



Model for Practitioner Evaluation Packet

**SPEECH/LANGUAGE
PATHOLOGIST**

*Approved by Board of Education
August 28, 2002
Revised August 2008*

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:

- Option 1 — Action Research
- Option 2 — Peer Coaching
- Option 3 — Portfolio
- Option 4 — National Board Certification

II. Timeline

Date Held

Exchange Conference _____
Status Meeting (Jan.) _____
Status Meeting (Apr.) _____
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

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
<p>The speech/language pathologist shall demonstrate appropriate preparation, employing the necessary therapy strategies to support instruction.</p> <p>The speech/language pathologist shall demonstrate that the delivery of therapy results in active student involvement, appropriate speech/language pathologist/ student interaction, and meaningful lesson plans resulting in student progress toward their IEP goals.</p>	<p>Collaboration with staff.</p> <p>Participation in inservices and workshops.</p> <p>Attendance of grade level, team meetings.</p>	<p>Improve student performance within social and academic contexts. Staff will have a better understanding of their student's speech and language abilities.</p> <p>Students will improve strategies to facilitate their learning.</p>
<p>The speech/language pathologist will conduct comprehensive assessments utilizing appropriate measures and will communicate the results to caregivers and school personnel in a timely manner.</p>	<p>Make recommendations that are appropriate and consistent with the student's program.</p> <p>Make referrals to appropriate support staff/ agencies: counseling, medical consults, hearing screenings, tutoring, summer camps (e.g. fluency, ATT).</p>	<p>Improve student functioning as life long learners and effective communicators.</p> <p>Improve learner outcomes for each student.</p>

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
<p>The speech/language pathologist shall engage in reflective and responsive activities that will contribute to their individual professional growth plan.</p>	<p>CEU workshops.</p> <p>Attend inservices, staff development, curriculum development.</p> <p>Do action research.</p> <p>Create a portfolio.</p> <p>Mentoring.</p> <p>Peer coaching.</p> <p>CFY supervision.</p>	<p>The student will demonstrate effective communication across school, home, and community.</p>

Exchange Conference Report Form

Speech/Language Pathologist _____ 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 Conference.

I. Planning and Designing Instruction

A. *Student Development*

The speech/language pathologist shall demonstrate knowledge of student development, an understanding and appreciation of diversity, and the regular application of developmentally appropriate therapeutic strategies to support the students' progress in the curriculum.

B. *Content Knowledge*

The speech/language pathologist shall demonstrate a thorough knowledge of the certification area and support the curriculum.

C. *Preparation*

The speech/language pathologist shall demonstrate appropriate preparation, employing the necessary therapy strategies to support instruction.

II. Instruction

A. *Instructional Delivery*

The speech/language pathologist shall demonstrate that the delivery of therapy results in active student involvement, appropriate speech/language pathologist/student interaction, and meaningful lesson plans resulting in student progress toward their IEP goals.

B. *Classroom Management*

The speech/language pathologist shall demonstrate behavior management techniques which are consistent with those of the classroom.

II. Instruction – contd.

C. *Student Assessment*

The speech/language pathologist will conduct comprehensive assessments utilizing appropriate measures and will communicate the results to caregivers and school personnel in a timely manner.

III. Professional Responsibilities

A. *Collaboration*

The speech/language pathologist shall demonstrate that he or she develops collaborative relationships with students, parents or caregivers, and school personnel to meet the learning needs of students.

B. *Professional Qualities*

Speech/language pathologists are expected to practice and promote ethical and professional behavior to positively contribute to their own school building and also to positively reflect upon the professionalism of the Syracuse City School District.

C. *Reflective and Responsive Practice*

The speech/language pathologist shall engage in reflective and responsive activities that will contribute to their individual professional growth plan.

Signature of Administrator

Date

Signature of Speech/Language Pathologist

Date

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.

¹ Refer to Contractual Agreement – Unit One, Article 6, *Teachers Rights and Responsibilities*, Section E.

Syracuse City School District

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 process³ 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.

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

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

I. Planning and Designing Instruction

- A. *Student Development*** – Knowing and understanding the learner is as important as knowing and understanding what is to be learned. Speech/language pathologists must understand the developmental stages of students and apply this knowledge to their instructional program. By understanding, recognizing, and appreciating the diversity of their students, speech/language pathologists are able to employ instructional strategies which are beneficial for all of the learners and result in student achievement. Speech/language pathologists demonstrate a sound knowledge of the developmental needs of students when they:
- **Design and use varied instructional strategies that address the development needs and learning styles of students.**
 - **Demonstrate, through planning, an awareness of the cognitive, emotional, and physical needs of each student.**
 - **Use multiple forms of assessment based on the developmental needs of students.**
 - **Communicate with stakeholders the developmental needs of students.**
 - **Demonstrate knowledge, understanding, and respect for cultural and individual differences.**
- B. *Content Knowledge*** – Speech/language pathologists need to be knowledgeable in the subject matter related to their teaching assignments. Subject matter competencies can be demonstrated in a variety of ways, both within the classroom and in the community. Speech/language pathologists indicate knowledge of subject matter when they:
- **Use the curriculum to design activities which reflect the New York State Standards.**
 - **Demonstrate a knowledge of their certification area and support curricula by giving accurate information consistent with identified objectives.**
 - **Demonstrate the ability to effectively communicate subject matter and support curricula with students, colleagues, and the community.**
 - **Extend knowledge and continually learn about current developments and research in the fields related to their assignments.**
 - **Demonstrate a knowledge of the subject matter and support curricula by using a variety of strategies and resources.**
 - **Make connections with content area teachers.**
- C. *Preparation*** – *Quality instruction is a result of effective planning by the speech/language pathologist and a knowledge of valid therapeutic practices. Long-range and daily plans must be tailored for the students involved and must be adjusted to changing environmental and academic conditions. Speech/language pathologists demonstrate this competency when they:*
- **Develop long-range and daily plans consistent with the Individualized Education Program, New York State Standards, Syracuse City School District Curricula, and the learning needs of students which reflect purpose, continuity, and correlation.**
 - **Use research, concepts, and materials (including technology) to adapt, supplement, and enrich the program.**
 - **Select and adapt teaching strategies, procedures, content, and materials appropriate to the stated objectives that reflect student needs, diversity, and learning styles.**
 - **Develop lesson plans that:**
 - **communicate clear lesson objectives to students at the appropriate level of difficulty;**
 - **deliver activities in an organized manner with clear transitions;**
 - **reflect appropriate pacing for students;**
 - **use effective questioning techniques on a variety of levels of cognition;**
 - **utilize innovative techniques; and**
 - **include assessment of student learning.**
 - **Build upon experiences and prior knowledge.**
 - **Create connections among concepts.**

PERFORMANCE INDICATORS SPEECH/LANGUAGE PATHOLOGIST

II. Instruction

A. ***Instructional Delivery*** – The methods employed by the speech/language pathologist in terms of the delivery of instruction are critical, in order to make a positive impact on student learning. Speech/language pathologists demonstrate competence in this area when they:

- Design activities based on the curricula, learning styles, and individual student needs.
- Focus on skill development, acquisition of knowledge, problem solving, and higher-order thinking skills.
- Implement long-term and daily plans consistent with the Individualized Education Program.
- Use a variety of instructional strategies, materials, and student groupings to achieve goals and objectives to promote student participation.
- Present information in an organized manner with clear transitions.
- Address students' cognitive, social, physical, and emotional needs.
- Encourage effective dialogue, student questions, and divergent responses.
- Provide equitable attention and recognition to all students in a positive manner.
- Identify and reinforce lesson objectives based on previously learned concepts.

B. ***Classroom Management*** – Establishing and maintaining orderly, effective, and productive learning environments that motivate students is the responsibility of speech/language pathologists. Speech/language pathologists demonstrate management competencies when they:

- Establish and maintain a safe and positive learning environment.
- Provide maximum time on task, give clear directions, and implement effective transitions.
- Monitor instructional approaches and adjust as needed.
- Foster understanding by acknowledging and respecting diversity for cultural and individual differences.
- Acknowledge and create a classroom environment where there is respect for cultural diversity and individual differences.
- Form positive relationships with students.
- Convey high standards for student achievement and expect that all students will learn.
- Respond calmly and effectively to situations that disrupt the learning environment.
- Provide extra help to students.

C. ***Student Assessment*** – Speech/language pathologists must regularly assess student learning in order to ascertain if the students have met the short-term instructional goals of the Individualized Education Plan. Speech/language pathologists demonstrate that they regularly assess student progress and understand the importance of student assessment when they:

- Use multiple forms of assessment which are authentic and outcome based.
- Align assessment and intervention so that students demonstrate their learning.
- Monitor and adjust activities based on student performance.
- Develop clear assessment criteria and standards and communicate them to students and families.
- Actively communicate with families and teachers regarding progress and recommendations.
- Maintain accurate student records.
- Give students regular feedback about performance which:
 - recognizes individuality
 - encourages self-improvement
 - is timely
 - fosters accountability
 - encourages and allows for self-evaluation

PERFORMANCE INDICATORS

SPEECH/LANGUAGE PATHOLOGIST

III. Professional Responsibilities

- A. *Collaboration*** – Cooperation, collaboration, and communication among the staff members, parents, students, support staff, and administration is essential for the smooth operation of the school. This collaboration is essential in order to strengthen relationships between staff, community, and students, with the goal of improving student achievement. Speech/language pathologists demonstrate collaboration when they:
- Promote collaborative efforts within the classroom by maximizing the efforts of co-workers, teaching assistants, other speech/language pathologists, families, support staff, and volunteers to enhance student achievement.
 - Network with colleagues, support staff, and administration to better meet the needs of students.
 - Demonstrate effective interpersonal communication skills.
 - Communicate regularly with families regarding student progress and address concerns in a timely and sensitive manner.
- B. *Professional Qualities*** – Speech/language pathologists are expected to practice and promote ethical and professional behavior in order to positively contribute to their own school building, but also, to positively reflect upon the professionalism of the Syracuse City School District. Speech/language pathologists demonstrate this when they:
- Are punctual and regular in attendance.
 - Promote and implement the school’s mission and goals.
 - Are timely and accurate in record keeping.
 - Are ethical in the use of confidential information.
 - Demonstrate professional conduct and integrity in the classroom and school community.
 - Follow Syracuse City School District policies and procedures related to their own conduct, job duties, and responsibility for students.
 - Demonstrate an ability to communicate effectively, both orally and in writing.
 - Take steps to ensure a safe and secure learning environment.
 - Incorporate supervisory suggestions into their professional behavior.
- C. *Reflective and Responsive Practice*** – Effective speech/language pathologists regularly assess their instructional performance and show a willingness and the initiative to adjust their instructional delivery to meet student needs. Speech/language pathologists demonstrate their ability to reflect upon, and adjust, their teaching strategies when they:
- Analyze student achievement data and make the necessary adjustments in their instructional program to achieve desired outcomes for students.
 - Demonstrate flexibility by implementing a variety of instructional strategies to meet student needs.
 - Articulate to students areas of strength, as well as areas which need additional focus, in order to maximize student achievement.
 - Discuss instructional practices with peers.
 - Develop, implement, monitor, and revise a long-term professional growth plan.
 - Seek out relevant opportunities for professional development.
 - Systematically transfer knowledge into practice.

PERFORMANCE INDICATORS Rubrics of Performance Indicators SPEECH/LANGUAGE PATHOLOGIST

DOMAIN I: PLANNING AND DESIGNING INSTRUCTION

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.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
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

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> • Consistently demonstrates knowledge of student development by applying a wide variety of appropriate therapy strategies to address students' needs. 	<ul style="list-style-type: none"> • Frequently demonstrates knowledge of student development by applying a variety of appropriate therapy strategies to address students' needs. 	<ul style="list-style-type: none"> • Demonstrates growth in knowledge of student development by applying appropriate therapy strategies to address students' needs. 	<ul style="list-style-type: none"> • Needs significant support with demonstrating knowledge of student development and applying appropriate therapy strategies to address students' needs.
<ul style="list-style-type: none"> • Consistently demonstrates an understanding and appreciation of diversity with regular application of developmentally appropriate therapy. 	<ul style="list-style-type: none"> • Frequently demonstrates an understanding and appreciation of diversity by using appropriate therapy. 	<ul style="list-style-type: none"> • Demonstrates growth with an understanding and appreciation of diversity and uses appropriate therapy. 	<ul style="list-style-type: none"> • Needs significant support with demonstrating an understanding and appreciation of diversity by using appropriate therapy.

DOMAIN I: PLANNING AND DESIGNING INSTRUCTION

ELEMENT B: Content Knowledge: The speech/language pathologist shall demonstrate a thorough knowledge of the subject area.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> • Therapy is delivered consistently with accuracy and exemplary strategies that align with New York State Standards. 	<ul style="list-style-type: none"> • Therapy is delivered frequently with accuracy and appropriate strategies that are aligned with New York State Standards. 	<ul style="list-style-type: none"> • Demonstrates growth in delivering therapy that is aligned with New York State Standards. 	<ul style="list-style-type: none"> • Needs significant support with delivering therapy that is aligned with New York State Standards.
<ul style="list-style-type: none"> • Consistently strives to learn about current developments and research in the fields related to their assignment and systematically transfers knowledge into practice. 	<ul style="list-style-type: none"> • Frequently strives to learn about current developments and research in the fields related to their assignment and systematically transfers knowledge into practice. 	<ul style="list-style-type: none"> • Demonstrates growth in striving to learn about current developments and research in the fields related to their assignments. 	<ul style="list-style-type: none"> • Needs significant support with striving to learn about current developments and research in the fields related to their assignments.
<ul style="list-style-type: none"> • Consistently makes connections for students with content areas. 	<ul style="list-style-type: none"> • Frequently makes connections for students with most content areas. 	<ul style="list-style-type: none"> • Demonstrates growth in making connections for students with some content areas. 	<ul style="list-style-type: none"> • Needs significant support making connections for students with content areas.
<ul style="list-style-type: none"> • Effectively and thoroughly communicates subject matter, with students, families, colleagues, and the community on a regular basis. 	<ul style="list-style-type: none"> • Adequately communicates subject matter with accuracy to students, families, colleagues, and community most of the time. 	<ul style="list-style-type: none"> • Demonstrates growth with some knowledge of subject matter but may make content errors when communicating concepts to students, families, colleagues, and community. 	<ul style="list-style-type: none"> • Needs significant support in communicating accurate subject matter and curricula with students, families, colleagues, and community.
<ul style="list-style-type: none"> • Consistently demonstrates an in-depth knowledge of subject matter by utilizing a variety of strategies and resources. 	<ul style="list-style-type: none"> • Regularly demonstrates strong knowledge of subject matter by utilizing a variety of strategies and resources. 	<ul style="list-style-type: none"> • Demonstrates growth with basic knowledge of subject matter by utilizing a variety of strategies and resources. 	<ul style="list-style-type: none"> • Needs significant support in demonstrating knowledge of subject matter.

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ELEMENT C: Preparation: The speech/language pathologist shall demonstrate appropriate preparation, employing the necessary therapy practices to support instruction.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> Consistently develops long-range and daily plans that address the needs of students which reflect purpose, continuity, and learning styles to enrich the program. 	<ul style="list-style-type: none"> Frequently develops long-range and daily plans that address the needs of students which reflect purpose, continuity, and learning styles to enrich the program. 	<ul style="list-style-type: none"> Demonstrates growth in developing long-range and daily lesson plans which reflect continuity and learning styles. 	<ul style="list-style-type: none"> Needs significant support with developing long-range and daily plans that address the needs of students which reflect purpose, continuity, and learning styles.
<ul style="list-style-type: none"> Consistently develops exemplary lessons that are well organized, with clear transitions, appropriate pacing, and questioning techniques that are for all students to succeed. 	<ul style="list-style-type: none"> Frequently develops lessons that are organized, appropriately paced, and which utilize questioning techniques that help students succeed. 	<ul style="list-style-type: none"> Demonstrates growth in developing lessons that are organized and utilizes a variety of questioning techniques. 	<ul style="list-style-type: none"> Needs significant support with developing organized lessons and questioning techniques that help students succeed.
<ul style="list-style-type: none"> Consistently develops exemplary lessons that are innovative, with techniques that connect student's prior knowledge in each lesson. 	<ul style="list-style-type: none"> Frequently develops appropriate lessons that creatively connect student prior knowledge in a lesson. 	<ul style="list-style-type: none"> Demonstrates growth in developing lessons with connections to student's prior knowledge in lessons. 	<ul style="list-style-type: none"> Needs significant support with developing innovative lessons with student's prior knowledge in mind.
<ul style="list-style-type: none"> Consistently develops exemplary lessons with embedded informal assessment to drive instruction for all students. 	<ul style="list-style-type: none"> Frequently develops appropriate lessons with embedded informal assessment to drive instruction for all students. 	<ul style="list-style-type: none"> Demonstrates growth in developing lessons with informal assessment as part of instruction. 	<ul style="list-style-type: none"> Needs significant support with developing lessons with informal assessment as part of instruction.
<ul style="list-style-type: none"> Consistently organizes materials and classroom environment to align with lesson plans. 	<ul style="list-style-type: none"> Frequently organizes materials and classroom environment to align with lesson plans. 	<ul style="list-style-type: none"> Demonstrates growth in organizing materials and classroom environment to align with lesson plans. 	<ul style="list-style-type: none"> Needs significant support with organizing materials and classroom environment to align with lesson plans.

ELEMENT A: Instructional Delivery: The speech/language pathologist shall demonstrate that the delivery of instruction results in active student involvement, appropriate speech/language pathologist and student interaction, and meaningful lesson plans resulting in student learning.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> Consistently delivers exemplary lessons that focus on progress toward their Individual Education Program goals and objectives. 	<ul style="list-style-type: none"> Frequently delivers creative lessons that focus on progress toward their Individual Education Program goals and objectives. 	<ul style="list-style-type: none"> Demonstrates growth in delivering lessons that focus on progress toward their Individual Education Program goals and objectives 	<ul style="list-style-type: none"> Needs significant support in delivering lessons that focus on progress toward their Individual Education Program goals and objectives.
<ul style="list-style-type: none"> Consistently implements exemplary lessons that encourage effective dialogue, student questions, and divergent responses in an equitable and positive manner for all students. 	<ul style="list-style-type: none"> Frequently implements exemplary lessons that encourage effective dialogue, student questions, and divergent responses in an equitable and positive manner for students. 	<ul style="list-style-type: none"> Demonstrates growth in implementing lessons that encourage effective dialogue, student questions, and divergent responses in an equitable and positive manner for students. 	<ul style="list-style-type: none"> Needs significant support in implementing exemplary lessons that encourage effective dialogue, student questions, and divergent responses in an equitable and positive manner for all students.
<ul style="list-style-type: none"> Consistently delivers exemplary lessons that include anticipatory set, creative presentation, guided practice, authentic modeling, independent practice, and assessment in a lesson. 	<ul style="list-style-type: none"> Frequently delivers lessons that include anticipatory set, creative presentation, guided practice, authentic modeling, independent practice, and assessment in a lesson. 	<ul style="list-style-type: none"> Demonstrates growth in delivering lessons that include anticipatory set, creative presentation, guided practice, authentic modeling, independent practice, and assessment in a lesson. 	<ul style="list-style-type: none"> Needs significant support in delivering lessons that include anticipatory set, creative presentation, guided practice, authentic modeling, independent practice, and assessment in a lesson.

DOMAIN II: INSTRUCTION

ELEMENT B. Classroom Management: The speech/language pathologist shall demonstrate classroom management skills supportive of diverse student learning needs, which create an environment conducive to student learning.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> Standards of conduct are clearly evident and provide for a safe and positive learning environment and are consistently implemented. 	<ul style="list-style-type: none"> Standards of conduct have been established and are evident most of the time. 	<ul style="list-style-type: none"> Demonstrates growth in establishing standards of conduct. 	<ul style="list-style-type: none"> Needs significant support with standards of conduct that have been established and are not evident.
<ul style="list-style-type: none"> On a consistent basis, interactions with students are positive, age appropriate, and adjusted as needed to reflect respect for cultural and individual differences. 	<ul style="list-style-type: none"> Interactions with students are appropriate to age and culture of students most of the time. 	<ul style="list-style-type: none"> Demonstrates growth interacting with students appropriate to age and culture. 	<ul style="list-style-type: none"> Needs significant support interacting with students to reflect respect for age, culture, or individual differences.
<ul style="list-style-type: none"> Standards for student achievement and expectations are clearly conveyed to all students and are consistently implemented. 	<ul style="list-style-type: none"> Standards for expectations are adequately conveyed to students most of the time. 	<ul style="list-style-type: none"> Demonstrates growth with standards for student achievement and expectations. 	<ul style="list-style-type: none"> Needs significant support with standards and expectations for student achievement.
<ul style="list-style-type: none"> Students are engaged productively in learning activities, directions are clear, and transitions are effective on a consistent basis. 	<ul style="list-style-type: none"> Learning activities are organized so that most students are engaged productively, directions are usually clear, and transitions are usually effective most of the time. 	<ul style="list-style-type: none"> Demonstrates growth in engaging students productively in learning activities. Directions are sometimes unclear and transitions are ineffective. 	<ul style="list-style-type: none"> Needs significant support with engaging students in learning activities. Directions are often unclear and transitions are often ineffective.

DOMAIN III: PROFESSIONAL RESPONSIBILITIES

ELEMENT C. Student Assessment: The speech/language pathologist shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> Consistently uses multiple forms of authentic assessment which are outcome based, and involves student self-evaluation and fosters self-improvement and accountability. 	<ul style="list-style-type: none"> Frequently uses multiple forms of authentic assessment which are outcome based, and encourages student self-evaluation. 	<ul style="list-style-type: none"> Demonstrates growth in using some forms of assessment which are outcome based and involves students in self-evaluation. 	<ul style="list-style-type: none"> Needs significant support in using forms of assessment, with little encouragement for students' self-evaluation and improvement.
<ul style="list-style-type: none"> Consistently aligns assessment tools with intervention strategies so students demonstrate their learning plans and modifies future activities based on student performance. 	<ul style="list-style-type: none"> Frequently aligns assessment with intervention so students demonstrate their learning and monitors and adjusts instruction based on student performance. 	<ul style="list-style-type: none"> Demonstrates growth in aligning assessment with intervention and makes some adjustments to instruction based on student performance. 	<ul style="list-style-type: none"> Needs significant support with aligning assessment and intervention with little monitoring or adjustment of activities based on student learning.
<ul style="list-style-type: none"> Assessment criteria and standards are clear and are consistently communicated to students and families. 	<ul style="list-style-type: none"> Assessment criteria and standards are clear and frequently communicated to students and families. 	<ul style="list-style-type: none"> Demonstrates growth in assessing criteria and standards, with periodic communication to students and families. 	<ul style="list-style-type: none"> Needs significant support with assessment criteria and standards which are poorly developed and rarely communicated to students and families.
<ul style="list-style-type: none"> Clearly and consistently communicates to students and families regarding student progress toward their Individual Education Program goals. 	<ul style="list-style-type: none"> Frequently communicates to students and families regarding student progress toward their Individual Education Program goals. 	<ul style="list-style-type: none"> Demonstrates growth in communicating to students and families regarding student progress toward their Individual Education Program goals. 	<ul style="list-style-type: none"> Needs significant support with communicating and providing information about student progress toward their Individual Education Program goals.

DOMAIN II. INSTRUCTION
ELEMENT A. Collaboration

The speech/language pathologist shall demonstrate that he or she develops effective collaborative relationships with students/school related personnel/parents or guardians, to meet the learning needs of students.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> • Consistently promotes collaborative relationships with colleagues, students, parents, and guardians. 	<ul style="list-style-type: none"> • Frequently promotes collaborative relationships with colleagues, students, parents, and guardians. 	<ul style="list-style-type: none"> • Demonstrates growth in promoting collaborative relationships with colleagues, students, parents, and guardians. 	<ul style="list-style-type: none"> • Needs significant support with promoting relationships with colleagues, students, parents, and guardians.
<ul style="list-style-type: none"> • Consistently networks with colleagues, support staff, administration, and community. 	<ul style="list-style-type: none"> • Frequently networks with colleagues, support staff, administration, and community as needed or appropriate. 	<ul style="list-style-type: none"> • Demonstrates growth in networking with colleagues, support staff, administration, and community. 	<ul style="list-style-type: none"> • Needs significant support in networking with colleagues, support staff, administration, and community.
<ul style="list-style-type: none"> • Consistently communicates with colleagues to improve student progress. 	<ul style="list-style-type: none"> • Frequently communicates with colleagues to improve student progress. 	<ul style="list-style-type: none"> • Demonstrates growth in communicating with colleagues to improve student progress. 	<ul style="list-style-type: none"> • Needs significant support with communicating with colleagues to improve student progress.

DOMAIN III: PROFESSIONAL RESPONSIBILITIES

ELEMENT B. Professional Qualities: The speech/language pathologist shall practice and promote ethical and professional behavior to positively contribute to his/her own school building and also to positively reflect upon the professionalism of the Syracuse City School District.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> Consistently demonstrates leadership to help colleagues utilize sound judgment and integrity in determining and exhibiting professional conduct in the classroom and school community. 	<ul style="list-style-type: none"> Frequently utilizes sound judgment and integrity in determining and exhibiting professional conduct in the classroom and school community. 	<ul style="list-style-type: none"> Demonstrates growth in utilizing sound judgment and integrity in determining and exhibiting professional conduct in the classroom and school community. 	<ul style="list-style-type: none"> Needs significant support maintaining conduct in the classroom and/or school community that is deemed professional.
<ul style="list-style-type: none"> Consistently maintains a neat and organized classroom where students are learning responsibility for maintaining resources and for their own safety. 	<ul style="list-style-type: none"> Frequently maintains a neat and organized classroom, with conscientious attention given to maintaining resources and student safety. 	<ul style="list-style-type: none"> Demonstrates growth in maintaining a safe, organized classroom and provides some attention to maintaining resources and student safety. 	<ul style="list-style-type: none"> Needs significant support maintaining a room environment that is organized and is generally safe.
<ul style="list-style-type: none"> Consistently models ethical and professional behavior within the classroom, school, and community. <ol style="list-style-type: none"> confidentiality accurate record-keeping attendance 			<ul style="list-style-type: none"> Needs significant support in demonstrating ethical and professional behavior within the classroom, school, and community. <ol style="list-style-type: none"> confidentiality accurate record-keeping attendance

ELEMENT C. Reflective and Responsive Practice: The speech/language pathologist shall engage in reflective and responsive activities that will contribute to their individual growth plan.

<i>MEETS THE STANDARDS</i>		<i>SHOWS GROWTH IN MEETING THE STANDARDS</i>	<i>DOES NOT MEET THE STANDARDS</i>
<ul style="list-style-type: none"> • Develops, implements, reviews, and revises a long-term individual professional growth plan on an ongoing basis. 	<ul style="list-style-type: none"> • Develops and implements their individual professional growth plan and reviews on a regular basis. 	<ul style="list-style-type: none"> • Demonstrates growth in developing and reviewing individual professional growth plan on an annual basis. 	<ul style="list-style-type: none"> • Needs significant support in developing an individual professional growth plan.
<ul style="list-style-type: none"> • Consistently seeks opportunities for professional development according to a long-range plan and systematically transfers knowledge into practice. 	<ul style="list-style-type: none"> • Frequently seeks opportunities for relevant professional development activities that enhance knowledge and/or skills. 	<ul style="list-style-type: none"> • Demonstrates growth in participating in relevant professional development activities as recommended or required. 	<ul style="list-style-type: none"> • Needs significant support in participating in professional development activities.
<ul style="list-style-type: none"> • Consistently reflects on professional practice; draws from a deep repertoire of instructional practices; consistently monitors and adjusts therapy to meet students' needs and initiates discussions of these strategies with colleagues. 	<ul style="list-style-type: none"> • Frequently reflects on professional practice; adjusts therapy to meet students' needs; discusses practice with colleagues. 	<ul style="list-style-type: none"> • Demonstrates growth in reflecting on professional practice; adjusts therapy to meet students' needs. 	<ul style="list-style-type: none"> • Needs significant support with reflecting on professional practices and delivery; unable to articulate what adjustments might be made to improve therapy.

Glossary

<i>ACTION PLAN</i>	A school’s program for improving student performance. Includes analysis of relevant data, identification of needs, clear goals and tasks, and roles and responsibilities.
<i>ACTION RESEARCH</i>	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.
<i>APPRECIATION OF DIVERSITY</i>	Recognition, understanding, and respect of similarities and differences in gender, age, race, ethnicity, and learning style, socioeconomic status, ability, and disability.
<i>ASSESSMENT</i>	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.
<i>ASSESSMENT PLAN</i>	A set of choices regarding how student learning will be assessed in relation to identified standards and criteria.
<i>ASSISTANCE PLAN FOR IMPROVEMENT</i>	The negotiated document which provides written strategies developed by the practitioner and administrator to resolve a concern(s).
<i>AUTHENTIC ASSESSMENT</i>	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.
<i>COLLABORATION</i>	To work jointly with others in an intellectual endeavor, being cooperative and willing to assist.
<i>COLLABORATIVE CONVERSATION</i>	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.
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COMMUNITY	An interacting population with a common interest in a particular area.
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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.
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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.
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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.
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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.
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DEFICIENCY	An area where a practitioner is not meeting standards.
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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.
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EVALUATION CONFERENCE	A meeting between an administrator and the practitioner to review and discuss the practitioner’s overall performance.
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EVALUATION REPORT	The written documentation of a practitioner’s overall performance based on information shared at the evaluation conference.
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EXCHANGE CONFERENCE	An annual, non-data-collecting meeting between the practitioner(s) and an administrator to discuss the criteria for evaluation.
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INTENT TO DISMISS	A formal written notice by the superintendent.

Glossary

<i>INTERN</i>	A first year teacher.
<i>INDIVIDUAL PROFESSIONAL GROWTH PLAN</i>	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.
<i>MENTOR</i>	One who works with a staff member in a non-evaluative role to acclimate them to the District’s policies, procedures, and performance indicators.
<i>MENTOR TEACHER INTERN PROGRAM (MTIP)</i>	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.
<i>MULTIPLE DATA SOURCES</i>	Use of more than one source of feedback in practitioner evaluation process to achieve a varied representation of practitioner performance.
<i>NATIONAL BOARD CERTIFICATION</i>	Rigorous process through which practitioner demonstrates their expertise in a given content area or field.
<i>NETWORKING</i>	The exchange of information or services among individuals, groups, or institutions.
<i>OUTCOME</i>	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).
<i>PACING</i>	The deliberate movement of lesson activities to ensure maximum student participation.
<i>PEDAGOGY</i>	The art, science, or profession of teaching.
<i>PEER ASSISTANCE AND REVIEW PANEL</i>	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.
<i>PEER ASSISTANCE AND REVIEW PROGRAM (PAR)</i>	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 <i>(Peer Assistance & Review)</i>	A process by which peers conduct formative and summative evaluation of 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).

Glossary

Notes

Glossary



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