beginning and end time of observations and must stay no less than 30 minutes and no longer than the length of the lesson.

HOW ARE TEACHERS EVALUATED (from *Teacher Evaluation Guide*, p. 7)

The New York State APPR requires that teachers' evaluations be based on the following:

• TEACHER OBSERVATION

Results of observations and evaluations of professional practice—labeled “**Observation**” (previously “Other Measures”). Trained Administrator Supervisors (or CIT Independent Evaluators, or PART Reviewers if applicable), use the Danielson *Framework for Teaching* Rubrics to rate teachers based upon multiple observations:

- For Tenured Teachers: one Formal Observation and one Unannounced Observation
- For Probationary Teachers: two Formal Observations and one Unannounced Observation
- (Independent Evaluators, if required or selected, conduct a minimum of one Unannounced Observation.)

Each component of the Danielson *Framework for Teaching* Domains shall be rated using the HEDI criteria, which will be converted to a four point scale: Highly Effective = 4 points, Effective = 3 points, Developing = 2 points, Ineffective = 1 point. The component scores shall be averaged to determine a rubric score which shall be converted to a HEDI rating for the Teacher Observation component according to the following chart:

Observation Component Rating	Rubric Score Range
Highly Effective	3.50 - 4.00
Effective	2.50 - 3.49
Developing	1.50 - 2.49
Ineffective	0.00 - 1.49

• STUDENT PERFORMANCE

New York State education law requires that a teacher's APPR score include measures of student performance. The RCSD-RTA APPR Agreement determines how the student performance score is calculated. **The district will provide information and directions for teachers once agreement is reached for the current school year.**

• APPR COMPOSITE RATING

An APPR Composite Rating will be determined using the Rubric Conversion Matrix provided by New York State. See below. All teachers will receive an APPR Composite Rating of Highly Effective, Effective, Developing, or Ineffective. Beginning in 2015-2016, a Transition score will also be issued to Grade 3-8 ELA and Math teachers that removes disallowed Grade 3-8 state assessment results.

Rubric Conversion Matrix <i>Teacher Observation</i>					
Student Performance		<i>Highly Effective (H)</i>	<i>Effective (E)</i>	<i>Developing (D)</i>	<i>Ineffective (I)</i>
	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I
*If a teacher is rated ineffective on the Student Performance category, and a local selected state-designed supplemental assessment was included as an optional subcomponent of the Student Performance category, the teacher must be rated Ineffective overall. [NOTE: currently <i>not applicable</i> as part of RCSD APPR]					

TEACHER OBSERVATION CHOICES

Teachers select how they would like to be evaluated for the Observation component of the Rubric above.

CHOICE 1: ADMINISTRATOR ONLY

The teacher's professional practice will be evaluated by the teacher's Administrator Supervisor, who will conduct multiple observations using the Danielson *Framework for Teaching* Rubric as described above.

CHOICE 2: ADMINISTRATOR / CIT INDEPENDENT EVALUATOR

This selection is mandatory for teachers who received an APPR Composite or Transition Rating of “Ineffective” for the previous school year and is optional for all other teachers. The teacher's professional practice will be evaluated by the teacher's Administrator Supervisor (80% of Observation component) **AND** an appropriately trained CIT Lead Teacher/Independent Evaluator (20% of Observation component) who will each conduct observations using the Danielson *Framework for Teaching* Rubric (domains 2 and 3 only) as described above. See page 74.

CHOICE 3: ADMINISTRATOR / PART

The teacher's professional practice will be evaluated by the teacher's Administrator Supervisor (80% of Observation component) **AND** will also be evaluated by selected PART Reviewers based on the PART Guidelines (20% of Observation component) using the Danielson *Framework for Teaching* Rubric. See page 75.

TEACHER EVALUATION GUIDE SUPPLEMENT A

Independent Evaluator Process

INDEPENDENT EVALUATOR as part of TEACHER OBSERVATION Component

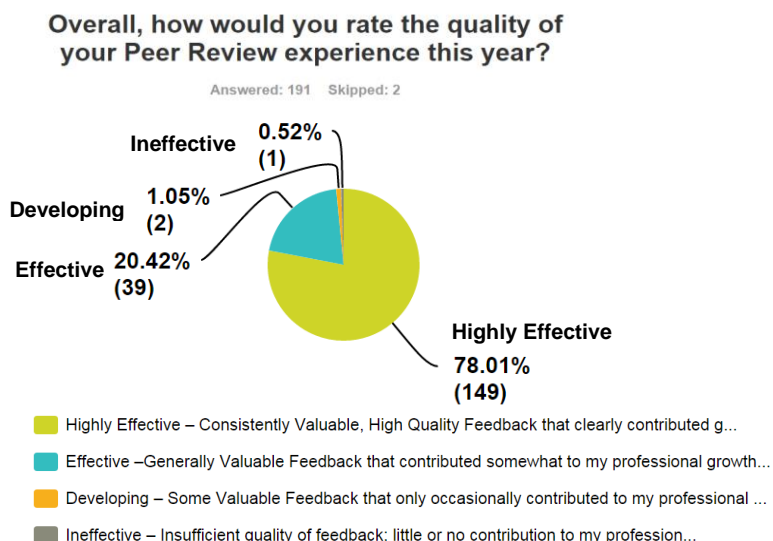
Evaluation by an Independent Evaluator (formerly “CIT Peer Reviewer”) is mandatory for teachers who received an APPR Composite or Transition Rating of “Ineffective” for the previous school year and is optional for all other teachers. The teacher’s professional practice will be evaluated by the teacher’s Administrator Supervisor (80% of Observation component) **AND** an appropriately trained CIT Lead Teacher/Independent Evaluator (20% of Observation component) who will each conduct observations using the Danielson Rubric.

The use of Lead Teachers as part of the evaluation process has always been part of Rochester’s Peer Assistance and Review (PAR) programs and represents the highest principles of teacher professionalism and teacher leadership. Trained CIT Lead Teacher-Mentors use the same framework and rubric language that are used by administrator supervisors in teacher evaluation. As part of the negotiated APPR Agreement, the use of an Independent Evaluator builds these principles into the structure of our teacher evaluation process with the goal of improving instruction and supporting student learning.

CIT Independent Evaluators conduct classroom observations of teachers (in their field whenever possible) followed by rich learning-focused conferences. They provide verbal and written feedback, and then assign ratings for Domains 2 and 3 (Classroom Environment and Instruction) as part of the teacher evaluation process (20% of the APPR “Observation” component).

In Rochester, CIT Independent Evaluators are selected from a corps of trained CIT Lead Teacher-Mentors. Lead Teacher-Mentors are vetted and selected by the collaborative CIT Governing Panel made up of teachers and administrators. They are well trained in the Learning-focused Conversation skills that are the heart of an effective evaluation system with professional growth as its goal. In addition to their selection and training as mentors, Independent Evaluators must be recommended for this role by the CIT Governing Panel and successfully complete annual APPR Training. Independent Evaluators must have a solid understanding of the Danielson rubrics and apply them to the observation and evaluation process with minimal bias in order to provide feedback and fair, accurate ratings for teachers.

Research by Susan Moore Johnson and others suggest that a well-designed Peer Review program that is built on trust, communication, and credibility can provide subject matter expertise, classroom perspective, and teacher leadership into the evaluation process. CIT survey data from 2014-2015 supports that view:



COMMENTS:

“I can honestly say that my teaching has improved as a result of the constructive feedback and conversations we had.”

“I love having a peer reviewer! There are things that he sees that other reviewers do not because they are not teachers, or haven’t been in a long time. I always feel like he “gets it” and offers the best recommendations and suggestions.”

“Our conversations inspired me to grow as a teacher. I was able to see where I could improve, how I could use class routines in a way that encouraged student ownership of the classroom.”

“All interactions I had with my Peer Reviewer were respectful and constructive. I felt that my Peer Reviewer fairly evaluated my work, and offered constructive feedback that has helped me in the classroom.”

“Although we did not always agree, my peer evaluator professionally and with much consideration pointed out areas of weakness and provided suggests (strategies and methods) to improve practice. This is attention I seldom receive from administration.”

“The peer reviewer understood my certification area and because of that the suggestions were better aligned with the needs of my classroom.”

“My peer reviewer is an amazing asset and an integral part of my development as an educator!”

TEACHER EVALUATION GUIDE SUPPLEMENT A (continued)

(This is a summary of the process for teachers who select Independent Evaluation.)

INDEPENDENT EVALUATOR PROCESS

To comply with changes in New York State education law, the RCSD-RTA APPR Agreement includes an “Independent Evaluator” option to replace “Peer Review.” We hope to preserve the opportunity to receive rich feedback from colleagues in our field. The goal is to ensure that our evaluation system includes meaningful professional growth.

1. **Contact:**

You will be contacted by your assigned CIT Lead Teacher Independent Evaluator (IE). The IE will describe the process, timetable, and forms to be used. This first meeting can take place as part of the Classroom Visit with Feedback.

2. **Classroom Visit(s) with Feedback:**

Your IE will watch you work with students, take notes, engage in rich discussion about your teaching practice, and provide some targeted, informal feedback.

3. **Unannounced Observation**

Your IE will observe, take notes, and schedule a Post-observation Conference. You will discuss observation evidence, questions, and suggestions. The IE will provide rich written feedback aligned with Domains 2 and 3 of the Danielson *Framework for Teaching* rubrics. This feedback will be entered in the TeachBoost “Unannounced Observation (IE)” form, and the Post-observation Conference will be documented in the “Post-Observation (IE)” Conference form. You will have the opportunity to add additional reflection, comments and/or a rebuttal.

4. **Ratings as part of APPR Summative Ratings**

Based on observation evidence, your IE will submit ratings for components in Domains 2 and 3 of the Danielson *Framework for Teaching* rubrics as part of the TeachBoost “Unannounced Observation (IE)” form. Components for which there is insufficient evidence may be unrated. You will discuss these ratings with the Independent Evaluator. The ratings will automatically flow into the “Summative End-of-year Ratings,” and you will have the opportunity to complete a “Performance Evaluation Comments/Rebuttal” form. **Independent Evaluator ratings will count as 20% of the APPR Observation Component.**

Independent Evaluators should complete observations, evaluation ratings, and conferences in TeachBoost by May 21 (April 30 for non-tenured teachers).

Refer to the Teacher Evaluation Guide for additional information: www.rcsdk12.org/CIT/APPR.

Questions about the overall APPR process should be sent to APPR@rcsdk12.org.

RTA resources about the APPR process can be found here: rochesterteachers.org/appr.

TeachBoost Help: support.teachboost.com. RCSD Tutorials: [RCSD Tutorials Google Drive Folder](#)

Please address questions about the Independent Evaluator process to CIT@rcsdk12.org.

ASSIGNMENTS & NOMINATIONS

ASSIGNMENTS

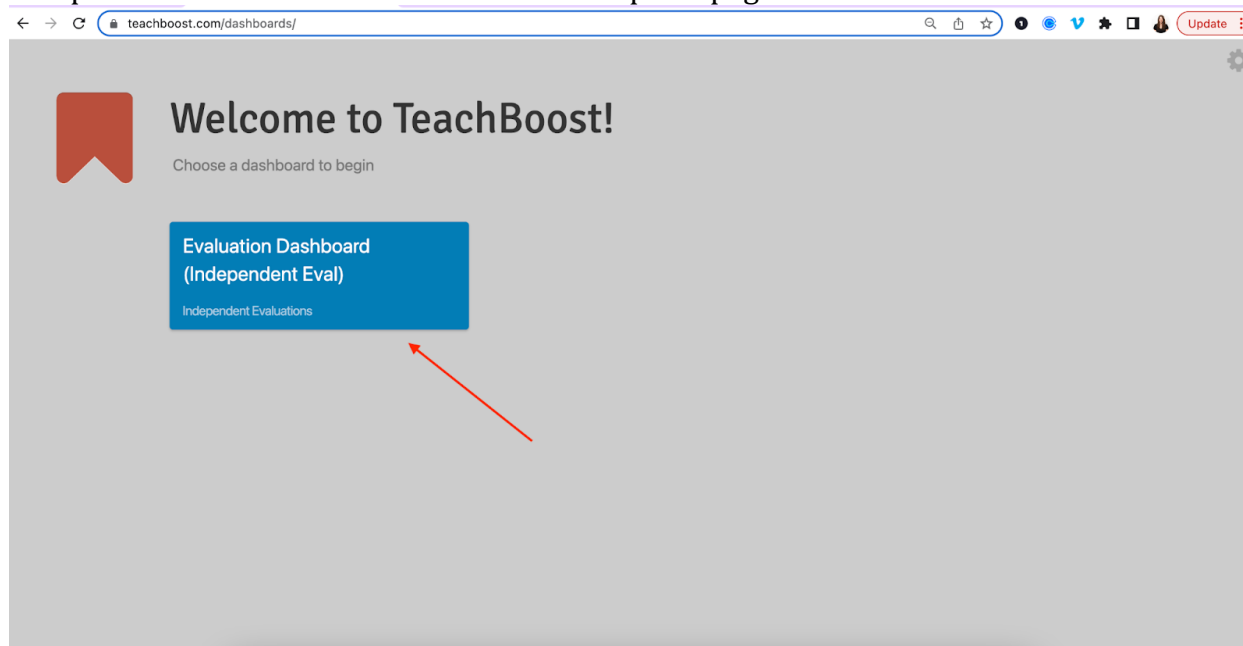
Based on the teacher's tenure area and the Independent Evaluator's caseload, the CIT Director makes assignments. Caseloads are based on the following table:

Independent Evaluator	# of Teachers Assigned
Non Released	Up to 5
.2 Release	Up to 10
.4 Release	Up to 20
.5 Release	Up to 25
.6 Release	Up to 30
Full Time Release	Up to 50

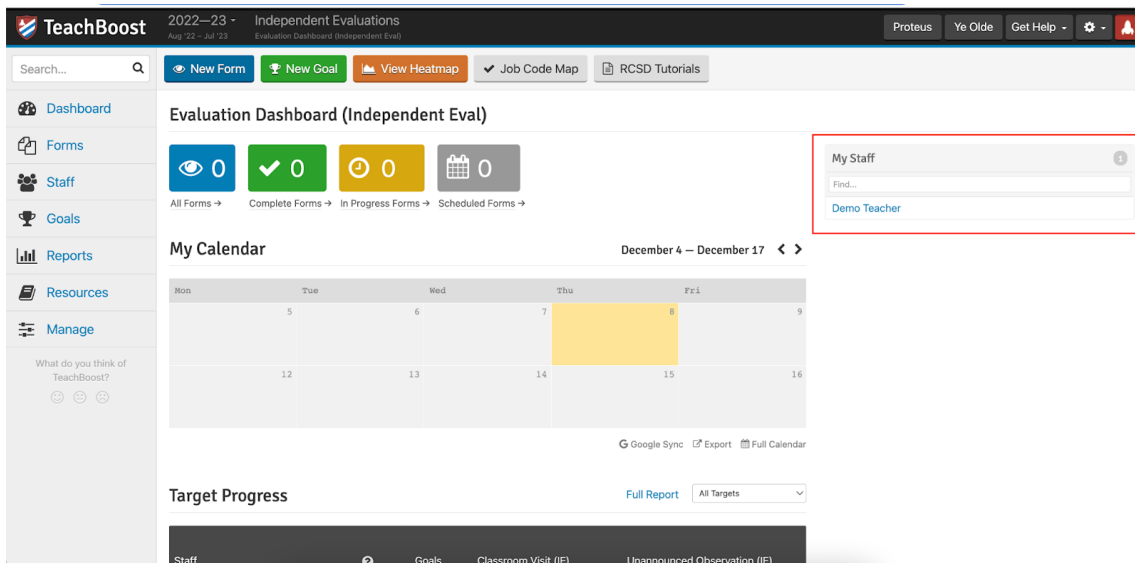
"NOMINATION" *New Process since 2023-2024*****

The CIT Office will contact administrator supervisors with information about the Independent Evaluator process. There is no need to "nominate" the Independent Evaluator in TeachBoost, nor will Independent Evaluators need to "accept" a nomination. All Independent Evaluators will have access to complete the observation process for their assigned teachers and only their assigned teachers using TeachBoost. Independent Evaluators will only have access to the forms they complete; no other evaluation information will be available to them.

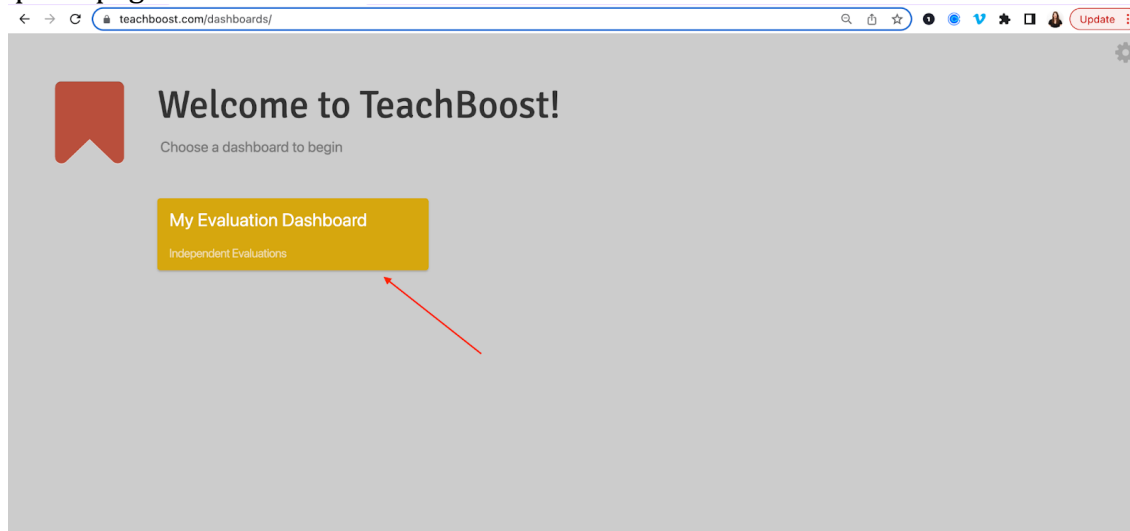
Independent Evaluators can review their assigned teachers on TeachBoost by choosing the Independent Evaluation Dashboard on their splash page.



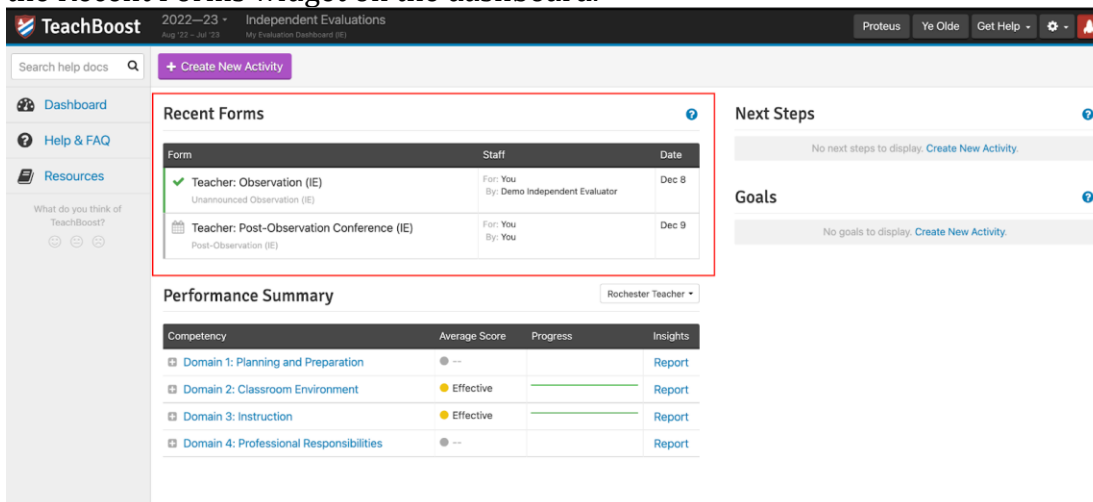
An Independent Evaluator's assigned teachers will be listed on the right side of their dashboard (the main landing page on TeachBoost).



Teachers who select Independent Evaluation will be able to access observations completed by their Independent Evaluator on TeachBoost by choosing the Independent Evaluation Dashboard on their splash page.



All forms completed by the Independent Evaluator or assigned to the teacher to complete will appear in the Recent Forms widget on the dashboard.



TEACHBOOST INSTRUCTIONS

CLASSROOM VISIT FEEDBACK FORM

In the past, we have not uploaded the Classroom Visit Feedback Form. You may choose to upload it as an attachment to the Unannounced Observation (IE) form in TeachBoost if appropriate.

Completing the UNANNOUNCED OBSERVATION in TEACHBOOST

Follow these steps to complete the Unannounced Observation in TeachBoost:

- Log into TeachBoost.
- Click on the Independent Evaluator Dashboard on your splash page. This will bring you to your dashboard.
- Click the blue New Form button at the top of your dashboard.
- Enter the name of your assigned teacher in the People tab of the new form model when asked "Who is this form about?"
- Click Next.
- Select the Teacher: Unannounced Observation (IE) cycle.
- Enter the date of the Unannounced Observation (IE). (You can change it easily at any time.)
- Enter a date for the Post-Observation (IE). It does not matter what date or time you enter. This is needed to generate the Post-Observation (IE) form.
- Click Start.
- On the Form Cycle Page, click Start Form next to the Unannounced Observation (IE).
- In the Record/Edit Notes tab of the Sketch Editor, record low inference notes.
- Click the tab titled Tag to Framework to highlight notes and click a competency on the right to tag.
- In the Give Feedback tab, choose a competency, give feedback and select a rating. Repeat for all competencies.
- When complete, click Save and Exit.
- After review, click Complete Form.
- Select Share Form, Show all ratings and Notify the teacher via email. Click Complete Form.
- Do not Notify administrator supervisor or E-sign this document until after your post-observation conference (see below).

Observation POST-CONFERENCE

When you meet with your assigned teacher to discuss the observation feedback in a post-observation conference, you may choose to revise or add to your written comments in the Unannounced Observation (IE) form tabs for Feedback, Next Steps, Discussion, or in the Summary Text.

Teachers who have selected Independent Evaluation follow these steps to complete the Post-Observation (IE) Conference form:

- Log into TeachBoost.
- Click on the My Evaluation Dashboard (IE) on your splash page. This will bring you to your dashboard.
- Click the Teacher: Post-Observation Conference (IE) form in your recent forms.
- Click the blue Start Form button at the top of the page.
- Complete all fields on the Intro page.
- Click Next in the upper right corner.

- You may choose to add any additional insights, general comments, or rebuttal comments on the Post-Observation Conference Summary page.
- You may add Next Steps, Attachments, or Discussion.
 - Independent Evaluators** may add comments or a summary of the observation process (teacher's timeliness, receptivity to feedback, participation, etc.) in the "Discussion" tab.
- When complete, click Save and Exit.
- After review, click Complete Form. You can choose to notify your Independent Evaluator directly from this page.
- Once completed, sign the form by clicking Actions then Print Preview.
- Scroll to the bottom of the form and click + Add Your E-Signature.
- Type your name and click E-Sign this Form.

FINALIZE Ratings, Notify Admin, and Add E-Signatures in TEACHBOOST

All ratings given by Independent Evaluators as part of the Unannounced Observation (IE) form will automatically flow into the summative tool to make up 20% of the assigned teacher's final rating. Therefore, **you need to make sure that your ratings in each component reflect evidence gathered from all observations** and are aligned with Danielson rubric language. **Components for which there is insufficient evidence may be unrated.**

Once the Unannounced Observation (IE) form has been reviewed with the teacher, and comments, attachments, discussion, and/or summary text has been added, you are ready to sign the form.

- Click on Actions, then Print Preview.
- Scroll to the bottom of the form and click + Add Your E-Signature.
- Type your name and click E-Sign this Form.
- **The teacher being evaluated must also sign the form** by logging in to TeachBoost, clicking Actions, then Print Preview, then scrolling to the bottom of the form and clicking + Add Your E-Signature, then typing their name and clicking E-Sign this Form.
- **IMPORTANT: Only notify the assigned teacher's direct supervising administrator** by clicking Notify Admins and either selecting the supervisor's name or adding another recipient. This sends an email notification to the supervising administrator. **Do not notify anyone else on the list.**

**Evaluation ratings and conference forms must be finalized in TeachBoost
by May 21 (April 30 for non-tenured teachers).**

TIPS when REVIEWING a TEACHER who is DEVELOPING or INEFFECTIVE

by Marie Costanza

A teacher is Developing or Ineffective

Imagine that you have just observed a lesson by “Sherry.” When you used the rubric, the majority of the evidence you collected is developing or ineffective.

This is how I might start my conversation with “Sherry.”

I would have a face to face meeting with her because there are so many areas in need of development. I would sit next to her and have the rubric in front of me. I would tell her that my role is to provide feedback to help her meet the NYS standards laid out in the approved rubric. I would let her know that in order to help her, I will be going through the rubric with her and together discuss examples from the lesson to see where they fall on the rubric. (I would not use words like “I think” or “I believe.” I would simply refer to the rubric continuously.)

I would then start with 2a, ask her to read the description in the effective category and ask her to share with me examples from her lesson that reflect the language. After she shares her perception, I would share my examples with her. I would say something like “When I was in your class these are some things that I saw. *(Stick to the facts; don’t give your opinion!)*

I would say, “You consistently called your students by name and spoke politely to them. That is an example of what the state considers an effective strategy.” (Point out the example on p. 28.)

Then I would share that the interactions between her students were inconsistent. For example, ...” I would continue to share my examples from the developing or ineffective categories and show her how the state views these. (I would continuously refer to what the “State says” versus what I think.)

After going through all the examples on my feedback form, I would use peer coaching skills to ask questions and make some suggestions. An example of a conversation I might have is below. This is based on element 2a (Creating an environment of respect and rapport):

I might say, “When we look at these examples, and compare them to the rubric language, they are considered by the state to be in the developing category. After she responds to this, I would ask “What are some ways you might address the interactions between the students to encourage respectful talk?” I would listen to what she has to say, then provide her with a suggestion: “Perhaps you might consider having a lesson about what respect looks like. For example, the students might work in teams of two to devise a class code of respect. After each team is done, perhaps you might have a large group discussion to determine what the ‘class code of respect’ will look like. This might be posted in the room and when disrespectful behavior occurs, the consequences that they devised could be implemented.”

I would then go on to the next element.

I so hope that not many of you are faced with a peer reviewee that has numerous areas in need of development, but if you do, hopefully, the above example might guide you a bit.

INDEPENDENT EVALUATOR FORMS and SAMPLES

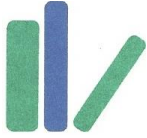
CIT Independent Evaluator Classroom Visit Feedback Form

Blank form on following page. Available in digital version on the “Independent Evaluator Resources” page at the CIT Website: www.rcsdk12.org/CIT/IE.

Samples Coming Soon!

Sample Observation Feedback in Unannounced Observation Form

Sample Post-Observation form



CIT Independent Evaluator Classroom Visit Feedback

Please make a copy of this signed form. The CIT Independent Evaluator should provide one copy to the teacher being evaluated, and keep one for the evaluator's records. Please contact the CIT Office with questions (CIT@rcsdk12.org).

Teacher's Name: _____

School/Work Location: _____

Name of CIT Independent Evaluator: _____

Class Visited: _____

DATE OF Classroom Visit: _____

WHAT'S WORKING:	FOCUS/CHALLENGES/CONCERNS:
QUESTIONS/SUGGESTIONS:	
<div>Domain 2: Classroom Environment<ul style="list-style-type: none"><input type="checkbox"/> 2a. Creating an environment of respect & rapport<input type="checkbox"/> 2b. Establishing a Culture of Learning<input type="checkbox"/> 2c. Managing Classroom Procedures<input type="checkbox"/> 2d. Managing Student Behavior<input type="checkbox"/> 2e. Organizing Physical SpaceDomain 3: Instruction<ul style="list-style-type: none"><input type="checkbox"/> 3a. Communicating goals clearly and accurately<input type="checkbox"/> 3b. Using questioning and discussion techniques<input type="checkbox"/> 3c. Engaging Students in learning<input type="checkbox"/> 3d. Using Assessment in Instruction<input type="checkbox"/> 3e. Demonstrating Flexibility and Responsiveness</div>	

DATE of Conference to discuss and receive feedback from Classroom Visit: _____
COMMENTS:

_____ Teacher Signature	_____ Date	_____ Independent Evaluator Signature	_____ Date
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Signatures acknowledge that the classroom visit took place and that feedback was provided. Teacher may attach additional comments to this form.

Approved by CIT Governing Panel, February 2017



Samples of Independent Evaluator Observation Feedback