

**Oyster Bay-East Norwich CSD  
Oyster Bay, New York**

**Annual Professional Performance Review  
Plan**

**Effective June, 2009**

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**Oyster Bay - East Norwich Central School District  
Oyster Bay, New York**

**ANNUAL PROFESSIONAL PERFORMANCE REVIEW**

**INTRODUCTION**

In accordance with Commissioner's Regulation relative to professional performance review, the Oyster Bay – East Norwich Central School District reviewed the District's Annual Professional Performance Review Plan. With successful learning and teaching as our primary premise, the Annual Professional Performance Review (APPR) Committee developed this APPR Plan which includes the criteria for both tenured and probationary staff, in accordance with applicable regulations.

The plan is intended to serve as a guide for district professionals as they engage in self-reflection and planning and for administrators as they guide and assess staff. It is the firm hope of the committee that the APPR Plan will help facilitate the one overriding objective we all share – the successful intellectual, social, and emotional growth of our students.

We understand that the purpose of evaluation is not only to monitor teacher practice, but also to enable teachers to become more reflective of their practice, learn more about their craft, and revise their practice accordingly.

We further understand that the goal of evaluation is improvement and accountability for individual teachers and for the system as a whole. Successful evaluation systems improve teacher/administrator communications as well as teacher/teacher communication. An effective professional growth model should also increase teacher awareness of instructional goals and classroom practices.

Members and meeting dates of the 2008 committee were as follows:

Sara Anderson, Supervisor of Social Studies, Business, Family/Consumer Science  
Johanna Babcock, Teacher  
Sharon Brandt, Teacher  
Matthew Brown, Social Worker  
Karen Crowley, Teacher  
Anthony Caputo, Teacher  
Lynn Girifalco, Teacher  
Joanne Loring, Teacher  
Thomas Lynch, Supervisor of Science and Technology  
Ann McDonald, Teacher  
Gail Notaro, Assistant Supervisor for Special Services  
Liliana Policano, Supervisor of LOTE, ESL  
Laura Seinfeld, Assistant Superintendent for Instruction  
Valerie Vacchio, Supervisor of ELA, Library, Reading

Meeting Dates:

January 17, March 11, September 18, 2008

## METHODS USED TO ASSESS CLASSROOM PERFORMANCE

Effective models of professional appraisal must take into account the interest, needs, and experience level of staff members. Our APPR plan provides a differentiated model to meet the needs of both inexperienced and veteran teachers. Traditional and alternative methods of evaluation are included.

### **Probationary Staff**

There will be a minimum number of six observations per year for probationary teachers. The suggested observation schedule is for three observations to take place between September and January and three to take place between February and June. The teacher and/or administrator may request a conference following an observation. The teacher will receive a written report of an observation within ten (10) working days of the date of the observation. The teacher shall have the right to append his/her remarks to the report and sign the report as an indication of having seen the report. Any such remarks shall become an integral part of the report. The following professional categories should be considered when writing an observation:

- Content knowledge
- Preparation
- Instructional delivery
- Classroom management
- Student development
- Student assessment
- Collaboration
- Reflective & responsive practice

*The criteria for each professional category and the observation form are included in this plan.*

### **Portfolio Review**

In accordance with NYSED Commissioner's Regulation 100.2, teachers holding a transitional or initial certificate will be evaluated using a portfolio review which may include, but is not limited to:

- video of teaching performance
- sample lesson plans
- samples of student work including evidence of differentiation
- student assessment instruments
- teacher reflection on classroom practice and use of data to modify instruction

Teachers should consider the professional categories listed above as they compile their portfolios. Assembling this professional portfolio is an ongoing and reflective process designed to build competence and confidence. The portfolio shall include a collection of artifacts to demonstrate the steps to achieve stated goals in these areas. The portfolio may be a collection box, an artist's folio, a videotape, a C.D., a scrapbook, a website, or a filled 3-ring binder. The teacher and direct supervisor shall collaborate to establish goals and identify evidence that will demonstrate progress toward these goals. The teacher shall include a written reflection. This portfolio will be reviewed annually by the administrator responsible for the teacher's end year report. Progress will be reviewed collaboratively

and discussed with the teacher. The completed portfolio will be presented to the Superintendent for review at the teacher's tenure meeting.

## **Tenured Staff**

### ***Traditional Evaluation***

As per the current agreement between the Oyster Bay - East Norwich School District and the Oyster Bay - East Norwich Faculty Council, there will be up to three classroom observations for teachers on tenure. No more than two observations will be done in one semester. Tenured teachers will continue to receive an end-year Evaluation Report. It is expected that the content of the observation report and the end-of-year performance evaluation will include the same indicators as for probationary teachers.

### ***Alternative Evaluation***

Tenured staff may elect an alternative evaluation methodology. These are designed so teachers can develop a professional development program to continue their professional growth with a focus on student learning. These programs are designed for teachers to collaborate with each other and with administrators. Teachers opting for alternative evaluation methods will meet throughout the year with the administrator he/she has selected to review progress.

## **Methods**

- **Peer Coaching**

The teachers and their administrators will discuss the areas in the teachers' repertoire on which they will focus. Two or more teachers will observe each other throughout the year and offer feedback based upon these observations. Coverage will be provided as needed and as available. The administrator will be available as a resource to assist in this process.

- **Portfolio Review**

The teacher and administrator will discuss area(s) in the teacher's repertoire on which the teacher will focus. The teacher will develop a portfolio which includes documentation to support the teacher's efforts to enhance his/her teaching in this particular area. The teacher will review the portfolio with the administrator at the end of the year.

- **Self Reflection**

The teacher and administrator will discuss area(s) in the teacher's repertoire on which the teacher will focus. The teacher will collect evidence of how this focus is translated into classroom practice and this evidence will be discussed with the administrator. The teacher will maintain a written log with self-reflection of progress made and what he/she learned from the process. This log may be discussed with the cooperating administrator but will not be submitted for evaluation.

- **Action Research**

The teacher and administrator will discuss area(s) in the teacher's repertoire on which the teacher will focus. The administrator will work with the teacher to identify an area that is especially interesting to the teacher. The teacher will design a research project using this format:

- Problem formation
- Data collection
- Data analysis
- Reporting of results

- Plan to put into place what the teacher has learned from his/her research

The research project may be reviewed with the cooperating administrator but will not be submitted for evaluation.

- **Videotape Assessment**

The teacher and administrator will discuss area(s) in the teacher's repertoire on which the teacher will focus. The teacher and administrator will mutually agree upon the number of videotaped assessments that will be discussed and reflected upon during the school year. The teacher and administrator will view the videotapes.

### **Eligibility**

- Tenured teachers who volunteer are eligible for an alternative method of evaluation.
- Teachers designated as needing supervision are excluded.
- The teacher or district can terminate this voluntary alternative assessment by February 1<sup>st</sup> and formal observations will be resumed.
- Non-tenured teachers may opt to do this in conjunction with their formal observations.

### **Annual Process**

- The teacher and his/her supervisor discuss the areas in the teacher's repertoire on which they can focus.
- The teacher selects an alternative method of evaluation and an administrator with whom to work, pending mutual agreement of the teacher and the cooperating administrator.
- The teacher submits a written request to his/her principal to participate in the alternative method of teacher evaluation on or about June 1.
- By the end of the school year, the principal notifies the teacher whether the request has been approved.
- The teacher submits a specific plan to his/her participating administrator by October 1.
- The administrator and teacher meet at least once by October 15.
- From October through May ongoing discussions between the teacher and administrator will take place in order to enhance the quality of learning and teaching in the teacher's classroom. It is suggested that these conversations take place quarterly.
- The teacher presents a report by May 15<sup>th</sup> according to the method he/she has selected.

The following sentence will be attached to the teacher's end of the year evaluation:

“This year \_\_\_\_\_ chose to do \_\_\_\_\_ in lieu of formal observation.” followed by a paragraph written by the cooperating administrator stating what the teacher did. The paragraph may be narrative and factual but not critical. The teacher may add a paragraph if he/she chooses.

## **END OF YEAR EVALUATION**

An annual evaluation of instructional assessment and participation in professional growth activities will be completed each year for every staff member by the end of the school year.

## **TEACHER IMPROVEMENT PLAN**

Professional performance of all teachers is evaluated in writing each year. In the event that a teacher has not met professional standards, this is to be indicated, with explanation, through observations and on the end-year evaluation report. A teacher who has not met professional standards may not opt for an alternative evaluation method. When a teacher has been deemed unsatisfactory, a meeting between the teacher and supervisor/administrator will take place to collaboratively prepare a teacher improvement plan. The teacher will be entitled to union representation at this meeting. Such a plan must be submitted in writing to the teacher and is to include directions and activities in those areas in which the teacher needs improvement. All plans shall be forwarded for review and approval to the principal and Assistant Superintendent for Instruction.

The Teacher Improvement Plan shall include, but is not limited to:

- Identification of the specific deficiencies to be addressed
- Stated objectives in response to the following questions:
  - What does the teacher have to change?
  - What evidence will demonstrate that the teacher has changed?
- A timeline for accomplishing the change, with intermediate benchmarks
- Identification of resources to help the teacher. Resources may include a mentor, coursework, conferences, inter-visitations, professional literature, and peer collaboration
- An explanation of how the teacher will benefit from the TIP
- Documentation of previous efforts made to improve the teacher's performance
- A statement of who will support the teacher and monitor progress in the change effort
- Signatures by the teacher and administrator indicating agreement

Any teacher involved must receive a copy of the TIP and has a right to append his or her remarks and sign the plan as an indication of having reviewed it. Any such remarks shall become an integral part of the plan.

## CRITERIA FOR ANNUAL PROFESSIONAL PERFORMANCE REVIEW

- **Content Knowledge**

The teacher will demonstrate thorough knowledge of subject matter area and curriculum.

- Keeps current and demonstrates a depth of knowledge of the content area
- Aligns lessons with NYS and local district standards
- Appropriately aligns curriculum content with teaching strategies and assessment
- Develops and utilizes age-appropriate content, materials, skills, and assessments based upon curriculum
- Demonstrates knowledge of content area specific skills and pedagogy

- **Preparation/Knowledge of Pedagogical Practices**

The teacher will demonstrate appropriate preparation employing the necessary pedagogical practice to support instruction.

- Demonstrates thorough and effective planning
- Establishes clear purposes, goals, objectives and essential questions that align to NYS and district standards
- Develops lesson plans that address appropriate mastery objectives and thinking skills
- Appropriately structures curriculum scope and sequence
- Uses data as a basis for lesson and unit planning
- Uses instructional materials, methods and activities that engage and sustain students in meaningful learning
- Uses differentiated instruction to address the diverse needs and learning styles of students

- **Instructional Delivery**

The teacher will demonstrate that the delivery of instruction actively engages students in meaningful student learning.

- Promotes an environment where students take risks, solve problems, make decisions and think critically
- Utilizes a variety of strategies, groupings and methods to maximize student collaboration, interaction and learning
- Provides appropriate feedback to students to enhance and deepen their learning
- Creates opportunities for the application of learning in classroom activities and assignments
- Employs effective questioning and discussion strategies to cultivate higher order thinking skills
- Differentiates instruction to address the diverse needs and learning styles of students
- Enhances the learning process by incorporating instructional technology, educational resources, materials and appropriate equipment



- **Classroom Management**

The teacher will demonstrate classroom management skills supportive of diverse student learning needs, which create an environment conducive to student learning.

- Establishes appropriate student-teacher relationships by promoting mutual respect and positive interactions within the classroom
- Prepares a classroom climate conducive to learning by establishing classroom routines and maintaining a safe, healthy and orderly environment
- Conveys clear standards of conduct and behavioral expectations to students
- Demonstrates fairness and consistency in dealing with students
- Establishes high expectations for student achievement
- Keeps students on-task by utilizing appropriate behavior management strategies
- Consults with appropriate support staff as needed

- **Student Development**

The teacher will demonstrate knowledge of student development, an understanding and appreciation of diversity, and the regular application of developmentally appropriate instructional strategies for the benefit of all students.

- Demonstrates an understanding of the whole child (intellectual, social, emotional and physical, and including the child's learning style, language proficiency and student's interest)
- Provides developmentally appropriate strategies to enhance students' readiness for learning

- **Student Assessment**

The teacher will demonstrate that he/she implements assessment techniques based on appropriate learning standards designed to measure student progress in learning.

- Establishes the criteria and performance standards being used for assessment
- Effectively communicates criteria for success to students and provides examples to students so they know what good work looks like
- Evaluates students' assignments in a timely manner
- Provides specific feedback to students highlighting their strengths and facilitates accurate performance
- Maintains accurate student records and reports progress to students, parents and school community
- Encourages students to be self-reflective learners and assess their own progress and achievement
- Monitors students' understanding prior to instruction, during instruction and at the end of the lesson. (Pre-assessment, formative assessment and summative assessment)
- Collects data and uses it to inform instruction
- Demonstrates knowledge of, and prepares students for state assessments
- Links assessments to NYS, local standards and instructional outcomes

- **Collaboration**

The teacher will demonstrate effective collaborative relationships with students, parents or caregivers and, as needed, appropriate support personnel to meet the learning needs of students.

- Cooperates with other staff members to promote a positive school climate through constructive suggestions and modeling professional behavior
- Establishes and maintains respectful lines of communication with students, parents, peers and all district personnel while maintaining the confidentiality of those involved
- Collaborates on decisions relative to students' learning and is accountable for implementing strategies proposed
- Seeks out advice and utilizes support services as appropriate
- Shares ideas, experiences and knowledge with colleagues
- Demonstrates willingness to accept new challenges and at times contributes by attending events and participating on committees, teams, etc.
- Follows and adheres to school and district policies and procedures such as submitting necessary reports in a timely fashion
- Recognizes the importance of attendance and timeliness to the educational process
- Is an active and contributive member of department or team

- **Reflective and Responsive Practice**

The teacher will demonstrate that practice is reviewed, effectively assessed, and appropriate adjustments are made on a continuing basis.

- Establishes professional goals and pursues opportunities to grow professionally by attending conferences, workshops and meetings
- Practices reflective teaching by modifying instructional practice in response to thoughtful assessment of a lesson's effectiveness
- Accepts feedback and is willing to utilize constructive suggestions in daily practice
- Remains current on educational philosophies, research and findings

## **CRITERIA FOR EVALUATION OF PUPIL PERSONNEL STAFF**

(Guidance Counselors, School Psychologists, School Social Workers, School Nurses)

- **Content Knowledge**

The professional shall demonstrate thorough knowledge of subject matter.

- Aligns practices with NYS regulations and local standards
- Keeps current and demonstrates proficiency in the subject matter
- Applies professional knowledge to meet the needs of students and their families (ability to develop key relationships in a positive manner)  
Is knowledgeable of best practices and current strategies in the respective discipline
- Demonstrates knowledge of current state and federal guidelines/regulations as they relate to both general and special education
- Is knowledgeable of transition planning and Career Development Occupational Standards

- **Preparation**

The professional shall demonstrate thorough preparation employing the appropriate practice to support student development/wellness.

- Demonstrates clear purpose, goals and objectives when planning for prevention/intervention services (IEP driven)
- Organizes activities and intervention with a logical, developmental sequence (participation in special programs)
- Demonstrates thorough and effective planning
- Uses student information as a basis for planning
- Demonstrates flexibility in planning to address diverse needs of students
- Develops a plan to evaluate the counseling program (includes anecdotal notes and IEP-driven progress notes)
- Shows evidence of long-term planning

- **Delivery of Services**

The professional shall demonstrate that the delivery of services results in active student involvement, appropriate professional/student interaction and meaningful strategies and interventions resulting in student development/wellness.

- Promotes mutual respect between and among students and professionals
- Engages students in problem solving, decision making, critical thinking and creativity
- Provides and/or modifies intervention to address the diverse needs of students
- Incorporates technology to enhance the learning process/student wellness (in conjunction with classroom teacher)
- Utilizes a variety of resources, materials and equipment appropriate to the learning activity/student wellness
- Monitors student progress, checks for understanding/outcome, and adjusts strategies accordingly
- Makes referrals to community agencies resources to assist students and families (Crisis Team recommendations)
- Demonstrates flexibility and responsiveness (adjusts and modifies schedule appropriately)

- **Student Management**

The professional shall demonstrate management skills supportive of diverse student learning needs, which create an environment conducive to student learning/wellness.

- Organizes materials and makes them readily available for student development/wellness
- Conveys clear behavioral expectations to students (based upon accepted school standard and disciplinary policies as appropriate)
- Demonstrates fairness and consistency in dealing with students
- Maintains a safe, healthy and orderly environment
- Effectively manages student on-task behavior
- Utilizes appropriate behavior management strategies
- Utilizes appropriate resources and support staff
- Establishes effective routines and transitions between activities (transitions between classrooms)
- Promotes an atmosphere of mutual respect

- **Student Development**

The professional shall demonstrate knowledge of student development/wellness, an understanding and appreciation of diversity, and the regular application of developmentally appropriate strategies for the benefit of all students.

- Applies knowledge of student development to practice
- Recognizes and accommodates the uniqueness of individual students
- Provides students with organizational and wellness strategies
- Recognizes individual learning styles and diversity of students' interests and abilities
- Encourages students to challenge themselves in pursuit of excellence
- Utilizes a variety of evaluation, counseling, and consultation strategies adapted to student learning styles

- **Student Assessment**

The professional shall demonstrate that he/she implements assessment techniques based on appropriate standards designed to measure student progress.

- Encourages students to assess their own learning, progress and health needs (self-advocacy)
- Utilizes a variety of assessment and evaluation methods, both formative and summative
- Demonstrates knowledge of assessment/evaluation instruments and prepares students for meeting necessary New York State requirements/guidelines
- Reports progress to students, parents, administrators, and other staff members in a timely manner (weekly meetings; immediately in the event of an imminent safety concern)
- Maintains well-organized, accurate, and confidential student records
- Provides ongoing feedback to students
- Has an understanding of student diagnoses and the impact on learning

- **Collaboration**

The professional shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers, as needed and appropriate support personnel to meet the needs of students.

- Establishes and maintains open lines of communication with students, parents, colleagues, administrators and district personnel while maintaining the confidentiality of those involved (in a timely manner)
- Demonstrates the ability to contribute and follow through on decisions relative to students' development/wellness
- Cooperates with other staff members to promote a positive school climate
- Encourages and provides opportunities for students to participate as active members of school and community programs

- **Reflective and Responsive**

The professional shall demonstrate that practice is reviewed, effectively assessed, and appropriate adjustments are made on a continuing basis.

- Establishes professional goals and pursues opportunities to grow professionally
- Demonstrates a willingness to accept and/or see consultation and assistance
- Modifies practice in response to student data
- Applies current educational research and findings to practice
- Evaluates materials on an on-going basis

- **Professional Responsibilities**

The professional shall demonstrate a commitment and dedication to students and teaching.

- Models professional behavior
- Supports district and building goals and initiatives
- Respects the confidentiality of students, parents and colleagues
- Follows building-level and district-wide policies and procedures
- Submits reports and/or documents in student records in a timely fashion
- Participates in professional organizations and/or other staff development activities
- Shares responsibility for promoting a safe and orderly school environment
- Demonstrates an understanding of current certification and licensure requirements
- Recognizes student needs and provides advocacy to students

**OYSTER BAY-EAST NORWICH CENTRAL SCHOOL DISTRICT**  
**Teacher Observation Form**

**NAME:**

**DATE:**

**SCHOOL:**

**GRADE/DEPT:**

**TIME/PERIOD:**

**PROBATIONARY**

**TENURED**

**POST-OBSERVATION:**

The information in the narrative is intended to reflect the highlights of the lesson. Factors relating to planning, instructional techniques, student and teacher interaction, motivation, evaluation, course content and skill development will be considered. A pre-observation conference will be optional; however, a post observation conference may be scheduled.

**LESSON SUMMARY:**

**CONTENT KNOWLEDGE:**

**PREPARATION:**

**INSTRUCTIONAL DELIVERY:**

**CLASSROOM MANAGEMENT:**

**STUDENT DEVELOPMENT:**

**STUDENT ASSESSMENT:**

**COLLABORATION:**

**REFLECTIVE AND RESPONSIVE PRACTICE:**

**GENERAL COMMENTS:**

**TEACHER'S STATEMENT:**

**TEACHER'S SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**OBSERVER:** \_\_\_\_\_

**OBSERVER'S SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**OYSTER BAY-EAST NORWICH CENTRAL SCHOOL DISTRICT**  
**Pupil Personnel Observation Form**

**NAME:**

**DATE:**

**SCHOOL:**

**POSITION:**

**PROBATIONARY**

**TENURED**

**CONTENT KNOWLEDGE:**

**PREPARATION:**

**DELIVERY OF SERVICES:**

**STUDENT MANAGEMENT:**

**STUDENT DEVELOPMENT:**

**STUDENT ASSESSMENT:**

**COLLABORATION:**

**REFLECTIVE AND RESPONSIVE PRACTICE:**

**PROFESSIONAL RESPONSIBILITIES:**

**INDIVIDUAL'S STATEMENT:**

**INDIVIDUAL'S SIGNATURE:** \_\_\_\_\_ **DATE** \_\_\_\_\_

**OBSERVER:** \_\_\_\_\_

**OBSERVER'S SIGNATURE:** \_\_\_\_\_ **DATE** \_\_\_\_\_

**OYSTER BAY-EAST NORWICH CENTRAL SCHOOL DISTRICT**  
**Oyster Bay, New York**

**TEACHER END-YEAR EVALUATION REPORT**

**TEACHER:**

**SCHOOL YEAR:**

**SCHOOL:**

**GRADE or SUBJECT:**

An end of the year evaluation offers the teacher an opportunity to review what was accomplished during the school year. It is a report that focuses on activities that have occurred in the entire school context. Information, therefore, may reflect the teacher's role in classroom instruction, curriculum planning, curriculum development, interaction with parents, students and colleagues and professional growth experiences. The report may take into consideration special programs, skills and activities undertaken as part of the broad goals established by the Board of Education, goals of the site based management team, or personal/professional growth goals.

This report may reflect the self-assessment provided by each teacher, and it may include information submitted by the supervisors and principal (s). If appropriate, information submitted by a central office administrator might be included in the evaluation.

**EVALUATION**

**CONTENT KNOWLEDGE:**

**PREPARATION:**

**INSTRUCTIONAL DELIVERY:**

**CLASSROOM MANAGEMENT:**

**STUDENT DEVELOPMENT:**

**STUDENT ASSESSMENT:**



**COLLABORATION:**

**REFLECTIVE AND RESPONSIVE PRACTICE:**

**GOALS:**

**Principal's Statement:**

**PROBATIONARY TEACHERS (1<sup>ST</sup> & 2<sup>ND</sup> Year)**

- ( ) If this teacher continues to provide services at the present level, he/she will be eligible for recommendation for tenure.
- ( ) This teacher's performance is generally good but shows evidence of the need for improvement in certain areas in order to be eligible for a recommendation for tenure.

(Areas in which the teacher is deficient and supervisory steps taken to assist the teacher in overcoming his/her deficiencies are noted on page one of this report.)

- ( ) This teacher's work is unsatisfactory. This teacher should not be retained in the school system.  
**Explain:** If necessary, append separate page

**PROBATIONARY TEACHERS (3<sup>RD</sup> Year)**

- ( ) This teacher is recommended for tenure
- ( ) This teacher is not recommended for tenure.

**TEACHERS ON TENURE**

- ( ) This teacher is performing at a high level. Satisfies standards and requirements of the Oyster Bay-East Norwich Central School District.
- ( ) **This teacher's performance is generally good but shows evidence of certain areas which require improvement/growth. These areas are noted in this report as well as the supervisory steps needed to assist the teacher in improving in the indicated areas.**
- ( ) This teacher's work is unsatisfactory.  
**EXPLAIN:** If necessary, append separate page.

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Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Signature of teacher indicates he or she has read the evaluation.

Received by Superintendent \_\_\_\_\_ Date \_\_\_\_\_

**OYSTER BAY-EAST NORWICH CENTRAL SCHOOL DISTRICT  
Pupil Personnel End-Year Evaluation Report**

**NAME:**

**DATE:**

**SCHOOL:**

**POSITION:**

**PROBATIONARY**

**TENURED**

An end of the year evaluation offers the individual an opportunity to review what was accomplished during the school year. It is a report that focuses on activities that have occurred in the entire school context. Information, therefore, may reflect the individual's role in planning, interaction with parents, students and colleagues and professional growth experiences. The report may take into consideration special programs, skills and activities undertaken as part of the broad goals established by the Board of Education, goals of the site based management team, or personal/professional growth goals.

This report may reflect the self-assessment provided by each individual, and it may include information submitted by the supervisors and principal(s). If appropriate, information submitted by a central office administrator might be included in the evaluation.

**CONTENT KNOWLEDGE:**

**PREPARATION:**

**DELIVERY OF SERVICES:**

**STUDENT MANAGEMENT:**

**STUDENT DEVELOPMENT:**

**STUDENT ASSESSMENT:**

**COLLABORATION:**

**REFLECTIVE AND RESPONSIVE PRACTICE:**

**PROFESSIONAL RESPONSIBILITIES:**

**GOALS:**

**Principal's Statement:**

**PROBATIONARY PUPIL PERSONNEL (1<sup>ST</sup> & 2<sup>ND</sup> Year)**

( ) If this individual continues to provide services at the present level, he/she will be eligible for recommendation for tenure.

( ) This individual's performance is generally good but shows evidence of the need for improvement in certain areas in order to be eligible for a recommendation for tenure.

(Areas in which the individual is deficient and supervisory steps taken to assist the teacher in overcoming his/her deficiencies are noted on page one of this report.)

( ) This individual's work is unsatisfactory. This individual should not be retained in the school system.  
**Explain:** If necessary, append separate page

**PROBATIONARY PUPIL PERSONNEL (3<sup>RD</sup> Year)**

( ) This individual is recommended for tenure.

( ) This individual is not recommended for tenure.

**PUPIL PERSONNEL ON TENURE**

( ) This individual is performing at a high level. Satisfies standards and requirements of the Oyster Bay-East Norwich Central School District.

( ) This individual's performance is generally good but shows evidence of certain areas which require improvement/growth. These areas are noted in this report as well as the supervisory steps needed to assist the individual in improving in the indicated areas.

( ) This individual's work is unsatisfactory.  
**EXPLAIN:** If necessary, append separate page.

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Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Individual's Signature \_\_\_\_\_ Date \_\_\_\_\_

Signature of individual indicates he or she has read the evaluation.

Received by Superintendent \_\_\_\_\_ Date \_\_\_\_\_

