

## Pioneer District Pre-conference Worksheet

1. What key concepts, standard(s) or performance indicators are the focus of the lesson?
2. What developmental or student background data will guide your instructional decisions?
3. How are the learning activities identified in your floor/lesson/unit plan aligned to the outcomes and differentiated for individual students? How will you communicate this to the
4. What resources are integrated into this lesson?
5. What responsibility do students have in this lesson?
6. How are the formative/summative assessments aligned to standards and how will this guide your instructional decisions? How did you modify for special needs students?

## Pioneer District Post-conference Worksheet

1. What is your assessment of the lesson effectiveness?
2. What records/data do you keep to monitor student progress?
3. How do you communicate with parents and engage them in their child's learning success?
4. How has your participation in professional growth at the department, school, district, or community level impacted outcomes for students?
5. How are you working with colleagues to reflect upon and improve instructional strategies?
6. How has your participation in district initiatives improved your practice and students' learning ?  
(Thoughtful Education strategies, curriculum mapping, common assessments, Building Learning team)

### **Possible Components of Evidence Based Portfolio**

*This is a suggested list and is in no way meant to be comprehensive.*

APPR Self Evaluation

PLC Documentation

Evidence of Implementation of CST RTI Tier One Recommended Strategies

Alignment of Curriculum to NYS Core Curriculum, Implementation of Curriculum Models

Assessment Analysis and Plan for Curriculum/Students Based on that Analysis—Data Plans

Surveys of teachers, students, parents

Results of action research project

Reflection sheet from a cross-classroom or outside school visit

PD Reflection sheets

Documents supporting the school to home connection

Team/Department Leader Notes

Record of School/District Events Attended

## Pioneer Annual Professional Performance Review Summary

School Year: \_\_\_\_\_

Teacher: \_\_\_\_\_

Evaluator: \_\_\_\_\_

**Rating Scale Option:**

Measures of Student Growth	Local Measures of Student Achievement	Classroom Observations Based on	Other Measures Based on	NYS Overall Composite Score	State Identified Levels
0-20	0 - 20	0-48	0-12	0-64	Ineffective
				65-74	Developing
				75-90	Effective
				91-100	Highly Effective

**Student Growth on State Assessments** \_\_\_\_\_/20 pts.

**Locally Selected Measures of Student Achievement** \_\_\_\_\_/20pts

**Pre - Conf: Classroom Observations (Domain 1, 2, 3)** \_\_\_\_\_/ 48 pts

2 formal or 1 formal plus APPR Walk-Throughs. Final score equals average of total points for 2 evaluations.

**Post-Conf: Other Measures (Domain 4)** \_\_\_\_\_/ 12 pts

**Total Composite Score** \_\_\_\_\_ /100pts

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

***\*All NYS Teaching Standards need to be assessed at least twice a year.***

## Pioneer District APPR

Teacher's Name \_\_\_\_\_  
 School: \_\_\_\_\_  
 Non-Tenured \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_  
 Date of Evaluation: \_\_\_\_\_  
 Tenured \_\_\_\_\_  
 Option (if tenured Track 2) \_\_\_\_\_

Formal Observation \_\_\_\_\_  
 APPR Walk-through \_\_\_\_\_

Date of Formal Observation or APPR Walk-Through \_\_\_\_\_  
 Date of post conference: \_\_\_\_\_

Domain 1 Planning and Preparation - Pre-Conference	0	1	2	3	Observation Evidence	Teacher Provided Evidence
	U(I)	B(D)	P(E)	D(HE)		
<b>1a. Demonstrating knowledge of content and pedagogy - NYSTS: II.1</b> Teacher identifies important concepts of discipline and relationship to one another, consistently provides clear explanation of content, answers students accurately and provides feedback to further learning, seeks out content related professional development, cites intra and inter content relationships, uncovers students misconceptions and addresses them.						
<b>1b. Demonstrate knowledge of students - NYSTS: I.1, I.2, I.4, I.5</b> The teacher knows students cognitive development, range of interests, identified "high," "medium," and "low" groups of students, cultural heritage and special needs and uses information in lesson planning. Teacher uses on going methods to assess students' skill levels and designs instruction accordingly and maintains updated student records and incorporates medical and/or learning needs into lesson plans.						
<b>1c. Setting instructional outcomes - NYSTS: I.3, II.4</b> Outcomes of the lesson relate to the big idea and known to the student during the lesson. Outcomes incorporate multiple processing opportunities (factual, conceptual understanding, reasoning, social, management, communication), lesson is sequential in presentation and connected to previous knowledge.						
<b>1d. Demonstrating knowledge of Resources - NYSTS I.6, II.6</b> Uses a variety of: text levels, quest speaker, internet, multi-disciplinary resources, secondary level resources, resources outside of the classroom.						
<b>1e. Designing coherent instruction - NYSTS: I.2, II.2, II.3, II.4, II.5, II.6, III.1</b> Learning activities are matched to standards and outcomes, involve students in higher order thinking, materials are challenging, lesson has paced to match requirements and time allotted, permit choice, and meet students learning styles.						
<b>1f. Designing Student Assessments - NYSTS: II.5, II.6, III.3, V.1, V.2</b> Teacher assesses student understanding during the lesson and makes necessary adjustments, assessments are offered in multiple learning styles and allow for a variety of special needs, students are involved in self assessment during the lesson, assessments are related to real world application.						

**Evaluator Comments:**

**Teacher Comments:**

	0	1	2	3		
<b>Domain 2: The Classroom Environment - Classroom Observations</b>	U(I)	B(D)	P(E)	D(HE)	Observation Evidence	Teacher Provided Evidence
<b>2a. Creating an environment of Respect and Rapport - NYSTS: I.5, IV.1</b> Respectful talk and turn taking, respect for students' background and outside lives, body language, active listening, fairness, warming, caring, and polite atmosphere.						
<b>2b. Establishing a Culture for Learning - NYSTS: IV.2</b> Belief in the value of work, high expectations that are supported through behaviors, quality is expected and recognized, persistent effort, confidence in ability by teachers and students, expectation for all students to participate, students seeks information for themselves, recognize efforts of each other, take initiative for self improvement.						
<b>2c. Managing Classroom Procedures - NYSTS: IV.3</b> Smooth functioning routines, little or no loss of instructional time, students play an important role in carrying out the routines, students know what to do and where to move, students are productively engaged, students participate in classroom management of materials, supplies, and routines.						
<b>2d. Managing Student Behavior - NYSTS: IV.3</b> Clear standards of conduct, absence of acrimony, teacher awareness of student conduct, preventive action when needed, fairness, reinforcement of positive behavior, students intervene where appropriate.						
<b>2e. Managing Physical Space - NYSTS: IV.4</b> Pleasant inviting atmosphere, safe environment, student accessible, furniture arrangement suitable for learning, effective use of physical resources and computer technology by both teacher and students, all students can see and hear, room supports learning goals, students take initiative to change physical space if needed, appropriate use of technology in the room.						

**Evaluator Comments:**

**Teacher Comments:**

	0	1	2	3		
<b>Domain 3: Instruction - Classroom Observations</b>	U(I)	B(D)	P(E)	D(HE)	Observation Evidence	Teacher Provided Evidence
<b>3a. Communicating Clearly and Accurately - NYSTS: III.2, III.3</b> Clarity of lesson purpose, clear and specific lesson activities, clear explanations of concepts, students understand the content, correct and imaginative use of language, teacher models, teacher invites students to explain content.						
<b>3b. Using Questioning and Discussion Techniques - NYSTS: III.2, III.5</b> Questions are cognitively challenging, questions with multiple correct answers or multiple approaches even when there is a single correct response, effective use of student responses and ideas, high levels of student participation in discussion, effective use of student responses and ideas, high levels of student participation in discussion, effective use of wait time, encourages student to student dialog, students initiative questions.						
<b>3c. Engaging Students in Learning - NYSTS: III.1, III.3, III.4, III.5, IV.2</b> Activities aligned with goals of the lesson, student enthusiasm, interest, thinking, problem-solving, high-level student thinking learning tasks are aligned with objectives, students highly motivated and persistent to challenging tasks, students actively "working" rather than watching, suitable lesson pacing, students have choice, materials are challenging, students reflect on their own learning for self improvement.						

<b>3d. Using Assessment in Instruction (feedback) - NYSTS: III.6, IV.2, V.2, V.3, V.5</b> Teacher elects evidence of student understanding, circulating to monitor student learning and offer feedback, teacher engages student in self assessing, adjust instruction in response to student understanding, students collaborate in the creating and using assessment criteria.						
<b>3e. Demonstrating Flexibility and Responsiveness - NYSTS: III.2, III.3</b> Incorporation of student interests into a lesson, visible adjustment in the face of student lack of understanding, seizing a "teachable moment."						

**Evaluator Comments:**

**Teacher Comments:**

<b>Domain 4. Professional Responsibilities - Post Conference</b>	0	0.5	1	2	Observation Evidence	Teacher Provided Evidence
	U(I)	B(D)	P(E)	D(HE)		
<b>4a. Reflecting on teaching - NYSTS: V.4, VII.1</b> Teacher effectively assesses lesson and makes specific changes while in progress/or after the lesson and incorporates researched strategies.						
<b>4b. Maintaining accurate records - NYSTS: V.2, V.3, VI.4, VII.3</b> Teachers uses web site for storing and retrieval of instructional materials, records necessary information in a timely and accurate manner during class, students contribute to maintainance of records as appropriate, students maintain their own data files on their work and progress.						
<b>4c. Communicating with families - NYSTS: VI.3</b> Information about lessons are available for parents and provides suggestions on how parents can provide support at home, students participate in how to inform parents of their progress, students share information they have created with their parents, students create opportunities for parent involvement.						
<b>4d. Participating in a professional community - NYSTS: VI.2, VII.3</b> Teacher works with other colleagues collaboratively during or planning of lesson, invites colleagues to observe in his/her classroom, participates in teacher rounds, lessons contribute to the district initiatives to improve quality of whole school.						
<b>4e. Growing and developing professionally - NYSTS: VII.2, VII.4</b> Teacher invites colleagues into their classroom, teacher participates in implementation of district wide initiatives, teacher is actively implementing researched strategies during lessons.						
<b>4f. Showing professionalism - NYSTS: VI.1, VI.5</b> Teacher actively addresses students, needs, provides opportunities for all students to participate in class, ensures all students are successful, teacher follows and works cooperatively with department decisions.						

**Evaluator Comments:**

**Teacher Comments:**