Model for Practitioner Evaluation Manual

SCHOOL PSYCHOLOGIST

Model for Practitioner Evaluation
Guidelines and Process
for Traditional Evaluation

Step 1: Exchange Conference and Discussion of the Individual Professional Growth Plan

- ➢ To be held either in summer (voluntary) or early fall
- ➢ Prior to the Exchange Conference, each staff member will be provided with:
  - • the Exchange Conference form
  - • Individual Professional Growth Plan
  - • Performance Indicators
  - • corresponding Rubrics to review
- ➢ Ideally these should be individual meetings, but in some cases it may be appropriate to conduct these conferences in a group or team setting
- ➢ The practitioner should come prepared to discuss the area(s) of focus for the year
- ➢ The administrator and practitioner discuss the corresponding performance indicators and rubrics applicable to the area selected
- ➢ The practitioner circles the area(s) of focus on the Exchange Conference form
- ➢ The practitioner identifies the area(s) of focus on the Individual Professional Growth Plan and relates the individual plan to the site-based plan which reflects the district focus areas
- ➢ The administrator and practitioner sign the Exchange Conference form and send it to the Personnel Office
- ➢ The Individual Professional Growth Plan is completed by the practitioner and submitted to the administrator within two weeks after the Exchange Conference.

Step 2: Classroom Observation

- ➢ Probationary practitioners: minimum of two observations per year
- ➢ Tenured practitioners: minimum of one observation per year

Step 3: Post Observation Conference [after classroom observation(s)]

- ➢ The lesson(s) is jointly discussed with the practitioner and administrator
- ➢ Progress is discussed in the areas defined in the Exchange Conference (Rubrics and Performance Indicators will be used as a resource)
- ➢ The discussion will relate to the Performance Indicators, which are the standards for teaching
- ➢ The written observation form is completed and submitted to the Personnel Office

Step 4: Self-reflection/Review of the Individual Professional Growth Plan

- ➢ The practitioner completes this by the end of the school year
- ➢ The completed Self-reflection will be shared with the administrator at the Exchange Conference held in the summer or fall as the basis for goals for the following year

Discussion about practice is encouraged throughout the process; concerns should be addressed as they occur. The process, procedures, and forms associated with Assistance Plans and Corrective Action Plans will remain the same.

Guidelines and Process for Alternative Evaluation

STEP 1: By the second week of October   **Exchange Conference**

The administrator and practitioner complete Exchange Conference document. This identifies the domains, elements, and performance indicators that they would like to focus on. The method of alternative evaluation option will be indicated. The Individual Professional Growth Plan is developed.

By the end of October   **Individual Professional Growth Plan**

Practitioners must have Individual Professional Growth Plan turned in to school administrator.

STEP 2: By Last Week of January   **Initial Progress Review (First Status Meeting)**

The administrator and practitioner meet to review progress. In the case of peer coaching, administrator and coaching pairs meet. A 10-15 minute conversation takes place. The administrator may take notes on status of alternative evaluation options and on evidence that identified areas from the exchange conference and Individual Professional Growth Plan are being addressed. Questions may include but are not limited to:

- As you reflect on your progress towards_____, how do you think it is going?
- How is_____impacting your instruction?
- What evidence do you have?
- What have you learned so far?
- Can you (think, picture, imagine, feel) another way you could_____?
- What do you need to do next? How can I assist you?

At this point in the process, the practitioner may withdraw his/her intention to do the Alternative Evaluation and, in agreement with the administrator, he/she may be evaluated using the traditional method.

STEP 3: Beginning the First Week of April   **Presentation/Practitioner Summary**
and Concluded by last week of April   **(Second Status Meeting)**

The administrator and practitioner(s) meet and review the work to date. The practitioner shares documented evidence of the identified areas of focus. The practitioner may also invite guests to participate in giving feedback or in observing the final presentation.

Questions may include but are not limited to:

- Clarifying questions on the impact the learning had on instructional practice and student learning.
- Next steps and future plans.

The practitioner provides a written summary of progress for the year (Part III of the Form). This includes comments about the alternative evaluation option experience process.

By the End of May   **Administrator Final Summary Comments**
(Third Status Meeting)

The administrator meets with the practitioner(s) for final review. The administrator completes the Alternative Evaluation Report Form (Part IV of the Form) using the evidence presented orally and in final products in the case of portfolio and action research. In the case of peer coaching, this review/final feedback piece would be done jointly with coaching pairs, and more personal aspects of the evaluation may be reviewed individually. The final work product belongs to the practitioner.

STEP 4: End of School Year   **Self Reflection**

The practitioner completes the Self Reflection and shares it with the administrator.

Alternative Evaluation Report Form

Practitioner: _____

Teaching Assignment: _____

Building Assignment:_____School Year: _____

I.   Check Evaluation Option: **II.   Timeline**   **Date Held**

   ❐   Option 1 — Action Research   Exchange Conference _____

   ❐   Option 2 — Peer Coaching   Status Meeting (Jan.) _____

   ❐   Option 3 — Portfolio   Status Meeting (Apr.) _____

   ❐   Option 4 — National Board Certification   Status Meeting (May) _____

III. Practitioner Comments: Please summarize your progress.

IV. Administrator Comments: This section is designed for administrative feedback/acknowledgment.

Practitioner_____Administrator_____ Signature_____

_____Signature_____ Date   .

_____Date   _____

(Practitioner signature indicates only that this document has been discussed with the administrator. Practitioner has the right to attach his/her own statement within ten [10] workdays of the affixed date.)

Copies to: Practitioner, Principal, Personnel, Director/Supervisor   *Revised: **July 2005***

Model for Practitioner Evaluation
Developing an Individual Professional Growth Plan

Review the District's target areas (curriculum, literacy, technology, assessment, diversity) and building's.

↓

Review the nine (9) Evaluation Criteria (student development, content knowledge, preparation, instructional delivery, classroom management, student assessment, collaboration, professional qualities, reflective and responsive practices), corresponding Performance Indicators, and Rubrics.

↓

Prioritize the nine (9) Evaluation Criteria for your Individual Growth Plan.

↓

Choose 1 or 2 of the nine (9) Evaluation Criteria and complete your Individual Growth Plan including: **goals; impact on teaching and learning; and actions steps to achieve goals**.

↓

Submit your Individual Professional Growth Plan to your building administrator within two weeks after the Exchange Conference.

↓

Implement your Individual Professional Growth Plan.

↓

By the end of the year, submit your Individual Professional Growth Plan with the completed Self-reflection to your building administrator and retain a copy.

↓

Self-reflection will be used as the basis of the Individual Professional Growth Plan for the following year.

Model for Practitioner Evaluation

A Practitioner's Guide to Developing an Individual Professional Growth Plan

This planning guide is designed to assist you in developing your Individual Professional Growth Plan. The steps below will guide you through the planning process:

A.   Review the District's and your building's target areas.

B.   Based on your assessment and the review of the District's target areas **(Curriculum, Literacy, Technology, Assessment, Diversity),** and your building's school improvement plan, prioritize the Evaluation Criteria from 1-9, with 1 indicating your highest priority for growth.

Planning and Designing Instruction
- _____   1.   Student Development
- _____   2.   Content Knowledge
- _____   3.   Preparation

Instruction
- _____   4.   Instructional Delivery
- _____   5.   Classroom Management
- _____   6.   Student Assessment

Professional Responsibilities
- _____   7.   Collaboration
- _____   8.   Professional Qualities
- _____   9.   Reflective and Response Practice

C.   Choose 1 or 2 of the Evaluation Criteria and corresponding Performance Indicators and Rubrics that you can realistically achieve this school year and that will have the greatest impact on teaching and learning.

D.   Identify the impact on teaching and learning and action steps in preparation for your discussion with your administrator.

Possible action steps include:

- focused reading
- coaching
- team/department planning
- distance learning
- teach an inservice

- shadowing/visitations
- inservice courses
- action research
- on-line courses
- present a workshop/seminar

- college courses
- workshop /conference/seminar
- study group/collegial circle
- keep a reflective journal
- committee work

E.   Be sure to identify resources and/or staff members needed to support your Individual Professional Growth Plan.

F.   Complete the self-reflection to share with your administrator by the end of the school year. This self-reflection will be used as the basis for your Individual Professional Growth Plan for the next school year.

Model for Practitioner Evaluation

Individual Professional Growth Plan

Practitioner_____**Tenured**_____**Non-Tenured**_____

School_____**Grade/Subject**_____

Date_____**Administrator**_____

Goals:	Action Steps/Resources to Achieve Goal (What Will You Do?)	Impact on Teaching and Learning

Practitioner_____**Tenured**_____**Non-Tenured**_____

School_____**Grade/Subject**_____

Date_____**Administrator**_____

Goals:	Action Steps/Resources to Achieve Goal (What Will You Do?)	Impact on Teaching and Learning
Focus on problem-solving and higher order thinking skills in instructional delivery on a consistent basis through the use of Connected Math (Instructional Delivery). Network with colleagues, support staff, and administration consistently (collaboration).	The students will be able to solve problems independently with any solution that works best for the student, accurately. The students will be able to access lesson goals with greater understanding.	1. Work with reading teacher to help student better understand math problems. 2. More focused coaching with Kim Loukes, BOCES. 3. Monitor/adjust lesson plans in Connected Math based on first year results. 1. Plan consistently with computer lab and reading teacher. 2. Math Department meeting focused on sharing strategies to successfully implement Connected Math.

SAMPLE

Model for Practitioner Evaluation

Individual Professional Growth Plan

Practitioner_____ **Tenured**_____ **Non-Tenured**_____

School_____ **Grade/Subject**_____

Date_____ **Administrator**_____

Goals:	**Action Steps/Resources to Achieve Goal (What Will You Do?)**	**Impact on Teaching and Learning**
Implement the Math Investigations program in my classroom.	My understanding of mathematical thinking will be expanded.	Attend workshop/inservice.
Collaborate with my team to support Investigations and a constructivist approach to math.	The students' math thinking and reasoning will be more clearly expressed through their participation in classroom activities.	Work with my team to plan Investigations lessons. Use time during half-day workshops, Superintendent's Conference Day.
		Use CESAME Internet site that supports Investigations.

Practitioner_____**Tenured**_____**Non-Tenured**_____

School_____**Grade/Subject**_____

Date_____**Administrator**_____

Goals:	Action Steps/Resources to Achieve Goal (What Will You Do?)	Impact on Teaching and Learning
Regularly assess student learning in order to determine if the students have met the short-term instructional goals of a unit or lesson. Assess students to determine if curricular goals have been met. Modify instructional delivery if student assessment shows the need.	Assessments can be used to provide feedback for students. Appropriately given assessments aligned with meaningful and authentic instruction can be used to determine the direction of learning. According to Marzano's Classroom Instruction That Works, assessments are more likely to have a positive influence on student learning if time is set aside to make sure students understand what they did well and what they did not do well.	1. Use assessments that are aligned with lesson objectives. 2. Develop a portfolio of research articles related to assessment. 3. Include multiple forms of assessment: — teacher/student — peer to peer — self-assessment — rubrics 4. Take course on *EducationalImpact.com* relating to assessment.

Model for Practitioner Evaluation

Individual Professional Growth Plan

Practitioner_____ Tenured_____ Non-Tenured_____

School_____ Grade/Subject_____

Date_____ Administrator_____

Content Knowledge:		
Content Knowledge: 1. The teacher shall demonstrate a thorough knowledge of the subject matter and curriculum relating to English Language Learning, Bilingual Education, and Sheltered Social Studies. 2. Use the curriculum to develop and design appropriate lessons and activities for students. 3. Effectively communicate the subject matter and curriculum to students, colleagues, and community. 4. Extend knowledge and continually learn about current developments and research in fields related to curriculum. 5. Make connections with other content areas: Math, Science, and Social Studies.	1. My understanding of the subject matter and curriculum will be expanded. 2. The students will be able to demonstrate understanding of the subject matter and curriculum through their participation in classroom lessons, activities, and assessments. 3. I will be able to effectively communicate the subject matter and curriculum to students, colleagues, and community in order to explain and enhance what I do. 4. I will continue my own education in the subject matter and curriculum. 5. I will extend my knowledge of the subject matter and curriculum to Math, Science, and Social Studies classes.	1. Expand my understanding of the subject matter and curriculum by taking "Teaching Content Areas in Spanish Bilingual Classrooms" through Nazareth College, "Native Language Arts" workshop and all related seminars through BOCES, and on-line programs through Educational Impact. 2. Monitor and adjust lesson plans, activities, and assessments as needed in order to assure student understanding. 3. Review and record daily objectives with students. Share best practices in subject matter and curriculum with colleagues. Make myself available to community members who may have questions or concerns regarding subject matter and curriculum. 4. Continue my own education through Nazareth College, BOCES, Educational Impact, and any available resources in the community or on-line. 5. Share what I learn with Math and Science colleagues. Implement what I learn in Sheltered Social Studies class.

Exchange Conference Report Form

School Psychologist_____ School_____

Exchange Conference Date_____ Probationary Period From_____To_____

Tenured: ☐ Yes ☐ No   Evaluation Option ☐ _____

Review of Evaluation Criteria: Please circle the criteria which were discussed at the Exchange Confer-

I. Supporting Instruction

A. Student Development
The school psychologist will demonstrate knowledge of student development, an understanding and appreciation of diversity, and the ability to assist educators to individualize instruction as needed to accommodate children's unique learning needs.

B. Content Knowledge
The school psychologist will demonstrate knowledge of District curricula for the student age groups with whom they work and an awareness of general expectations for satisfactory student performance at different grade levels within these curricula.

C. Instructional Consultation
The school psychologist will demonstrate knowledge of common learning and behavioral problems that interfere with student achievement and will share strategies with teachers, parents, and students to address these problems as needed.

II. Supporting a Learning Community

A. Student Assessment
The school psychologist will demonstrate competence in using a variety of assessment methods to evaluate (a) student abilities, learning levels, and emotional adjustment and (b) key factors in the instructional environment that impact learning.

B. Classroom Management
The school psychologist will demonstrate knowledge of effective classroom management strategies to support diverse student learning needs and will share these ideas with teachers as needed.

C. Mental Health
The school psychologist will demonstrate knowledge of mental health and related human service resources available within the school and community for children and youth and will assist students, parents, and school staff to access those resources as needed.

III. Professional Responsibilities

A. Collaboration
The school psychologist will demonstrate that he or she develops collaborative relationships with students, teachers, parents, administrators, and community agencies to better meet the educational, social, and emotional needs of students.

B. Professional Qualities
The school psychologist will follow the standards of ethical conduct as put forth by recognized professional organizations in school psychology.

C. Reflective and Responsive Practice
The school psychologist will evaluate his/her current professional growth on a regular basis and pursue appropriate professional development activities to maintain and improve effectiveness.

_____   _____
Signature of Administrator   Date

_____   _____
Signature of School Psychologist   Date

Copies to: School Psychologist, Principal, Personnel, Director/Supervisor

Assistance Plan for Improvement/Collaborative Conversation

If a concern is identified during the Evaluation Conference, or at another time, which will be included on the Evaluation Report Form, then an Assistance Plan must be developed for the practitioner to use. The Assistance Plan for Improvement is the initial level to resolve a concern before it becomes a deficiency which requires a Corrective Action Plan. It is the first notice to a practitioner that improvement of performance must take place. The first Assistance Plan should be jointly developed by the practitioner and administrator. The practitioner may request representation at these meetings. However, the practitioner may decide which strategies and resources are to be used. In any case, the practitioner will receive a draft of the Assistance Plan at the Evaluation Conference. A date for the next written evaluation will be discussed and established. If possible, this date should be mutually agreed upon.

At the next evaluation conference following the implementation of an Assistance Plan, the discussion will focus on what improvement has been made.

- If the concern(s) has been resolved and no new concern(s) has to be addressed, a satisfactory evaluation shall be issued.
- If the concern(s) has been resolved, but a new concern(s) has been identified, a new Assistance Plan must be written.
- If the concern(s) still exists, even though data shows some significant and/or consistent improvement, the Assistance Plan shall be continued.
- If insufficient or no improvement can be documented, the practitioner and administrator will jointly develop a plan for further assistance. The possible implementation of a Corrective Action will be discussed at this time. A date for the next written evaluation will be discussed and established.
- If resolution or improvement is not shown by the next evaluation conference, Corrective Action will be implemented.

The Assistance Plan for Improvement for tenured practitioners must reach resolution or proceed to the next level within one calendar year from the identification of the concern(s).

Regarding probationary practitioners: The time limits and procedures contained herein shall not preclude the District from exercising its rights pursuant to Section 3031 of Education Law.[1] The resources available under the Assistance and Corrective Action Plans shall be available to all practitioners regardless of tenure status.

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[1]   Refer to <u>Contractual Agreement – Unit One</u>, Article 6, *Teachers Rights and Responsibilities,* Section E.

Assistance Plan for Improvement/Collaborative Conversation

Practitioner_____ **School/Building**_____ **Exchange Conference Date**____/_____/_____

Probationary Period From_____**To**_____ **Tenured:** ❐ **Yes** ❐ **No** **Observation Date**____/_____/_____

Evaluation Conference Date____/_____/_____ **Assistance Plan Implementation Date**____/_____/_____

Concern(s)	Strategies	Resource Person(s) and Material(s):	Desired Outcome

Next Scheduled Evaluation:_____/_____/_____

❐ **The practitioner gives permission for a copy of this Assistance Plan to be forwarded to the Syracuse Teachers Association by the Director of Personnel.**

_____ ____/_____/_____ _____ ____/_____/_____
Signature of Administrator *Date* *Signature of Practitioner* *Date*

Corrective Action Plan

A Corrective Action Plan, the next level for resolving a problem related to a practitioner's performance, is implemented when efforts to use the Assistance Plan have not been effective or when a previous Corrective Action Plan needs to be repeated. Corrective Action shall be implemented by an administrator after notifying the Director of Personnel. This plan may be used more than once.

The Corrective Action Plan will be jointly discussed and developed by the practitioner and the administrator. Lack of joint agreement shall not preclude development of a plan by an administrator. In any case, the practitioner will receive a draft of the Corrective Action Plan at the Evaluation Conference. A copy of the plan shall be sent to the Director of Personnel, who shall notify the Syracuse Teachers Association that Corrective Action has been implemented. With the practitioner's permission, a copy will be sent to the Association.

After the implementation of Corrective Action, another evaluation conference must take place between two and three months.[2] This conference will result in:

- A satisfactory evaluation if the deficiency(ies) has been resolved
- Continuation of the Corrective Action Plan if the deficiency(ies) still exists, even though data shows some significant and/or consistent improvement
- A written evaluation documenting insufficient or no improvement. As a result, the Corrective Action Plan will be continued and/or revised. The administrator will contact the Director of Personnel, who shall meet with the practitioner to discuss the implementation of the termination process.[3] The practitioner may request Syracuse Teachers Association or other representation at this meeting.

At the next evaluation conference, the following should occur:

- If the deficiency(ies) has been resolved, a satisfactory evaluation shall be issued.
- If the deficiency(ies) still exists, even though data shows some significant and/or consistent improvement, Correction Action shall continue, with another evaluation conference scheduled within 90 days.
- If insufficient or no improvement can be documented, for tenured practitioners, the termination process[3] shall begin with a written notice of Intent to Dismiss from the Superintendent of Schools.

Corrective Action should reach resolution or proceed to the next level, the termination process, within one calendar year from implementation of the Corrective Action Plan.

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[2]   Exclusive of July and August.
[3]   Refer to Contractual Agreement – Unit One, Article 26, *Grievance Procedure*

Corrective Action Plan

Practitioner_____**School/Building**_____

Exchange Conference Date_____**Probationary Period From**_____**To**_____

Tenured Yes ❐ **No** ❐   **Observation Date**_____**Evaluation Conference Date**_____

Corrective Action Implementation Date_____

Deficiency(ies):

Strategies:

Resource Person(s) and Material(s):

Desired Outcome:

Next Scheduled Evaluation:

❐   **The practitioner gives permission for a copy of this Corrective Action Plan to be forwarded to the Syracuse Teachers Association by the Director of Personnel.**

_____

Signature of Administrator   *Date*

_____

Signature of Practitioner   *Date*

Copies to: Practitioner, Principal, Personnel, Director/Supervisor

Self-Reflection

One of the goals of the evaluation process is to allow both the administrator and practitioner to interact and share areas of strength, accomplishments, and areas of continued growth. In order to do this, an annual self-reflection will be completed and shared with the administrator.

This self-reflection will allow the practitioner to focus on accomplishments during this school year, based on the evaluation criteria.

Signature _____ *Date* ____ / ____ / ____

SUPPLEMENTAL MATERIALS

PERFORMANCE INDICATORS
SCHOOL PSYCHOLOGIST

I. Supporting Instruction

A. *Student Development* – **Schools can instruct children more effectively when they understand how stages of child development impact instruction, appreciate diversity of backgrounds among learners, and are skilled at individualizing instruction to accommodate children's unique learning needs. School psychologists can assist school staff to better understand and respond to issues of student development when they:**

- **Show an understanding of how students' stages of intellectual, emotional, and physical development affect their learning and school adjustment.**
- **Consult regularly with teaching staff, other school support staff, and parents about techniques to individualize instruction to accommodate students' unique learning needs.**
- **Draw upon effective techniques and ideas to establish rapport with students, parents, and teaching staff, and other school support staff from diverse backgrounds.**

B. *Content Knowledge* – **The District curriculum drives effective instruction by linking classroom learning activities to the NYS learning standards. School psychologists should be familiar with the various content areas of the curriculum** *to aid them as they consult with teachers about students with learning problems and directly assess student academic skills.* **School psychologists indicate knowledge of subject matter when they:**

- **Can reference major instructional milestones that students must master to advance through the curriculum.**
- **Demonstrate the ability to effectively communicate information about subject matter, the curricula, and competencies necessary for student mastery.**
- **Extend knowledge and continually learn about current developments and research relevant to key subject areas such as English language arts and mathematics and, when appropriate, academic readiness and pre-literacy skills.**

C. *Instructional Consultation* – **School staff and parents sometimes require additional support to meet the educational needs of students with behavior or learning problems. The school psychologist may be called upon to consult with educators or parents to provide intensive instructional or behavioral strategies that will help these struggling students to be successful in school. School psychologists show evidence of competence in instructional consultation when they:**

- **Demonstrate knowledge of research-based instructional practices and 'scaffolding' techniques that help struggling learners to experience success in the classroom.**
- **Demonstrate knowledge of research-based interventions to manage the behaviors of individuals and groups of students, as well as methods to evaluate effectiveness of these interventions.**
- **Meet regularly with teachers and parents to consult about the learning, behavior, or mental health needs of students.**
- **Are able to describe a consultation format they follow that relies on objective data collection and a structured problem-solving process.**

II. Supporting A Learning Community

A. *Student Assessment* – **Student academic performance can be explained as the interaction between the student, with his or her own unique aptitudes and talents, and the instructional environment. To adequately assess a student in the school setting, educational staff must be able to identify those factors in the student's instructional setting that support or hinder learning, identify in detail the student's current academic skill levels, and uncover any significant emotional, cognitive, or medical issues that might foster or limit school success. School psychologists are key members of a school evaluation team, as evidenced by their:**

- **Competence in administering, scoring, and interpreting a wide range of assessment instruments and methods, to include intellectual and academic achievement tests, behavior rating scales, classroom observation techniques, and other strategies to survey a student's abilities and instructional interactions.**
- **Ability to synthesize information from a variety of assessment methods into a coherent and accurate portrait of students' current school performance, social/emotional adjustment, and academic strengths and deficits.**
- **Skill in explaining testing and evaluation results in a manner that can be understood by teachers, school administrators, parents, and students.**

PERFORMANCE INDICATORS
SCHOOL PSYCHOLOGIST

II. Supporting A Learning Community

B. *Classroom Management* – **Quality instruction can occur only when a classroom is well managed. Teachers who expand their instructional strategies to accommodate diverse student learning needs and respond proactively to head off emerging behavior problems are the most likely to see their students achieve. School psychologists support instructional staff to promote positive learning environments, as demonstrated by their:**

- **Knowledge of effective positive, research-based behavior intervention techniques that teachers can use when working with individuals or groups of students.**

- **Understanding of how such factors as student academic difficulties or medical issues can contribute to behavior problems.**

- **Ability to provide training and ongoing support to teachers to help them to implement positive behavior intervention techniques.**

- **Ability to monitor ongoing classroom interventions and, when necessary, to provide suggestions to teachers about how to make appropriate changes to these interventions to make them more effective.**

C. *Mental Health* – **Student's mental health status directly impacts their school success. Schools that provide a range of mental health services and supports can often help students to avoid difficulties of social and emotional adjustment. Furthermore, these schools are also able to provide timely assistance to students who show warning signs of mental health difficulties. School psychologists provide appropriate mental health support in school settings when they:**

- **Educate teaching staff, school administrators, parents, and students about common mental health concerns that affect children and youth.**

- **Provide appropriate short-term, direct mental health services to students (e.g., individual and group counseling) when, in the judgment of the school psychologist, such services are warranted.**

- **Serve as mental health consultants to help school staff to better respond to student mental health needs (e.g., through membership on the building Crisis Response Team) when necessary.**

- **Have current information about key community agencies and organizations that provide mental health services for children and youth.**

- **Make themselves available to provide information and advice to parents about community mental health services for children and families and, when requested, assist parents in gaining access to such mental health services.**

III. Professional Responsibilities

A. *Collaboration* – **When members of the school community share ideas for improving student achievement in a supportive, collaborative manner, everyone benefits. School psychologists demonstrate that they are key members of collaborative teams when they:**

- **Show an ability to work collegially in groups, a willingness to stand up for their own beliefs and opinions while respecting the opinions of others, and an appreciation for the benefits of group decision making.**

- **Participate productively on problem-solving teams, such as School-Based Intervention Teams (SBITs), to discuss students of concern and offer research-based ideas to improve student behavior and learning.**

- **Participate productively on Special Education teams, including Pupil Service Teams (PSTs), and Committees on Special Education (CSE).**

- **Are available when needed to serve on other building and/or District teams that deal with issues of mental health, discipline planning, crisis response, school improvement, and other important topics.**

PERFORMANCE INDICATORS
SCHOOL PSYCHOLOGIST

III. Professional Responsibilities

B. *Professional Qualities* – **All educators are expected to engage in ethical behavior as they work with children, parents, and other staff members. School psychologists in particular must follow clear and detailed ethical guidelines as they assess and counsel children and consult with parents and educators. School psychologists demonstrate high professional standards when they:**

- **Are knowledgeable about the standards for professional conduct outlined by the New York Association of School Psychologists (NYASP), National Association of School Psychologists (NASP), and other relevant professional organizations.**

- **Can articulate these standards of professional conduct and discuss how they should be observed in specific work situations.**

- **Apply these standards of professional conduct in their job assignment.**

- **Seek advice from their colleagues and supervising administrators to help them to clarify their professional responsibilities in situations where they face serious ethical dilemmas or issues.**

C. *Reflective and Responsive Practice* – **Educators should reflect on their professional practices regularly in order to identify those aspects that they perform well and those that may need improvement. Educators should also seek out opportunities for ongoing training to hone and improve their skills. School psychologists demonstrate reflective and responsive practice when they:**

- **Update their knowledge of assessment instruments and evaluation techniques to keep pace with the release of new or revised commercial tests and publication of new research findings in school-based evaluation.**

- **Stay informed on issues of child development and psychopathology by attending workshops or conferences and/ or reading current research on these topics.**

- **Take advantage of District professional development opportunities such as school psychology department meetings and District inservice courses that address topics relevant to school psychologists.**

- **Identify and regularly access professional journals and publications and/or Internet websites from authoritative sources that provide information and resources to support the delivery of school psychology services.**

Rubrics of Performance Indicators – Teacher

DOMAIN I: <u>**PLANNING AND DESIGNING INSTRUCTION**</u>
ELEMENT A: STUDENT DEVELOPMENT

Rubrics

The rubrics have been developed as a continuum reflecting one's professional
performance and as such can be viewed as a collection of descriptors.

MEETS THE STANDARDS		*SHOWS GROWTH IN* *MEETING THE STANDARDS*	*DOES NOT* *MEET THE STANDARDS*
consistently	**frequently**	**demonstrates growth**	**needs significant support**
exemplary	usually	willing to try	seldom
customarily	systematically	begins to implement	hardly ever
almost always	routinely	needs additional support	not/never
	typically		rarely

ELEMENT A: STUDENT DEVELOPMENT: The school psychologist will demonstrate knowledge of student development, an understanding and appreciation of diversity, and the ability to assist educators to individualize instruction as needed to accommodate children's unique learning needs.

MEETS THE STANDARDS		*SHOWS GROWTH IN MEETING THE STANDARDS*	*DOES NOT MEET THE STANDARDS*
• Consistently demonstrates understanding of the impact of students' stages of development on their learning and school adjustment.	• Frequently demonstrates understanding of the impact of students' stages of development on their learning and school adjustment.	• Demonstrates growth in understanding the impact of students' stages of development on their learning and school adjustment.	• Needs significant support to understand the impact of students' stages of development on their learning and school adjustment.
• Consistently consults with teaching staff, other school support staff, and parents about techniques to individualize instruction to accommodate students' unique learning needs.	• Frequently consults with teaching staff, other school support staff, and parents about techniques to individualize instruction to accommodate students' unique learning needs.	• Demonstrates growth in implementing consultation with teaching staff, other school support staff, and parents about techniques to individualize instruction to accommodate students' unique learning needs.	• Needs significant support to consult with teaching staff, other school support staff, and parents about techniques to individualize instruction to accommodate students' unique learning needs.
• Consistently establishes rapport with students, parents, teaching staff, and other school support staff from diverse backgrounds.	• Frequently establishes rapport with students, parents, teaching staff, and other school support staff from diverse backgrounds.	• Demonstrates growth in establishing rapport with students, parents, teaching staff, and other school support staff from diverse backgrounds.	• Needs significant support to establish rapport with students, parents, teaching staff, and other school support staff from diverse backgrounds.

DOMAIN I: SUPPORTING INSTRUCTION

ELEMENT B: **CONTENT KNOWLEDGE:** The school psychologist will demonstrate knowledge of District curricula for the student age groups with whom he/she works and an awareness of general expectations for satisfactory student performance at different grade levels within these curricula.

MEETS THE STANDARDS	*SHOWS GROWTH IN MEETING THE STANDARDS*	*DOES NOT MEET THE STANDARDS*
• Consistently references major instructional milestones that students must master to advance through the curriculum.	• Frequently references major instructional milestones that students must master to advance through the curriculum.	• Demonstrates growth in referencing major instructional milestones that students must master to advance through the curriculum.	• Needs significant support to reference major instructional milestones that students must master to advance through the curriculum.
• Consistently demonstrates the ability to effectively communicate information about subject matter, the curricula, and competencies necessary for student mastery.	• Frequently demonstrates the ability to effectively communicate information about subject matter, the curricula, and competencies necessary for student mastery.	• Demonstrates growth in the ability to effectively communicate information about subject matter, the curricula, and competencies necessary for student mastery.	• Needs significant support to effectively communicate information about subject matter, the curricula, and competencies necessary for student mastery.
• Consistently extends knowledge and continually learns about current developments and research relevant to key subject areas such as English language arts and mathematics and, when appropriate, academic readiness and pre-literacy skills.	• Frequently extends knowledge and continually learns about current developments and research relevant to key subject areas such as English language arts and mathematics and, when appropriate, academic readiness and pre-literacy skills.	• Demonstrates growth in extending knowledge and continually learning about current developments and research relevant to key subject areas such as English language arts and mathematics and, when appropriate, academic readiness and pre-literacy skills.	• Needs significant support to extend knowledge and continually learn about current developments and research relevant to key subject areas such as English language arts and mathematics and, when appropriate, academic readiness and pre-literacy skills.

DOMAIN II: <u>**SUPPORTING A LEARNING COMMUNITY**</u>
ELEMENT C: **INSTRUCTIONAL CONSULTATION:** The school psychologist will demonstrate knowledge of common learning and behavioral problems that interfere with student achievement and will share strategies with teachers, parents, and students to address these problems as needed.

MEETS THE STANDARDS	*SHOWS GROWTH IN MEETING THE STANDARDS*	*DOES NOT MEET THE STANDARDS*
• Consistently displays knowledge of research-based instructional practices and 'scaffolding' techniques that help struggling learners to experience success in the classroom.	• Frequently demonstrates knowledge of research-based instructional practices and 'scaffolding' techniques that help struggling learners to experience success in the classroom.	• Demonstrates growth in knowledge of research-based instructional practices and 'scaffolding' techniques that help struggling learners to experience success in the classroom.	• Needs significant support to build knowledge of research-based instructional practices and 'scaffolding' techniques that help struggling learners to experience success in the classroom.
• Consistently displays knowledge of research-based interventions to manage the behaviors of individuals and groups of students, as well as methods to evaluate effectiveness of these interventions.	• Frequently demonstrates knowledge of research-based interventions to manage the behaviors of individuals and groups of students, as well as methods to evaluate effectiveness of these interventions.	• Demonstrates growth in knowledge of research-based interventions to manage the behaviors of individuals and groups of students, as well as methods to evaluate effectiveness of these interventions.	• Needs significant support to build knowledge of research-based interventions to manage the behaviors of individuals and groups of students, as well as methods to evaluate effectiveness of these interventions.
• Consistently describes a consultation format that he or she follows that relies on objective data collection and a structured problem-solving process.	• Frequently demonstrates ability to describe a consultation format that he or she follows that relies on objective data collection and a structured problem-solving process.	• Demonstrates growth in ability to describe a consultation format that he or she follows that relies on objective data collection and a structured problem-solving process.	• Needs significant support to describe a consultation format that he or she follows that relies on objective data collection and a structured problem-solving process.
• Consistently meets with teachers and parents to consult about the learning, behavior, or mental health needs of students.	• Frequently meets with teachers and parents to consult about the learning, behavior, or mental health needs of students.	• Demonstrates growth in meeting with teachers and parents to consult about the learning, behavior, or mental health needs of students.	• Needs significant support to meet with teachers and parents to consult about the learning, behavior, or mental health needs of students.

Note: The header row shows four columns but the table structure uses MEETS THE STANDARDS spanning two body columns.

DOMAIN I: **SUPPORTING INSTRUCTION**

ELEMENT A: **STUDENT ASSESSMENT:** The school psychologist will demonstrate competence in using a variety of assessment methods to evaluate (a) student abilities, learning levels, and emotional adjustment and (b) key factors in the instructional environment that impact learning.

MEETS THE STANDARDS		*SHOWS GROWTH IN MEETING THE STANDARDS*	*DOES NOT MEET THE STANDARDS*
• **Consistently displays competence in administering, scoring, and interpreting a wide range of assessment instruments and methods, to include intellectual and academic achievement tests, behavior-rating scales, classroom observation techniques, and other strategies to survey a student's abilities and instructional interactions.**			• **Needs significant support to administer, score, and interpret a wide range of assessment instruments and methods, to include intellectual and academic achievement tests, behavior-rating scales, classroom observation techniques, and other strategies to survey a student's abilities and instructional interactions.**
• Consistently is able to synthesize information from a variety of assessment methods into a coherent and accurate portrait of students' current school performance, social/emotional adjustment, and academic strengths and deficits.	• Frequently synthesizes information from a variety of assessment methods into a coherent and accurate portrait of students' current school performance, social/emotional adjustment, and academic strengths and deficits.	• Demonstrates growth in ability to synthesize information from a variety of assessment methods into a coherent and accurate portrait of students' current school performance, social/emotional adjustment, and academic strengths and deficits.	• Needs significant support to synthesize information from a variety of assessment methods into a coherent and accurate portrait of students' current school performance, social/emotional adjustment, and academic strengths and deficits.
• Consistently explains testing and evaluation results in a manner that can be understood by teachers, school administrators, parents, and students.	• Frequently explains testing and evaluation results in a manner that can be understood by teachers, school administrators, parents, and students.	• Demonstrates growth in ability to explain testing and evaluation results in a manner that can be understood by teachers, school administrators, parents, and students.	• Needs significant support to explain testing and evaluation results in a manner that can be understood by teachers, school administrators, parents, and students.

DOMAIN II: SUPPORTING A LEARNING COMMUNITY

ELEMENT B: CLASSROOM MANAGEMENT: The school psychologist will demonstrate knowledge of effective classroom management strategies to support diverse student learning needs and will share these ideas with teachers as needed.

MEETS THE STANDARDS		*SHOWS GROWTH IN MEETING THE STANDARDS*	*DOES NOT MEET THE STANDARDS*
• Consistently demonstrates knowledge of effective positive, research-based behavior intervention techniques that teachers can use when working with individuals or groups of students.	• Frequently demonstrates knowledge of effective positive, research-based behavior intervention techniques that teachers can use when working with individuals or groups of students.	• Demonstrates growth in knowledge of effective positive, research-based behavior intervention techniques that teachers can use when working with individuals or groups of students.	• Needs significant support to demonstrate knowledge of effective positive, research-based behavior intervention techniques that teachers can use when working with individuals or groups of students.
• Consistently shows an understanding how such factors as student academic difficulties or medical issues can contribute to behavior problems.	• Frequently demonstrates an understanding how such factors as student academic difficulties or medical issues can contribute to behavior problems.	• Demonstrates growth in understanding how such factors as student academic difficulties or medical issues can contribute to behavior problems.	• Needs significant support to understand how such factors as student academic difficulties or medical issues can contribute to behavior problems.
• Consistently provides training and ongoing support to teachers to help them to implement positive behavior intervention techniques.	• Frequently provides training and ongoing support to teachers to help them to implement positive behavior intervention techniques.	• Demonstrates growth in providing training and ongoing support to teachers to help them to implement positive behavior intervention techniques.	• Needs significant support to provide training and ongoing support to teachers to help them to implement positive behavior intervention techniques.
• Consistently monitors ongoing classroom interventions and, when necessary, provides suggestions to teachers about how to make appropriate changes to these interventions to make them more effective.	• Frequently monitors ongoing classroom interventions and, when necessary, provides suggestions to teachers about how to make appropriate changes to these interventions to make them more effective.	• Demonstrates growth in ability to monitor ongoing classroom interventions and, when necessary, to provide suggestions to teachers about how to make appropriate changes to these interventions to make them more effective.	• Needs significant support to monitor ongoing classroom interventions and, when necessary, to provide suggestions to teachers about how to make appropriate changes to these interventions to make them more effective.

DOMAIN III: **PROFESSIONAL RESPONSIBILITIES**

ELEMENT C: **MENTALHEALTH:** The school psychologist will demonstrate knowledge of mental health and related human service resources available within the school and community for children and youth and will assist students, parents, and school staff to access those resources as needed.

MEETS THE STANDARDS		*SHOWS GROWTH IN MEETING THE STANDARDS*	*DOES NOT MEET THE STANDARDS*
• Consistently seeks to educate teaching staff, school administrators, parents, and students about common mental health concerns that affect children and youth.	• Frequently seeks to educate teaching staff, school administrators, parents, and students about common mental health concerns that affect children and youth.	• Demonstrates growth in ability to educate teaching staff, school administrators, parents, and students about common mental health concerns that affect children and youth.	• Needs significant support to educate teaching staff, school administrators, parents, and students about common mental health concerns that affect children and youth.
• Consistently provides appropriate short-term, direct mental health services to students (e.g., individual and group counseling) when, in the judgment of the school psychologist, such services are warranted.	• Frequently provides appropriate short-term, direct mental health services to students (e.g., individual and group counseling) when, in the judgment of the school psychologist, such services are warranted.	• Demonstrates growth in providing appropriate short-term, direct mental health services to students (e.g., individual and group counseling) when, in the judgment of the school psychologist, such services are warranted.	• Needs significant support to provide appropriate short-term, direct mental health services to students (e.g., individual and group counseling) when, in the judgment of the school psychologist, such services are warranted.
• Consistently serves as a mental health consultant to help school staff to better respond to student mental health needs (e.g., through membership on the building Crisis Response Team) when necessary.	• Frequently serves as a mental health consultant to help school staff to better respond to student mental health needs (e.g., through member-ship on the building Crisis Response Team) when necessary.	• Demonstrates growth in serving as a mental health consultant to help school staff to better respond to student mental health needs (e.g., through membership on the building Crisis Response Team) when necessary.	• Needs significant support to serve as a mental health consultant to help school staff better respond to student mental health needs (e.g., through membership on the building Crisis Response Team) when necessary.
• Consistently has current information about key community agencies and organizations that provide mental health services for children and youth.	• Frequently has current information about key community agencies and organizations that provide mental health services for children and youth.	• Demonstrates growth in having current information about key community agencies and organizations that provide mental health services for children and youth.	• Needs significant support to obtain current information about key community agencies and organizations that provide mental health services for children and youth.
• Consistently provides information and advice to parents about community mental health services for children and families and, when requested, assisting parents in gaining access to such mental health services.	• Frequently provides information and advice to parents about community mental health services for children and families and, when requested, assisting parents in gaining access to such mental health services.	• Demonstrates growth in providing information and advice to parents about community mental health services for children and families and, when requested, assisting parents in gaining access to such mental health services.	• Needs significant support to provide information and advice to parents about community mental health services for children and families and, when requested, assisting parents in gaining access to such mental health services.

DOMAIN II: **SUPPORTING A LEARNING COMMUNITY**
ELEMENT A: **COLLABORATION:** The school psychologist will demonstrate that he or she develops collaborative relationships with students, teachers, parents, administrators, and community agencies to better meet the educational, social, and emotional needs of students.

MEETS THE STANDARDS	*SHOWS GROWTH IN MEETING THE STANDARDS*	*DOES NOT MEET THE STANDARDS*
• Consistently participates productively on Special Education teams, including Pupil Service Teams (PSTs), and Committees on Special Education (CSE).	• Frequently participates productively on Special Education teams, including Pupil Service Teams (PSTs), and Committees on Special Education (CSE).	• Demonstrates growth in participating productively on Special Education teams, including Pupil Service Teams (PSTs), and Committees on Special Education (CSE).	• Needs significant support to participate productively on Special Education teams, including Pupil Service Teams (PSTs), and Committees on Special Education (CSE).
• Consistently is available when needed to serve on other building and/or District teams that deal with issues of mental health, discipline planning, crisis response, school improvement, and other important topics.	• Frequently is available when needed to serve on other building and/or District teams that deal with issues of mental health, discipline planning, crisis response, school improvement, and other important topics.	• Demonstrates growth in being available when needed to serve on other building and/or District teams that deal with issues of mental health, discipline planning, crisis response, school improvement, and other important topics.	• Needs significant support to serve on other building and/or District teams that deal with issues of mental health, discipline planning, crisis response, school improvement, and other important topics.
• Consistently shows ability to work collegially in groups, a willingness to stand up for his or her own beliefs and opinions while respecting the opinions of others, and an appreciation for the benefits of group decision making.	• Frequently shows ability to work collegially in groups, a willingness to stand up for his or her own beliefs and opinions while respecting the opinions of others, and an appreciation for the benefits of group decision making.	• Demonstrates growth in showing ability to work collegially in groups, a willingness to stand up for his or her own beliefs and opinions while respecting the opinions of others, and an appreciation for the benefits of group decision making.	• Needs significant support to show ability to work collegially in groups, a willingness to stand up for his or her own beliefs and opinions while respecting the opinions of others, and an appreciation for the benefits of group decision making.
• Consistently participates productively on problem-solving teams, such as School-Based Intervention Teams (SBITs), to discuss students of concern, and offer research-based ideas to improve student behavior and learning.	• Frequently participates productively on problem-solving teams, such as School-Based Intervention Teams (SBITs), to discuss students of concern, and offer research-based ideas to improve student behavior and learning.	• Demonstrates growth in participating productively on problem-solving teams, such as School-Based Intervention Teams (SBITs), to discuss students of concern, and offer research-based ideas to improve student behavior and learning.	• Needs significant support to participate productively on problem-solving teams, such as School-Based Intervention Teams (SBITs), to discuss students of concern, and offer research-based ideas to improve student behavior and learning.

ELEMENT B: **PROFESSIONAL QUALITIES:** The school psychologist will follow the standards of ethical conduct as put forth by recognized professional organizations in school psychology.

MEETS THE STANDARDS		*SHOWS GROWTH IN MEETING THE STANDARDS*	*DOES NOT MEET THE STANDARDS*
• **Consistently demonstrates knowledge of the standards for professional conduct outlined by the New York Association of School Psychologists (NASP), National Association of School Psychologists (NASP), and other relevant professional organizations.**			• **Needs significant support to learn the standards for professional conduct outlined by the New York Association of School Psychologists (NASP), National Association of School Psychologists (NASP), and other relevant professional organizations.**
• Consistently can articulate standards of professional conduct and discuss how they should be observed in specific work situations.	• Frequently can articulate standards of professional conduct and discuss how they should be observed in specific work situations.	• Demonstrates growth in articulating standards of professional conduct and discussing how they should be observed in specific work situations.	• Needs significant support to articulate standards of professional conduct and discuss how they should be observed in specific work situations.
• **Consistently applies standards of professional conduct in job assignment.**			• **Needs significant support to apply standards of professional conduct in job assignment.**
• Consistently is willing to seek advice from his/her colleagues and supervising administrators to help the psychologist to clarify professional responsibilities in situations where he/she may face serious ethical dilemmas or issues.	• Frequently is willing to seek advice from his/her colleagues and supervising administrators to help the psychologist to clarify professional responsibilities in situations where he/she may face serious ethical dilemmas or issues.	• Demonstrates growth in being willing to seek advice from his/her colleagues and supervising administrators to help the psychologist to clarify professional responsibilities in situations where he/she may face serious ethical dilemmas or issues.	• Needs significant support to seek advice from his/her colleagues and supervising administrators to help the psychologist to clarify professional responsibilities in situations where he/she may face serious ethical dilemmas or issues.

ELEMENT C: REFLECTIVE AND RESPONSIVE PRACTICE: The school psychologist will evaluate his/her current professional growth on a regular basis and pursue appropriate professional development activities to maintain and improve effectiveness.

MEETS THE STANDARDS	*SHOWS GROWTH IN MEETING THE STANDARDS*	*DOES NOT MEET THE STANDARDS*
• Consistently updates knowledge of assessment instruments and evaluation techniques to keep pace with the release of new or revised commercial tests and publication of new research findings in school-based evaluation.	• Frequently updates knowledge of assessment instruments and evaluation techniques to keep pace with the release of new or revised commercial tests and publication of new research findings in school-based evaluation.	• Demonstrates growth in updating knowledge of assessment instruments and evaluation techniques to keep pace with the release of new or revised commercial tests and publication of new research findings in school-based evaluation.	• Needs significant support to update knowledge of assessment instruments and evaluation techniques to keep pace with the release of new or revised commercial tests and publication of new research findings in school-based evaluation.
• Consistently stays informed on issues of child development and psychopathology by attending workshops or conferences and/or reading current research on these topics.	• Frequently stays informed on issues of child development and psychopathology by attending workshops or conferences and/or reading current research on these topics.	• Demonstrates growth in staying informed on issues of child development and psychopathology by attending workshops or conferences and/or reading current research on these topics.	• Needs significant support to stay informed on issues of child development and psychopathology by attending workshops or conferences and/or reading current research on these topics.
• Consistently takes advantage of District professional development opportunities such as school psychology department meetings and District inservice courses that address topics relevant to school psychologists.	• Frequently takes advantage of District professional development opportunities such as school psychology department meetings and District inservice courses that address topics relevant to school psychologists.	• Demonstrates growth in taking advantage of District professional development opportunities such as school psychology department meetings and District inservice courses that address topics relevant to school psychologists.	• Needs significant support to take advantage of District professional development opportunities such as school psychology department meetings and District inservice courses that address topics relevant to school psychologists.
• Consistently can identify, and will access, professional journals and publications and/or Internet websites from authoritative sources that provide information and resources to support the delivery of school psychology services.	• Frequently can identify, and will access, professional journals and publications and/or Internet web-sites from authoritative sources that provide information and resources to support the delivery of school psychology services.	• Begins to access professional journals and publications and/or Internet web-sites from authoritative sources that provide information and resources to support the delivery of school psychology services.	• Needs significant support to access professional journals and publications and/or Internet websites from authoritative sources that provide information and resources to support the delivery of school psychology services.

Note: The table header has four columns: *MEETS THE STANDARDS* spans the first two data columns.

Glossary

ACTION PLAN
A school's program for improving student performance. Includes analysis of relevant data, identification of needs, clear goals and tasks, and roles and responsibilities.

ACTION RESEARCH
Allows a practitioner to identify problems in their own classroom, investigate those problems in a systematic way, raise questions about teaching and learning, and have the opportunity to share findings with colleagues.

APPRECIATION OF DIVERSITY
Recognition, understanding, and respect of similarities and differences in gender, age, race, ethnicity, and learning style, socioeconomic status, ability, and disability.

ASSESSMENT
The process of quantifying, describing, gathering data about, or giving feedback about performance. Assessment results are used to identify instructional practices that should be improved, to focus professional development for practitioners, and to supply new or different instructional resources for learners.

ASSESSMENT PLAN
A set of choices regarding how student learning will be assessed in relation to identified standards and criteria.

ASSISTANCE PLAN FOR IMPROVEMENT
The negotiated document which provides written strategies developed by the practitioner and administrator to resolve a concern(s).

AUTHENTIC ASSESSMENT
The process of gathering evidence and documentation of a student's learning and growth in ways that resemble "real life" as closely as possible (e.g., a driving test, a presentation to a board on a "real" issue). To measure growth and progress, students' work is compared to their previous work rather than to the work of others. Authentic assessment is based on what the child actually does in a variety of contexts at points throughout the school year. Authentic work represents the student's application, not mere acquisition, of knowledge and skills. Authentic assessment also engages students in the activity and reflects best instructional activities.

COLLABORATION
To work jointly with others in an intellectual endeavor, being cooperative and willing to assist.

COLLABORATIVE CONVERSATION
The negotiated document which provides written strategies developed by the practitioner and administrator to resolve a concern(s).

COMMUNICATION	**A process by which information is exchanged, verbal or written, between individuals.**
COMMUNITY	**An interacting population with a common interest in a particular area.**
CONCERN	**The initial written identification of a problematic situation or condition related to the evaluation criteria. This concern(s) is the focus of the Assistance Plan for Improvement.**
CONSULTANT TEACHER	**An experienced tenured teacher who works under the supervision of the PAR Panel, provides support and guidance to the first year intern, and is responsible for the formal evaluation.**
CORRECTIVE ACTION PLAN	**The negotiated document which provides written strategies developed by the practitioner and administrator to correct a deficiency(ies). The document is developed if outcomes of the Collaborative Conversation/ Assistance Plan have not been met.**
DATA COLLECTION	**Records and reports of formal and informal observations, experiences, and events. Data are artifacts, facts or figures from which conclusions may be drawn. Data become information when they are put to use, as for planning and decision making.**
DEFICIENCY	**An area where a practitioner is not meeting standards.**
EVALUATION	**Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria. Evaluations are usually based on multiple sources of information. The terms "evaluation" and "assessment" are often used interchangeably.**
EVALUATION CONFERENCE	**A meeting between an administrator and the practitioner to review and discuss the practitioner's overall performance.**
EVALUATION REPORT	**The written documentation of a practitioner's overall performance based on information shared at the evaluation conference.**
EXCHANGE CONFERENCE	**An annual, non-data-collecting meeting between the practitioner(s) and an administrator to discuss the criteria for evaluation.**
INTENT TO DISMISS	**A formal written notice by the superintendent.**

INTERN	A first year teacher.
INDIVIDUAL PROFESSIONAL GROWTH PLAN	Individuals identify goals for professional growth based on district and school goals using Performance Indicators as a base. Rubrics are used as a resource. Action steps are developed to meet these goals.
MENTOR	One who works with a staff member in a non-evaluative role to acclimate them to the District's policies, procedures, and performance indicators.
MENTOR TEACHER INTERN PROGRAM (MTIP)	A year-long program for first or second year practitioners to work with an experienced tenured practitioner as a confidential mentor using time for job-embedded professional development.
MULTIPLE DATA SOURCES	Use of more than one source of feedback in practitioner evaluation process to achieve a varied representation of practitioner performance.
NATIONAL BOARD CERTIFICATION	Rigorous process through which practitioner demonstrates their expertise in a given content area or field.
NETWORKING	The exchange of information or services among individuals, groups, or institutions.
OUTCOME	Those items or tasks for which students must create a response or answer (e.g., a written or oral answer, a product, or a performance).
PACING	The deliberate movement of lesson activities to ensure maximum student participation.
PEDAGOGY	The art, science, or profession of teaching.
PEER ASSISTANCE AND REVIEW PANEL	The PAR Panel is the governing body of the PAR Program. The Panel consists of five appointed union representatives named by STA and four appointed management representatives named by the Superintendent of Schools in consultation with SAAS.
PEER ASSISTANCE AND REVIEW PROGRAM (PAR)	The Peer Assistance and Review Program (PAR) is a cooperative union management program of teacher evaluation for first-year teachers (interns).

Glossary

PEER COACHING A process of providing specific, immediate feedback to a person with the same job description or authority base about areas needing refinement and helping the peer generate options for refining a skill, strategy, or concept.

PEER EVALUATION A process by which peers conduct formative and summative evaluation of
(Peer Assistance & Review) their colleagues.

PERFORMANCE INDICATOR A measure that describes performance related to teaching standards.

PROFESSIONAL PARTNER One who works collegially with any non-tenured staff member not in a formal support program.

PORTFOLIO REVIEW A portfolio is a folder, album, or storage container of artifacts that display evidence of a practitioner's knowledge and skills. The portfolio embodies an attitude that assessment is dynamic and that the richest portrayals of practitioner and student performance are based on multiple sources of evidence collected over time in authentic settings.

REBUTTAL A written response refuting an Evaluation Report.

RUBRIC An established set of parameters for performance tasks.   Rubrics consist of a set of clear criteria and performance descriptions for each criterion at each point on the scale that illustrates various levels of performance.

SELF-REFLECTION The monitoring of one's own behavior in relation to goals, expectations, and outcomes.

STAKEHOLDERS Population with a common interest in a particular area.

TENURED TEACHER INTERVENTION PROGRAM A cooperative union management program to support tenured practitioners to meet performance standards.

Adapted from Succeeding with Standards by Judy F. Carr and Douglas E. Harris (2001).

Notes

Syracuse City

SCSD

School District

The Syracuse City School District hereby advises students, parents, employees, and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to age, gender, race, color, religion, marital status, sexual preference, national origin or disability. Inquiries regarding this non-discrimination policy may be directed to:

Title IX and Section 504 Coordinator
Syracuse City School District
725 Harrison Street
Syracuse, New York 13210
(315) 435-4212