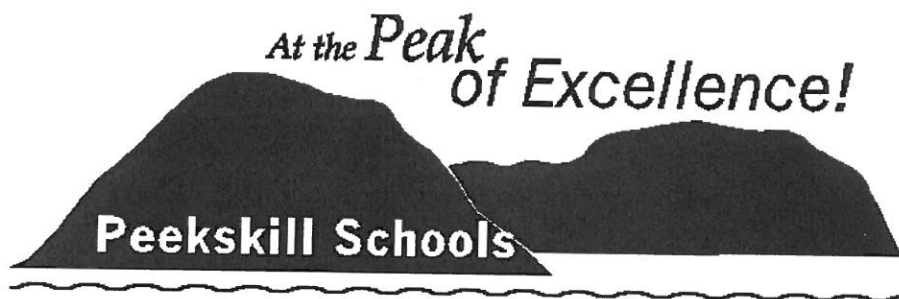


Appendix A

PEEKSKILL CITY SCHOOL DISTRICT

**ANNUAL PROFESSIONAL
PERFORMANCE REVIEW PLAN
(For those unit members not subject to
Section 3012-d)**



BACKGROUND

Successful student achievement demands that the practice of teachers in the classroom is grounded in those principles which recognize that:

- Teachers must know the content of what they teach;
- Teachers have organized the learning environment in a manner which demands respect for self and others;
- Students are actively engaged in the process of constructing learning for themselves;
- Teachers understand and use good pedagogical knowledge; and,
- Teachers continually work on their own professional development.

The District's administrators have the responsibility of ensuring that they:

- Provide strong and active instructional leadership;
- Foster and support a learning community which recognizes and encourages outstanding professional performance;
- Engage and encourage teachers to examine the work which they do; and,
- Provide the resources to enable all teachers to become masters of their craft.

Subdivision 100.2 of the Regulations of the Commissioner requires that each school district shall have in place an annual professional performance review plan. This plan must specify the specific criteria that will be used to evaluate its teachers.

This requirement enables us, once again, to articulate our commitment to ensuring that all students shall receive the best instruction that we are able to provide. Further, this plan shall specify the process by which all staff will be assessed in meeting this responsibility and shall outline how we will provide for the growth of our professional staff. The District's plan should be reevaluated each year as we learn more about what has been effective and what can be improved. A committee of three (3) teachers, selected by the PFA, and three (3) administrators shall meet, as needed to review the plan annually.

The supervisory/evaluative process has been the subject of much research and inquiry. How can we best assess good teaching? How can we provide for the increased professional growth of those teachers who, by the achievement of their students, have demonstrated that they can best continue to grow by taking greater responsibility for their own professional development? Should observations be performed by other than those who are responsible for evaluating performance to encourage the risk taking and experimentation which is necessary for teachers to develop and refine their skills and craft without fear of negative assessment? How can we reconcile these apparent contradictory roles when administrators have both responsibilities?

This document outlines our plan to assess in a comprehensive and supportive way the work of our teachers. Assessment or evaluation considers the overall work of the teacher. This includes, not only student achievement, and the instruction which happens in the classroom, but also how a teacher meets overall professional responsibilities, e.g., communication with parents and the teacher's contribution to the life of the school and the District.

This plan is also designed to assist in the supervisory process, i.e., the improvement of instruction, by providing assessment tools that are meaningful and valuable for teacher in both self-reflection, and the work they do with administrators in planning for and providing classroom instruction. Our intent is to use the supervisory and assessment process to facilitate the professional growth of our staff and to provide an important tool in determining the continued employment of both tenured and probationary staff.

The document is divided into the following sections: Criteria for Assessment of Performance, the Evaluation Process, the Observation Process, and the Self-Directed Professional Growth Process. Attached to the document are those forms that will be used for classroom observations and the annual evaluation. Additional forms will need to be developed for staff with specialized licenses, e.g., reading teachers, librarian, and pupil personnel staff. We anticipate that all forms shall be completed by September 2001.

By Commissioner's regulation, as Superintendent of Schools, I have been charged with developing this plan aided by the advice and counsel of administrators, teachers, and parents. This document represents more of a synthesis of the work of others, rather than an original effort. I have relied most heavily on the work of Charlotte Danielson (See *Enhancing Professional Practice, A Framework for Teaching*, Alexandria, VA: Association for Supervision and Curriculum Development, 1996 and *Teacher Evaluation, To enhance Professional Practice*, Alexandria, VA: Association for Supervision and Curriculum Development, 2000). Indeed, in many ways, this document is a restatement of Danielson's work in a concise manner, more appropriate for our needs. I have freely borrowed from what others have found effective. I appreciate the spirit of collegueship which others have demonstrated in sharing their work and the recommendation which have been made by staff and parents.

CRITERIA FOR ASSESSMENT OF PERFORMANCE

Commissioner's Regulations 100.2 mandate that the following criteria must be addressed in the evaluation of teachers:

A. Content knowledge:

The teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum;

B. Preparation:

The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction;

C. Instructional delivery:

The teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning;

D. Classroom management:

The teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning;

E. Student development:

The teacher shall 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;

F. Student assessment:

The teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning;

G. Collaboration:

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

H. Reflective and responsive practice:

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

THE EVALUATION PROCESS

Teachers shall be evaluated annually. The evaluation shall be a just and fair assessment of a teacher's performance over the course of the current year. The purpose of the evaluation is twofold: to provide an assessment that will determine continued employment in the District and to provide meaningful feedback with the intent of improving performance and professional growth.

Recognizing that individuals and the District may have different needs with respect to the evaluation process, the model we shall employ provides for a diversified approach.

A. Timing of Evaluation

Final evaluations shall be completed between mid-May and early June.

B. Evaluation of Staff

A staff person's evaluation shall include an assessment of overall performance. This includes direct service to students, student progress (as defined by the student's achievement during the year and other objective measurement tools agreed on by both the teacher and the administrator), and the staff person's attendance and punctuality.

A mid-year evaluation shall be completed by February 1st on all probationary staff in addition to the annual evaluation. All categories in the evaluation document shall be completed.

It is suggested that the evaluation document include supporting information that substantiates the assessment. Documentation could include such items as copies of lesson plans; formal written observations, instructional units; evidence of student learning through samples of student work from early and later in the school year; other measures of academic performance; examples of communication with parents; evidence of the teacher having become part of the school's learning community, and a teacher's written self-assessment. Teachers are encouraged to bring materials to the evaluation conference to add to this collection. The administrator will be able to use this information for a meaningful discussion on the teacher's performance. In the case of non-tenured teachers, the Superintendent will be able to make the determination to recommend tenure based on a breadth and depth of evidence. Finally, the Board of Education will be able to make its decision after getting a comprehensive picture of a staff member's performance.

Administrators shall meet with the untenured staff to review the draft evaluation and to provide guidance and constructive criticism and suggestions for improvement. For tenured staff this meeting may be necessary if the administrator or staff member thinks there is a need to discuss the Evaluation with a particular staff member. Teachers shall be given a copy of the final evaluation within eight (8) school days from the date of this meeting. Upon receipt of the final evaluation, the staff person shall sign the evaluation. Such signature shall indicate only that the staff person has received the form, read it, and consulted with the administrator. Such signature shall, in no way, indicate agreement or disagreement with the content of the evaluation. The staff person shall have the right to respond in writing to the evaluation and such response

shall be attached to the copy of the evaluation that is stored in the staff person's personnel file.

Tenured staff who have received an overall Proficient Evaluation on the current year's observations may be invited by their building administrators to submit their own end of year Evaluation following the format given in this document. The teacher will submit the Evaluation and then the principal will review it and arrange a meeting with the teacher to reflect on the Evaluation together.

The staff person shall have the right to be accompanied and represented by a representative of the Association at any consultation with an administrator regarding the staff person's performance.

C. Tenure Recommendations:

Because of our commitment to providing our students with teachers who are committed to all students learning, no probationary teacher shall be recommended for tenure whose evaluations indicate less than proficiency in any domain of assessment. Within the Criteria, no more than two components may be assessed at the basic level if the candidate is to be recommended for tenure. In the event of an assessment at a basic level of performance on any component, the teacher shall develop with the building principal a plan to improve performance in those areas. The assessment in the following year shall monitor those specific areas to assess improvement. In order to foster a solid learning atmosphere between the untenured teacher and the building administrator, care must be given that the mid-year evaluations be completed by February 1st. This will help both the untenured teacher and the administrator to assess the progress throughout the year as well as progress from one year to another.

The same procedure listed in Section B of the evaluation process will be followed.

D. Training and Preparation for Implementation of the Evaluation Process:

The Superintendent shall implement a training program for administrators to discuss and review the District's evaluation and observation process as outlined in this document and to revise the drafts of the assessment, lesson plan, and evaluation documents. Charlotte Danielson's *Enhancing Professional Practice, A Framework for Teaching and Teacher Evaluation: To Enhance Professional Practice* (co-authored with Thomas L. McGreal) shall be used as guiding documents in addition to other resources related to this model.

When finished, this document shall be printed and distributed to all staff. Principals will meet with staff to discuss its contents and to create understanding in September of each school year. Continuing training will

take place during the school year. Newly hired staff will also receive a copy of the document and will also receive orientation about its contents no later than thirty (30) days after they begin employment.

This entire process will be evaluated and modified by the joint committee of administrators and union officials as mentioned in Article XIV Teacher Evaluation and Observation, section A. Based upon the decisions agreed to by the collective bargaining of this committee, the changes will be made in this document and they will be printed by the District and given to all unit members. Further training and explanation of the changes will be the responsibility of the District and building administrators.

E. Professional Improvement Plan (PIP)

- 1) Commencing in September 2008, the District will identify those teachers in need of improvement as delineated in District Annual Professional Performance Review plan.
- 2) Prior to placing an employee on a PIP, the Building Principal will notify the employee and the PFA President, in writing, no later than February 1st that they are under review for potential placement on a PIP.
- 3) Commencing in July 2009 the District shall designate up to three (3) teachers whose performance was unsatisfactory during the 2008-2009 school year for placement on a PIP.
- 4) The Administrator will identify specific areas of weakness and provide specific examples of these issues.
- 5) The Administrator will develop a Plan for the employee with input from the employee and the PFA President or his/her designee. The Parties will meet within five (5) days of the notification that an employee needs improvement.
- 6) This Plan will contain direct instructions and measurable goals on what changes the employee needs to make in order to avoid being placed on a PIP for the following year.
- 7) The PFA President and the Superintendent will meet and review these Plans if the parties are unable to agree at the building level on the employee's Plan.
- 8) Standardized test scores or District benchmarks will not be the sole determinant for placement on a PIP.
- 9) In the event an employee is placed on a PIP, the Plan for the following year will be developed between the administrator, the employee, and the PFA President or his/her designee.
- 10) In the event the parties are unable to agree on an Improvement Plan, the PFA President or his/her designee will meet with the Superintendent to develop an appropriate Improvement Plan.
- 11) In the event the PFA President and the Superintendent are unable to agree on an Improvement Plan, the parties will mutually select an outside evaluator to determine the appropriate Improvement Plan.
- 12) Commencing in September 2009 those teachers placed on a PIP shall receive intensive remediation for the 2009-2010 school year.

Such remediation shall include observations by a mutually agreed upon independent observer who will report to the Superintendent and the PFA President as to whether or not the individual has met the goals of the Plan.

- 13) If an individual designated for a PIP does not meet the goals identified in the Improvement Plan for 2009-2010, he/she will, effective July 1, 2010, receive one-half of the agreed upon percentage raise as delineated in this Agreement. Such individual shall also be frozen on step and placed on an Intensive Improvement Plan.
- 14) If the individual described in "4" above subsequently meets the goals in the Intensive Improvement Plan, he/she shall be reimbursed all monies and shall be moved to the appropriate step as if he/she was not frozen.
- 15) For school year 2010-2011 the Superintendent may designate up to three (3) additional individuals on a PIP as described in paragraphs 1, 2, 3, and 4.
- 16) The PFA may challenge the placement of a unit member on a PIP if it can demonstrate that the Administration has unfairly applied the principles of the PIP process.
- 17) All negotiated forms for PFA members currently in place will become part of the collective bargaining agreement.

THE OBSERVATION PROCESS

Staff members shall be observed openly and with their full knowledge. A formal observation, to a certain extent, creates a situation where it ought to be difficult to perform poorly. The teacher knows that the administrator is coming, has had the opportunity to meet with the administrator beforehand to discuss the lesson, and thus has been able to plan as comprehensively as possible to ensure a good lesson. Nevertheless, there is much to be gained by this process. The thoughtfulness involved in planning well and in reflecting on the effectiveness of the lesson is a valuable tool for professional growth. The dialogue between the teacher and administrator before and after the lesson has the potential to enhance professional growth and refine practice. A skilled administrator can be a powerful resource in coaching teachers to better performance.

Tenured teachers who have been evaluated as Distinguished in all Criteria in the prior year shall have at least one (1) observation. Teachers who have achieved a Distinguished Annual Evaluation may be excused from the Observation Process for two (2) years. This will be at the discretion of the building administrator. There shall be a minimum of two (2) observations per year (at least one per term) for tenured teachers who have been assessed as less than proficient, in the prior year's evaluation. Formal observations shall be a minimum of twenty-five (25) minutes in length and shall occur within five (5) days of the pre-observation conference. Administrators will make every effort to schedule the observation in as short a time after the pre-observation conference as possible in order that verbal exchanges and shared ideas not written may not be overlooked. Teachers shall have two (2) days' notice of when the observation will occur. If there is a

reason why the teacher cannot meet with the administrator within the two (2) days specified, the teacher may go to the administrator and ask for more time.

To fully take advantage of the formal observation process, every observation shall be preceded by a conference with the administrator where the teacher will discuss with the administrator the upcoming lesson. The lesson shall be followed by a conference where the teacher shall discuss the effectiveness of the lesson with the administrator. The post observation conference shall be no more than eight (8) school days after the lesson with a good faith effort made to schedule the conference within five (5) days. The value of this process is enhanced when sufficient time is provided to allow for reflection and dialogue between the administrator and the teacher.

The pre-observation conference shall be held with the lesson plan and other class related documents having been previously submitted to the principal for review. The written lesson plan shall include, but shall not be limited to, the following information:

1. A description of the students in the class including those with special needs.
2. The goals of the lesson -- what the teacher wants the students to learn.
3. Why these goals are suitable for this group of students.
4. How do these goals support the District's curriculum, state frameworks, and/or content standards?
5. How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines?
6. How students will be actively engaged in the lesson, i.e. what will students do? What will you do?
7. What difficulties do students typically experience in this area and how do you plan to anticipate these difficulties?
8. What instructional materials or other resources, if any, will be used in the lesson?
9. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.).

During the pre-observation conference, administrators should use these questions as an oral guide in discussing the impending lesson.

The observation shall be written using the District's form. Comments shall reflect the discussion that has taken place between the administrator and the teacher both before and after the lesson. The lesson plan shall be attached to the written observation as part of the official record. The observation document is not meant to be a checklist only. Administrators shall substantiate their assessment by a written narrative using examples, which document their observations.

One copy of the written final observation shall be given to the teacher; the administrator shall keep one copy, and one copy shall be sent to the Superintendent for review and filing in the staff person's personnel file. Upon receipt of the final observation document, the staff person shall sign the observation. Such signature shall indicate only that the staff person has received the form, read it, and consulted with the administrator. Such signature shall, in no way, indicate agreement or disagreement with the content of the observation. The staff person shall have the right to attach written comments to the observation and such response shall be placed in the staff member's personnel file as a part of the observation.

The staff person shall have the right to be accompanied and represented by a representative of the Association at any consultation with an administrator regarding the staff person's performance.

While written observations will take place only after formal observations, administrators are encouraged to drop in routinely to observe teachers' work in a more informal fashion. There shall be a minimum of three (3) drop in visits for each teacher each semester. Reference to these informal observations should be made in the formal evaluation to the extent that these informal observations are relevant to assessing overall performance.

THE SELF-DIRECTED PROFESSIONAL GROWTH PROCESS

Teachers whose annual performance has been characterized as "Proficient or above" according to the yearly evaluation process may choose to engage in a self-directed professional growth process. This project will be completed in place of the formal observation process. The ultimate goal of this process is to create a model of teacher autonomy where the teacher will develop the ability to self-monitor, self-analyze, and self-evaluate classroom performance. When involved with self-reflection, teachers can let feelings and ideas surface that might have otherwise gone untapped or unspoken. Ideally, teachers will retain final responsibility for decisions about their own teaching, but the administrator will serve as the catalyst in helping analyze those decisions.

The projects, which emanate from this process, are expected to advance the substantive knowledge of the professional staff person and, potentially, the work of others. Administrators will use this collaborative process to help teachers construct their own knowledge, to offer suggestions and guidance as teachers complete their project, and to provide a final assessment of the project.

The intent of this program is to provide an alternative professional development program for superior teachers who are interested in taking greater personal responsibility for their own professional growth. Administrators will continue to informally observe classes of those teachers who are involved in the self-directed process.

A. Eligibility

Participants must have shown evidence of superior teaching and overall practice by having been assessed as "Proficient or above" in their overall performance. This staff person is defined as having attained the Proficient or above level in all Criteria of the evaluation process.

While we expect all teachers to be "Proficient," only those teachers who have distinguished themselves by outstanding performance will be assessed as "Distinguished."

B. Parameters of Program

The principal, subject to the review of the Superintendent, must approve all projects annually. Projects should be developed which relate to the needs of the District and/or the school as well as promoting individual professional growth.

The project will begin with the filing of a written draft proposal to the principal no later than September 15th. This may necessitate summer work on the part of the staff person. This is part of the staff person's responsibility and will not be done for any compensation provided by the District. If a teacher who fits the eligibility requirements comes forth with a proposal, which is exemplary and beneficial to both the school and the professional growth of the teacher, this September 15th date may be waived with the approval of the building and District Administrator.

C. Format for the Project Proposal

Interested staff must present to the principal a written proposal, which will include the following components:

1. A description of the project;
2. The rationale for the project;
3. How the project will add to the value of the work of the staff person and/or what we are doing in our educational program;
4. A specific product outcome;
5. Quarterly meeting dates with the principal to review progress.

The building principal and the staff person shall meet, as needed, for revision and/or clarification of the proposal before a final decision is made about acceptability. Final approval must be given by October 15th. During the year, administrators shall meet quarterly with the staff person to discuss the progress of the project and to provide assistance as appropriate.

D. Examples of Projects

Projects must be substantive and comprehensive. Staff may use preparation periods to work on the project. Time will not be provided outside of regular workshop or conference attendance opportunities. The following represents examples of the type of projects that might be considered:

1. Immersion in inquiry in a content area:

Engaging in the kinds of learning that teachers are expected to practice with their students, e.g., inquiry-based science investigations or meaningful mathematics problem solving.

2. Immersion in the work world:

Participating in an intensive experience in the day-to-day work of a businessperson, scientist or mathematician in an office, laboratory, or industrial setting to develop a greater understanding of work place needs and requirements. This activity will take place outside of the regular workday. The intent of this experience would translate into a student program, unit or other work related project.

3. Developing curriculum units:

Designing and implementing a unit of instruction that addresses one or more topics or concepts and incorporates effective teaching and learning strategies to accomplish learning goals. This must be a comprehensive project. Interdisciplinary projects are encouraged. This project must be coordinated with the Assistant Superintendent for Instruction to avoid overlap or duplication of an existing activity.

4. Curriculum development and adaptation:

Creating new instructional materials and strategies or tailoring existing ones to meet the learning needs of students. This project must be coordinated with the Assistant Superintendent for Instruction to avoid overlap or duplication of an existing activity.

5. Workshops, institutes, courses, and seminars:

Using structured opportunities outside of the classroom to focus intensively on topics of interest and learn from others with more expertise. A written synopsis of these experiences and an oral presentation must be prepared for sharing with colleagues.
6. Action research:

Examining teachers' own teaching and their students' learning by engaging in a research project in the classroom as the unit of study.
7. Case discussions:

Examining written narratives, research, and/or videotapes of classroom teaching and examples of student modes of learning and preparing a written document for sharing with colleagues that identifies the problems, issues, and research on the topic.
8. Study groups:

Facilitating and participating in a series of regular, structured, and collaborative interactions regarding topics identified by the group, with opportunities to examine new information, reflect on instructional practice, and create new understanding and potentially, a refinement in teacher/staff practice.
9. Partnerships with scientists and mathematicians in business, industry, and universities:

Working collaboratively with practicing scientists and mathematicians with the focus on improving teacher content knowledge, instructional materials, access to facilities, and acquiring new information.
10. Professional networks:

Linking in person or through electronic means with other teachers or groups to explore and discuss topics of interest, set and pursue common goals, share information and strategies, and identify and address common problems.
11. Developing professional development skills:

Building the skills and knowledge needed to create learning experiences for other educators, including design of appropriate professional development strategies, presenting, demonstrating, and supporting teacher learning and change, and understanding in-

depth the content and pedagogy required for effective teaching and learning of students and other educators.

12. Technology for professional learning:

Using various kinds of technology to learn content and pedagogy, including computers, telecommunications, videoconferencing, and CD-ROM and videodisc technology. The final product will include a series of lessons and study guide for staff in the teacher's field of certification.

13. Mentoring:

Serving as a mentor and coach to non-tenured teachers and to tenured teachers who may benefit, or need, as a result of a performance improvement plan, the support and guidance of a distinguished teacher. This would include but not be limited to participation in the Formal Mentoring Program instituted in September 2002.

14. Peer Coaching:

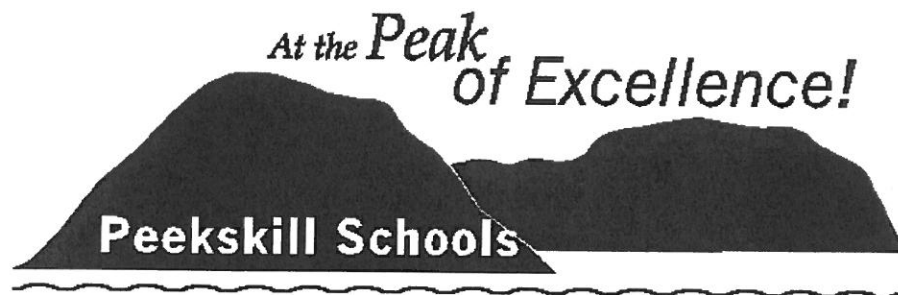
A formal interaction process involving observations and conferences between two (2) or more people who have the same job description and who share the same level of expertise to develop and improve instructional skills.

Staff persons may engage in no more than two (2) consecutive self-directed projects that could be in the same category. After the completion of these projects, the staff person must again be evaluated using the observation process as an integral part of the evaluation.

PEEKSKILL CITY SCHOOL DISTRICT

APPR FORMS

(For those unit members not subject to
Section 3012-d)



Lesson Planning Guide

Name:	School:
Department/Grade:	Date:
Questions for discussion: (Use a separate sheet, if necessary.)	
Thoroughly prepare your lesson using this planning guide. Please bring this to the pre-observation conference with any materials you will be distributing to students.	
1. Briefly describe the students in the class, including those with special needs.	
2. How will you differentiate instruction for different individuals or groups of students in the class?	
3. How does this lesson relate to the curriculum and the standards?	
4. How does this lesson “fit” in the sequence of learning for this class?	
5. Goals/Objectives: What is the goal of the lesson?	
6. Procedures: Provide clear, concrete, step-by-step description of the lesson. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? List: resources/materials.	
7. Summary/Closure: How will you end your lesson?	
8. Assessment: How and when will you know whether the students have learned what you intend? How will you know objectives were met? What assessment techniques will you employ?	
9. Is there anything that you would like me to specifically observe during the lesson?	

PEEKSKILL CITY SCHOOLS DISTRICT
OBSERVATION FORM

NAME:

SCHOOL:

SUBJECT/GRADE:

OBSERVER:

DATE:

Date of Pre-conference:

Date of Post-conference/Reflection

Description of Class/Classroom/Lesson

Teacher Acknowledgement

I have reviewed this document and discussed the contents with the observer. My signature means that I have received a copy of this report and does not necessarily imply that I agree with the content.

Teacher Signature

Supervisor Signature

<i>Criteria/Component</i>	<i>Comments</i>
1. Content knowledge of subject matter and curriculum <ul style="list-style-type: none"> • Demonstrating knowledge of content and pedagogy 	
2. Preparation employing necessary pedagogical practices to support instruction <ul style="list-style-type: none"> • Demonstrating knowledge of students • Selecting instructional outcomes • Designing coherent instruction • Demonstrating knowledge of resources • Designing student assessments 	
3. Instructional delivery that results in active student involvement and meaningful lesson plans that result in student learning <ul style="list-style-type: none"> • Designing coherent instruction • Communicating with students • Engaging students in learning • Using assessment in instruction • Demonstrating flexibility and responsiveness • Using questioning and discussion techniques 	
4. Classroom management supportive of diverse student learning needs which creates a supportive learning environment conducive to student learning <ul style="list-style-type: none"> • Creating an environment of respect and rapport • Managing classroom procedures • Managing student behavior • Establishing a culture for learning • Organizing physical space, as appropriate 	
5. Knowledge of student development and appreciation of diversity and regular application of developmentally appropriate instructional strategies <ul style="list-style-type: none"> • Demonstrating knowledge of students • Designing coherent instruction 	
6. Showing Professionalism <ul style="list-style-type: none"> • Compliance with school and district regulations 	
7. Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment <ul style="list-style-type: none"> • Maintaining accurate records • Reflecting on teaching • Growing and developing professionally 	
8. Collaborative relationships that are effective with students, parents or caregivers, and support personnel <ul style="list-style-type: none"> • Communicating with families • Participating in a professional community 	
9. Student assessment techniques based on appropriate learning standards <ul style="list-style-type: none"> • Using assessment in instruction • Designing student assessments 	

<i>Criteria/Component</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
1. Content knowledge of subject matter and curriculum <ul style="list-style-type: none"> • Demonstrating knowledge of content and pedagogy 				
2. Preparation employing necessary pedagogical practices to support instruction <ul style="list-style-type: none"> • Demonstrating knowledge of students • Selecting instructional outcomes • Designing coherent instruction 				
3. Instructional delivery that results in active student involvement and meaningful lesson plans that result in student learning <ul style="list-style-type: none"> • Designing coherent instruction • Communicating with students • Engaging students in learning 				
4. Classroom management supportive of diverse student learning needs which creates a supportive learning environment conducive to student learning <ul style="list-style-type: none"> • Creating an environment of respect and rapport • Managing classroom procedures • Managing student behavior 				
5. Knowledge of student development and appreciation of diversity and regular application of developmentally appropriate instructional strategies <ul style="list-style-type: none"> • Demonstrating knowledge of students • Designing coherent instruction 				
6. Showing Professionalism <ul style="list-style-type: none"> • Compliance with school and district regulations 				
7. Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment <ul style="list-style-type: none"> • Maintaining accurate records • Reflecting on teaching 				
8. Collaborative relationships that are effective with students, parents or caregivers, and support personnel <ul style="list-style-type: none"> • Communicating with families • Participating in a professional community 				
9. Student assessment techniques based on appropriate learning standards <ul style="list-style-type: none"> • Using assessment in instruction • Designing student assessments 				

EVALUATION DOCUMENT

NAME:

SCHOOL:

DEPARTMENT/GRADE:

DATE:

MID-YEAR _____

ANNUAL _____

1. CONTENT KNOWLEDGE OF SUBJECT MATTER AND CURRICULUM

____ Unsatisfactory ____ Basic ____ Proficient ____ Distinguished

Comments if Basic or Below:

2. PREPARATION EMPLOYING NECESSARY PEDAGOGICAL PRACTICE TO SUPPORT INSTRUCTION

____ Unsatisfactory ____ Basic ____ Proficient ____ Distinguished

Comments if Basic or Below:

3. INSTRUCTIONAL DELIVERY THAT RESULTS IN ACTIVE STUDENT INVOLVEMENT AND MEANINGFUL LESSON PLANS THAT RESULT IN STUDENT LEARNING

____ Unsatisfactory ____ Basic ____ Proficient ____ Distinguished

Comments if Basic or Below:

**4. CLASSROOM MANAGEMENT SUPPORTIVE OF DIVERSE STUDENT LEARNING NEEDS WHICH
CREATES A SUPPORTIVE LEARNING ENVIRONMENT CONDUCTIVE TO STUDENT LEARNING**

___ Unsatisfactory ___ Basic ___ Proficient ___ Distinguished

Comments if Basic or Below:

**5. KNOWLEDGE OF STUDENT DEVELOPMENT AND APPRECIATION OF DIVERSITY AND
REGULAR APPLICATION OF DEVELOPMENTALLY APPROPRIATE INSTRUCTIONAL
STRATEGIES**

___ Unsatisfactory ___ Basic ___ Proficient ___ Distinguished

Comments if Basic or Below:

6. SHOWING PROFESSIONALISM

___ Unsatisfactory ___ Basic ___ Proficient ___ Distinguished

Comments if Basic or Below:

7. REFLECTIVE AND RESPONSIVE PRACTICE THAT DEMONSTRATES ADJUSTMENTS ARE MADE ON A CONTINUING BASIS TO IMPROVE THE EFFECTIVENESS OF INSTRUCTION AND ASSESSMENT

___ Unsatisfactory ___ Basic ___ Proficient ___ Distinguished

Comments if Basic or Below:

8. COLLABORATIVE RELATIONSHIPS THAT ARE EFFECTIVE WITH STUDENTS, PARENTS OR CAREGIVERS, AND SUPPORT PERSONNEL

___ Unsatisfactory ___ Basic ___ Proficient ___ Distinguished

Comments if Basic or Below:

9. STUDENT ASSESSMENT TECHNIQUES BASED ON APPROPRIATE LEARNING STANDARDS.

___ Unsatisfactory ___ Basic ___ Proficient ___ Distinguished

Comments if Basic or Below:

10. STUDENT PROGRESS

**Academic growth of students as measured by State examinations or district assessments
(Narrative Description)**

11. RECOMMENDATIONS FOR PROFESSIONAL GROWTH/COMMENDATIONS

12. ANNUAL ATTENDANCE & PUNCTUALITY

Teacher Acknowledgment

I have reviewed this document and discussed the contents with the evaluator. My signature means that I have received a copy of the contents of this evaluation and does not necessarily imply that I agree with the results.

Teacher Signature

Date

Supervisor Signature

Date

REFLECTION DOCUMENT – ANNUAL PERFORMANCE

NAME

SCHOOL

Please pause to reflect on your performance over the past year and record your assessment in each of the following criteria. Your reflection should identify those areas where you have been particularly pleased and those areas where you would like to strengthen your performance. Please feel free to attach any documents which support your assessment.

- 1. CONTENT KNOWLEDGE OF SUBJECT MATTER AND CURRICULUM**
- 2. PREPARATION EMPLOYING NECESSARY PEDAGOGICAL PRACTICE TO SUPPORT INSTRUCTION**
- 3. INSTRUCTIONAL DELIVERY THAT RESULTS IN ACTIVE STUDENT INVOLVEMENT AND MEANINGFUL LESSON PLANS THAT RESULT IN STUDENT LEARNING**
- 4. CLASSROOM MANAGEMENT SUPPORTIVE OF DIVERSE STUDENT LEARNING NEEDS WHICH CREATES A SUPPORTIVE LEARNING ENVIRONMENT CONDUCTIVE TO STUDENT LEARNING**

- 5. KNOWLEDGE OF STUDENT DEVELOPMENT AND APPRECIATION OF DIVERSITY AND REGULAR APPLICATION OF DEVELOPMENTALLY APPROPRIATE INSTRUCTIONAL STRATEGIES**

- 6. SHOWING PROFESSIONALISM**

- 7. REFLECTIVE AND RESPONSIVE PRACTICE THAT DEMONSTRATES ADJUSTMENTS ARE MADE ON A CONTINUING BASIS TO IMPROVE THE EFFECTIVENESS OF INSTRUCTION AND ASSESSMENT**

- 8. COLLABORATIVE RELATIONSHIPS THAT ARE EFFECTIVE WITH STUDENTS, PARENTS OR CAREGIVERS, AND SUPPORT PERSONNEL**

- 9. STUDENT ASSESSMENT TECHNIQUES BASED ON APPROPRIATE LEARNING STANDARDS.**

- 10. STUDENT PROGRESS**

**New York State Evaluation Criteria
Peekskill City Schools District**

<u>New York State Criterion</u>	Framework for Teaching Component
1. Content knowledge of subject matter and curriculum	1a: Demonstrating knowledge of content and pedagogy
2. Preparation employing necessary pedagogical practices to support instruction	2a: Demonstrating knowledge of content and pedagogy 2b: Demonstrating knowledge of students 2c: Selecting instructional outcomes 2d: Demonstrating knowledge of resources 2e: Designing coherent instruction 2f: Designing student assessments
3. Instructional delivery that results in active student involvement and meaningful lesson plans that result in student learning	3a: Designing coherent instruction 3b: Communicating with students 3c: Using questioning and discussion techniques 3d: Engaging students in learning 3e: Using assessment in instruction 3f: Demonstrating flexibility and responsiveness
4. Classroom management supportive of diverse student learning needs which creates a supportive learning environment conducive to student learning	4a: Demonstrating knowledge of students 4b: Creating an environment of respect and rapport 4c: Establishing a culture for learning 4d: Managing classroom procedures 4e: Managing student behavior 4f: Organizing physical space as appropriate
5. Knowledge of student development and appreciation of diversity and regular application of developmentally appropriate instructional strategies	5a: Demonstrating knowledge of students 5b: Selecting instructional outcomes 5c: Designing coherent instruction
6. Showing professionalism	6a: Showing professionalism
7. Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment	7a: Reflecting on teaching 7b: Maintaining accurate records 7c: Growing and developing professionally
8. Collaborative relationships that are effective with students, parents or caregivers, and support personnel	8a: Communicating with families 8b. Participating in a professional community Maintaining accurate records
9. Student assessment techniques based on appropriate learning standards	9a: Designing student assessments 9b: Using assessment in instruction

CRITERIA 1: Content Knowledge of subject matter and curriculum

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

CRITERIA 2: Preparation employing necessary pedagogical practices to support instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need to extend such knowledge.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.

<i>Designing student assessments</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
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CRITERIA 3: Instructional delivery that results in active student involvement and meaningful lesson plans that result in student learning

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>Using assessment in instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<i>Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

	difficulty, the teacher blames the students or their home environment.	repertoire of strategies to draw upon.		
<i>Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.

CRITERIA 4: Classroom management supportive of diverse student learning needs which creates a supportive learning environment conducive to student learning

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Creating an environment of respect and rapport</i>	Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students.	Interactions, both between the teacher and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students.	Civility and respect characterize interactions between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.	Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development.
<i>Establishing a culture for learning</i>	Teacher displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work.	Teacher's attempt to create a culture for learning is only partially successful, with both teacher and students appear to be only "going through the motions." Teacher displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work.	The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which both students and teacher share a belief in the importance of the subject, and all students hold themselves to high standards of performance, initiating improvements to their work.
<i>Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

<i>Organizing physical space, as appropriate</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
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CRITERIA 5: Knowledge of student development and appreciation of diversity and regular application of developmentally appropriate instructional strategies

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.

CRITERIA 6: Showing Professionalism

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Compliance with School and District Regulations</i>	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

CRITERIA 7: Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Reflecting on teaching</i>	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
<i>Maintaining accurate records</i>	Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful
<i>Growing and developing professionally</i>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.

CRITERIA 8: Collaborative relationships that are effective with students, parents or caregivers, and support personnel

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Communicating with families</i>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.
<i>Participating in a professional community</i>	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Teacher becomes involved in the school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.

CRITERIA 9: Student assessment techniques based on appropriate learning standards.

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Using assessment in instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<i>Designing student assessments</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Professional Growth Plan

Staff member

School

Date

Plan Year 1st 2nd 3rd

1. State your goal and describe your plan to achieve your goal. Be sure to include how you will expand your knowledge and skill level in your goal area. (Although not required, you may select one of your Professional Learning Goals to describe this section).

2. If applicable, list any colleagues or community members/agencies with whom you will collaborate to accomplish your goal.

Signatures:

Faculty member _____

Administrator _____

Copies:

Faculty member

Administrator

Human Resources

End-of-Year
Professional Growth Reflection

Name _____ School Year _____

(If applicable)

Colleagues with whom you collaborated:

Describe the professional growth activities in which you participated this year to achieve your growth goal.

What results were achieved through these activities? Include your assessment of how your effectiveness as teacher and how your students' success were increased.

Comments of supervisor regarding the implementation of the plan and its impact.

Other comments/reflections:

Teacher's signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Copies: Faculty member administration Human Resources

School Counselor

CRITERIA 1: Content Knowledge of subject matter and curriculum

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Demonstrating knowledge of counseling theory and techniques</i>	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep understanding of counseling theory and techniques.

CRITERIA 2: Preparation and Planning

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Demonstrating knowledge of the child and adolescent development</i>	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
<i>Establishing goals that align with the Guidance Plan</i>	Counselor has no clear goals for the guidance plan, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the guidance plan are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the guidance plan are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the guidance plan are highly appropriate to the situation in the school and to the age of the students and have been developed following consultation with students, parents, and colleagues.
<i>Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</i>	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or the district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
<i>Planning the guidance plan is integrated within the regular school program</i>	Guidance plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

CRITERIA 3: Instructional delivery that results in active student involvement and meaningful counseling

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Communicating with students</i>	Counselor makes no attempt to establish a culture for productive communication in the school as a whole or with students.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among	Counselor promotes a culture throughout the school for productive and respectful communication between and among students.	The culture in the school for productive and respectful communication between and among students, while guided by the counselor, is maintained by students.

<i>Demonstrating flexibility and responsiveness</i>	Counselor adheres to the plan or program, in spite of evidence of inadequacy.	students are partially successful.	Counselor makes modest changes in the Guidance plan when confronted with such evidence of the need for change.	Counselor makes revisions in the Guidance plan when they are needed.	Counselor is continually seeking ways to improve the Guidance plan and makes changes as needed in response to student, parent, or teacher input.
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CRITERIA 4: Classroom management supportive of diverse student learning needs which creates a supportive learning environment conducive to student learning

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Creating an environment of respect and rapport</i>	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
<i>Establishing a culture for learning</i>	Counselor displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work.	Counselor's attempt to create a culture for learning is only partially successful, with both counselor and students appear to be only "going through the motions." Counselor displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work.	The culture of the Guidance plan is positive, and is characterized by high expectations for most students, genuine commitment to the work by both counselor and students, with students demonstrating pride in their work.	High levels of student energy and counselor passion create a culture for success in which both students and counselor share a belief in the importance of the activities, and all students hold themselves to high standards of performance, initiating improvements to their work.
<i>Managing classroom procedures and Counseling Center</i>	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
<i>Managing student behavior</i>	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct or counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
<i>Organizing physical space, as appropriate</i>	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

CRITERIA 5: Knowledge of student development and appreciation of diversity and regular application of developmentally appropriate instructional strategies

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Demonstrating knowledge of students</i>	Counselor demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Counselor indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Counselor actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Counselor actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>Designing coherent presentations</i>	The series of counseling experiences are poorly aligned with the desired outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of counseling experiences demonstrates partial alignment with the desired outcomes, some of which are likely to engage students. The counseling session has a recognizable structure and reflects partial knowledge of students and resources.	Counselor coordinates knowledge of content, of students, and of resources, to design a series of counseling experiences aligned to positive outcomes and suitable to groups of students. The counseling session has a clear structure and is likely to engage students in significant learning.	Counselor coordinates knowledge of content, of students, and of resources, to design a series of counseling experiences aligned to positive outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The counseling session's structure is clear and allows for different pathways according to student needs.

CRITERIA 6: Showing Professionalism/Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
	Counselor does not comply with school and district regulations and violates the principles of confidentiality. Counselor displays dishonesty in interactions with colleagues, students, and the public.	Counselor complies minimally with school and district regulations and does not violate confidentiality. Counselor is honest with colleagues, students, and the public.	Counselor complies fully with school and district regulations and displays high standards of confidentiality. Counselor displays high standards of honesty, and integrity and advocates for students when needed.	Counselor complies fully with school and district regulations and can be counted on to the highest standards of confidentiality. Counselor can be counted on to hold the highest standards of honesty and integrity and advocates for students, taking a leadership role with colleagues.

CRITERIA 7: Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Reflecting on practice</i>	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the Guidance plan might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternate strategies.
<i>Maintaining accurate records</i>	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
<i>Growing and developing professionally</i>	Counselor's communication with families about the counseling program, or about individual students is sporadic or culturally inappropriate. Counselor makes no attempt to engage families in the counseling program.	Counselor adheres to school procedures for communicating with families and makes modest attempts to engage families in the counseling program, but communications are not always appropriate to the cultures of those families.	Counselor communicates frequently with families and successfully engages them in the counseling program. Information to families about individual students is conveyed in a culturally appropriate manner.	Counselor's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Counselor successfully engages families in the Guidance plan; as appropriate.

CRITERIA 8: Collaborative relationships that are effective with students, parents or caregivers, and support personnel

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Communicating with families</i>	Counselor provides no information to families, either about the Guidance plan as a whole or about individual students.	Counselor provides limited though accurate information to families about the Guidance plan as a whole and about individual students.	Counselor provides thorough and accurate information to families about the Guidance plan as a whole and about individual students.	Counselor is proactive in providing information to families about the Guidance plan and about students through a variety of means.
<i>Participating in a professional community</i>	Counselor avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Counselor becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Counselor participates actively in the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among colleagues.

CRITERIA 9: Student assessment techniques based on appropriate learning standards.

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Using assessment in instruction</i>	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
<i>Designing student assessments</i>	Counselor's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the expected outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future interventions.	Counselor's plan for student assessment is partially aligned with the expected outcomes, without clear criteria, and inappropriate for at least some students. Counselor intends to use assessment results to plan for future interventions for all students.	Counselor's plan for student assessment is aligned with expected outcomes, using clear criteria, is appropriate to the needs of students. Counselor intends to use assessment results to plan for future interventions for groups of students.	Counselor's plan for student assessment is fully aligned with expected outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the counselor intends to use assessment results to plan future interventions for individual students.

School Social Worker

CRITERIA 1: Content Knowledge of subject matter

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Demonstrating knowledge of human behavior, social systems and social work skills</i>	Social Worker demonstrates little or no knowledge in understanding human behavior, social systems and social work skills.	Social Worker demonstrates limited knowledge in understanding human behavior, social systems and social work skills.	Social Worker demonstrates thorough knowledge of many of the components of human behavior, social systems and social work.	Social Worker demonstrates a significant knowledge of the components of human behavior, social systems and social work and uses these skills in an exemplary manner.

CRITERIA 2: Preparation and Planning

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Demonstrating knowledge of the child and adolescent development</i>	Social Worker demonstrates little or no knowledge of child and adolescent development.	Social Worker demonstrates basic knowledge of child and adolescent development.	Social Worker demonstrates thorough knowledge of child and adolescent development.	Social Worker demonstrates extensive knowledge of child and adolescent development and knows variations of the typical patterns.
<i>Establishing goals for the social work program appropriate to the setting and the students served</i>	Social Worker has no clear goals for the social work program, or they are inappropriate to either the situation or the age of the students.	Social Worker's goals for the social work program are rudimentary and are partially suitable to the situation and the age of the students.	Social Worker's goals for the social work program are clear and appropriate to the situation in the school and to the age of the students.	Social Worker's goals for the social work program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultation with students, parents, and colleagues.
<i>Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</i>	Social Worker demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or the district.	Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Social Worker displays awareness of governmental regulations and of resources available through the school or district, and some familiarity with resources external to the school.	Social Worker's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
<i>Planning the social work program, integrated with the regular school program, to meet the needs of individual students and including prevention</i>	Social Worker's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Social Worker has developed a plan that includes the important aspects of work in the setting.	Social Worker's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
<i>Developing a plan to evaluate the social work program</i>	Social Worker has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Social Worker has a rudimentary plan to evaluate the social work program.	Social Worker's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Social Worker's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

CRITERIA 3: Delivery of services that results in active student involvement and a meaningful treatment plan

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Communicating with students</i>	Social Worker makes no attempt to establish a culture for productive communication in the school as a whole or with students.	Social Worker's attempts to promote a culture throughout the school for productive and respectful communication between and among students are partially successful.	Social Worker promotes a culture throughout the school for productive and respectful communication between and among students.	Students, while guided by the social worker, maintain the culture in the school for productive and respectful communication between and among students.
<i>Demonstrating flexibility and responsiveness</i>	Social Worker adheres to the plan or program, in spite of evidence of inadequacy.	Social Worker makes modest changes in the program when confronted with such evidence of the need for change.	Social Worker makes revisions in the program when they are needed.	Social Worker is continually seeking ways to improve the program and makes changes as needed in response to student, parent, or teacher input.
<i>Designing a coherent program</i>	Social Worker's program is independent of identified student needs.	Social Worker's attempts to create a meaningful program are partially successful.	Social Worker seeks student input in the formulation of a successful plan.	Social Worker assists individual students in having them assume a role in the formulation of their plan.

CRITERIA 4: Demonstrates knowledge of management skills in order to support faculty in recognizing diverse student learning needs that create an environment conducive to student learning

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Creating an environment of respect and rapport</i>	Social Worker's interactions with students are negative or inappropriate; students appear uncomfortable in the center.	Social Worker's interactions are a mix of positive and negative; the social worker's efforts at developing rapport are partially successful.	Social Worker's interactions with students are positive and respectful; students appear comfortable in the center.	Students seek out the social worker, reflecting a high degree of comfort and trust in the relationship.
<i>Establishing a culture for positive support services throughout the school</i>	Social Worker makes no attempt to establish a culture of positive support services in the school as a whole, either among students or teachers, or between students and teachers.	Social Worker's attempts to promote a culture throughout the school for positive support services in the school among students and teachers are partially successful.	Social Worker promotes a culture throughout the school for positive support services in the school among students and teachers.	Both teachers and students, while guided by the social worker, maintain the culture in the school for positive support services among students and teachers.
<i>Managing office procedures</i>	Social Worker's routines for the office or classroom work are nonexistent or in disarray.	Social Worker has rudimentary and partially successful routines for the office or classroom.	Social Worker's routines for the office or classroom work effectively.	Social Worker's routines for the office or classroom are seamless, and students assist in maintaining them.
<i>Establishing standards of conduct in the social work office</i>	No standards of conduct have been established, and social worker disregards or fails to address negative student behavior.	Standards of conduct appear to have been established in the social work office. Social Worker's attempts to monitor and correct negative student behavior during a session are partially successful.	Standards of conduct have been established in the social work office. Social Worker monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the social work office. Social Worker's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

<i>Organizing physical space, as appropriate</i>	The social work office is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the social work office are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The social work office is well organized; materials are stored in a secure location and are available when needed.	The social work office is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.
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CRITERIA 5: Knowledge of student development and appreciation of diversity and regular application of developmentally appropriate strategies

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Demonstrating knowledge of students</i>	Social Worker demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Social Worker indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Social Worker actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Social Worker actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>Planning interventions to maximize students' likelihood of success</i>	Social Worker fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Social Worker's plan for students are partially suitable for them or are sporadically aligned with identified needs.	Social Worker's plans for students are suitable for them and are aligned with identified needs.	Social Worker develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.

CRITERIA 6: Showing Professionalism/Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
Component	Social Worker displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Social Worker is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Social Worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Social Worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

CRITERIA 7: Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of assessment and intervention strategies

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Reflecting on practice</i>	Social Worker does not reflect on practice, or the reflections are inaccurate or self-serving.	Social Worker's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Social Worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Social Worker makes some specific suggestions as to how the counseling program might be improved.	Social Worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Social Worker draws on an extensive repertoire to suggest alternate strategies.
<i>Maintaining accurate records</i>	Social Worker's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Social Worker's records are accurate and legible and are stored in a secure location.	Social Worker's records are accurate and legible, well organized, and stored in a secure location.	Social Worker's records are accurate and legible, well organized, and written to be understandable to another qualified professional.
<i>Growing and developing professionally</i>	Social Worker does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Social Worker's participation in professional development activities is limited to those that are convenient or required.	Social Worker seeks out opportunities for professional development based on an individual assessment of need.	Social Worker actively pursues professional development and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

CRITERIA 8: Collaborative relationships that are effective with students, parents or caregivers, and support personnel

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Communicating with families</i>	Social Worker fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Social Worker's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Social Worker communicates with families and secures necessary permission for evaluation and does so in a manner sensitive to cultural and linguistic traditions.	Social Worker secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
<i>Participating in a professional community</i>	Social Worker's relationships with colleagues are negative or self-serving, and social worker avoids being involved in school and district events and projects.	Social Worker's relationships with colleagues are cordial, and social worker participates in school and district events and projects when specifically requested.	Social Worker participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Social Worker makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

CRITERIA 9: Student assessment techniques based on appropriate standards.

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Using assessment</i>	Social Worker does not assess student needs, or the assessments result in inaccurate conclusions.	Social Worker's assessments of student needs are perfunctory.	Social Worker assesses student needs and knows the range of student needs in the school.	Social Worker conducts detailed and an individualized assessment of student needs to contribute to program planning.
<i>Designing student assessments</i>	Social Worker's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the expected outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future interventions.	Social Worker's plan for student assessment is partially aligned with the expected outcomes, without clear criteria, and inappropriate for at least some students. Social Worker intends to use assessment results to plan for future interventions for all students.	Social Worker's plan for student assessment is aligned with expected outcomes, using clear criteria, is appropriate to the needs of students. Social Worker intends to use assessment results to plan for future interventions for groups of students.	Social Worker's plan for student assessment is fully aligned with expected outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the social worker intends to use assessment results to plan future interventions for individual students.

School Psychologist

CRITERIA 1: Content Knowledge of subject matter

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Demonstrating knowledge and skill in using psychological instruments to evaluate students</i>	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses several psychological instruments to evaluate and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.

CRITERIA 2: Preparation and Planning

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Demonstrating knowledge of the child and adolescent development and psychopathology</i>	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
<i>Establishing goals for the psychologist appropriate to the setting and the students served</i>	Psychologist has no clear goals or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the intervention program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment-intervention program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the intervention program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultation with students, parents, and colleagues.
<i>Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</i>	Psychologist demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources available through the school or district, and some familiarity with resources external to the school.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
<i>Planning for psychological intervention, integrated with the regular school program, to meet the needs of individual students and including prevention</i>	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students.
<i>Developing a plan to self evaluate the psychology program</i>	Psychologist has no plan to self evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to self evaluate the psychology program.	Psychologist's plan to self evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's self evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

CRITERIA 3: Delivery of services that results in active student involvement and a meaningful treatment plan

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Communicating with students</i>	Psychologist makes no attempt to establish a culture for productive communication in the school as a whole or with students.	Psychologist's attempts to promote a culture throughout the school for productive and respectful communication between and among students are partially successful.	Psychologist promotes a culture throughout the school for productive and respectful communication between and among students.	The culture in the school for productive and respectful communication between and among students, while guided by the psychologist, is maintained by students.
<i>Demonstrating flexibility and responsiveness</i>	Psychologist adheres to the plan or program, in spite of evidence of inadequacy.	Psychologist makes modest changes in the treatment program when confronted with such evidence of the need for change.	Psychologist makes revisions in the treatment program when they are needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.
<i>Designing a coherent intervention program</i>	Psychologist's program is independent of identified student needs.	Psychologist's attempts to create a meaningful treatment program are partially successful.	Psychologist seeks student input in the formulation of a successful treatment plan.	Psychologist assists individual students in having them assume a role in the formulation of their treatment plan.

CRITERIA 4: Demonstrates knowledge of management skills in order to support faculty in recognizing diverse student learning needs that create an environment conducive to student learning

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Creating an environment of respect and rapport</i>	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
<i>Establishing a culture for positive mental health throughout the school</i>	Psychologist makes no attempt to establish a culture of positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
<i>Managing testing center/office/classroom procedures</i>	Psychologist's routines for the testing center or classroom work are nonexistent or in disarray.	Psychologist has rudimentary and partially successful routines for the testing center or classroom.	Psychologist's routines for the testing center or classroom work effectively.	Psychologist's routines for the testing center or classroom are seamless, and students assist in maintaining them.
<i>Establishing standards of conduct in the testing center/office.</i>	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
<i>Organizing physical space, as appropriate</i>	The testing office is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing office are stored securely, but the office is not completely well organized, and materials are difficult to find when needed.	The testing office is well organized, materials are stored in a secure location and are available when needed.	The testing office is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

CRITERIA 5: Knowledge of student development and appreciation of diversity and regular application of developmentally appropriate strategies

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Demonstrating knowledge of students</i>	Psychologist demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Psychologist indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Psychologist actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Psychologist actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>Planning interventions to maximize students' likelihood of success</i>	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plan for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.

CRITERIA 6: Showing Professionalism/Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

CRITERIA 7: Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of assessment and intervention strategies

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Reflecting on practice</i>	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternate strategies.
<i>Maintaining accurate records</i>	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
<i>Growing and developing professionally</i>	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

CRITERIA 8: Collaborative relationships that are effective with students, parents or caregivers, and support personnel

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>Communicating with families</i>	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluation and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
<i>Participating in a professional community</i>	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

**PEEKSKILL CITY SCHOOL DISTRICT
PROCEDURES FOR DRUG AND ALCOHOL TESTING**

A. Preamble

The Peekskill City School District recognizes the importance of ensuring that students and staff study and work in a drug free environment. The District is committed to ensuring that all steps are taken to ensure that this commitment is honored. To support employees who may be experiencing substance abuse problems, the District provides an Employee Assistance Program and, through the health insurance program it provides for employees, that medical assistance is available for those who may need it. Given those resources, the Board of Education believes that there is no justifiable reason for any employee to perform his/her duties while under the influence of alcohol, illegal substances, or non-medically prescribed drugs which may render an employee's behavior unsafe or inappropriate.

The Peekskill Board of Education Resolution on the District Alcohol and Drug Policy requires the Superintendent of Schools to develop a plan for its implementation. In keeping with the policy, the parties have developed procedures for the drug and alcohol testing of all members of the bargaining unit. This testing program is consistent with the goal of creating a drug free and alcohol free school environment while respecting the rights of individuals.

B. Training

To ensure the effective implementation of these procedures, District supervisors and union observers will complete at least three (3) hours of education and training in recognizing the signs of alcohol and substance abuse. This training shall be done every three (3) years. Supervisors who are new to the District shall complete the training as soon as is practical after the date of employment or for new union observers, as soon as practical after their designation. The training program will cover the effects of controlled substance use on personal health, safety, and the work environment. Behavior changes that may indicate controlled substance abuse will also be addressed. Documentation of these training sessions will be maintained.

C. Prohibited Conduct

1. No employee may be on duty if that employee has used any non-prescribed controlled substance.
2. No employee may report for duty when he/she has used alcohol within four (4) hours of the beginning of his/her work day.

3. No employee may be on duty if the employee has blood alcohol concentration of 0.08 or greater.
4. No employee may use or possess any non-prescribed controlled substance or alcohol while on duty.
5. No employee shall refuse to submit to a drug or an alcohol test required under the procedure or engage in any conduct that obstructs the proper and orderly administration of such tests. Any such refusal shall constitute a violation of these rules of conduct.
6. Employees who have violated these rules of conduct may be subject to disciplinary action in accordance with the applicable laws and regulations.

D. Types of Tests:

1. Pre-Employment:

All applicants for positions within the bargaining unit, which the school district intends to hire, must be tested for the presence of controlled substances. A test report certifying the absence thereof must be received by the school district, before such applicants will be hired.

2. Reasonable Suspicion:

- a. A definition of reasonable suspicion as agreed upon by the parties is the following: a reasonable and articulable belief that the employee is using a prohibited drug or alcohol on the basis of specific, contemporaneous, physical, behavioral, or performance indicators or probable drug or alcohol use.
- b. Where there is reasonable suspicion based upon direct observation that any employee is acting in a manner indicating possible alcohol or controlled substance use, that employee will be tested. This direct observation must be documented by a supervisor who has received training as provided herein. The supervisor will immediately contact the Superintendent or his/her designee who shall immediately undertake direct observation of the employee's conduct and demeanor.
- c. A union monitor will be permitted to attend in order to make a determination as to an employee's comportment and demeanor when reasonable cause is to be determined. Also union monitors shall receive training made available at District expense.

3. Protocol for Questioning and Testing:

It is understood that any questioning done of a member of the bargaining unit with regard to reasonable suspicion will be done outside of the classroom setting and not in front of either students or staff. Should it be determined that an employee is to be sent for testing, the employee will not be required to return to duty that day but will be paid for the remainder of the day. Where it is determined that an employee is subject to reasonable cause for purposes of testing, the employee will not be returned to duty until the results of the test are received by the District. The employee will be paid during the interim with no charge to leave.

4. Status During Testing:

The employee will be sent to a testing facility, or to a medical facility by taxi or other safe transportation alternative. If necessary in the employer's discretion, the employee will be accompanied by a supervisor or other employee. Under no circumstances will an employee believed to be impaired be allowed to drive.

5. Return to Duty Testing:

Disciplinary procedures notwithstanding, any employee who has tested positive for a controlled substance must test negative before the employee may return to duty. The return-to-duty test is in addition to any evaluation and rehabilitation which may be required.

6. Follow-up Testing:

Any employee who violates the school district Drug and Alcohol Policy, and who, following a return to duty test, has been restored to duty, shall be required to submit to a minimum of six (6) unannounced follow up tests in the twelve (12) month period following the employee's restoration to duty. An employee who tests positive for drugs or alcohol on a follow-up test will be subject to disciplinary action up to and including discharge. Any such discipline shall be consistent with applicable law.

E. DRUG TESTING PROCEDURES

1. Collection:

Specimen collection will be performed at a designated collection site which provides for privacy during urination, documentation of the chain of custody of the specimen and the use of trained personnel. The specimen's temperature will be checked to ensure it is a freshly provided sample. Then, the specimen will be divided into two separate containers

(primary sample and the split sample) and sealed in a tamper-evident manner in the presence of the employee.

2. Lab Testing:

The specimen will be sent to a laboratory certified by the Department of Health and Human Services and tested for marijuana, cocaine, amphetamines, opiates, and PCP. It may also be tested for pH, specific gravity and signs of adulteration. Any specimen which tests positive at cutoff levels as used under Federal regulation under CFR Part 40 on an initial screening test will be confirmed to be gas chromatography/mass spectrometry (GC/MS). Only those specimens, which are confirmed as "positive" in the confirmatory GC/MS test, are reported as such.

3. Results:

Laboratory test results will be reported to the medical review officer (MRO), a physician knowledgeable in drug testing. Negative results will be reported to the school district after administrative review. Positive results will be investigated by the MRO or designee who will determine if the positive test was caused by use of prescription medications in accordance with the doctor's prescription. Verification of opiate positives will follow Federal regulations under CFR Part 40. If the positive test was caused by the use of medication with a valid prescription, the MRO will report the test to the school district as "negative." Otherwise the MRO will verify the test as positive.

4. Split Specimen Testing:

In the event of a positive drug test, the employee has the right to request the school district to send the split specimen to a different certified laboratory for testing. Such a request must be made within seventy-two (72) hours of an employee's notification of a positive test result.

If the test of the split specimen fails to confirm the presence of a controlled substance ("negative"), then the first positive report is canceled unless the lab finds evidence of an adulterant in the specimen. If the test of the split specimen detects the presence of a controlled substance ("positive"), then the results are reported as "positive", and the employee becomes subject to sanctions and disciplinary proceedings. The employee will be removed from duty while awaiting the results of the split specimen, as provided for herein.

5. Reporting of Tests:

The results of all tests will be reported to the Superintendent or his/her designee. The results will be kept in a confidential file.

F. ALCOHOL TESTING PROCEDURES

Alcohol testing is accomplished by testing the employee's breath using an Evidential Breath Testing (EBT) Device, which is listed in the conforming products list in the Federal Register, or by blood testing. When an EBT is used and the initial test produces a result of 0.08 blood alcohol concentration (BAC) or greater, a confirmation test will be administered. Before the confirmation test, a fifteen (15) minute waiting period will be observed. The purpose of the waiting period is to ensure that the presence of "mouth alcohol" or other substance does not artificially affect the test results. The confirmation test may be done using the same instrument as the initial test, using the same procedures, or may be done by blood testing.

The confirmation test result, which is used in the written report to the employee and the school district, a BAC of 0.08 or greater will be considered a positive test.

G. CONSEQUENCES OF A POSITIVE TEST

1. Applicants who test positive on a pre-employment test will not be hired.
2. An employee who tests positive for a controlled substance without a valid prescription or tests positive of alcohol at a level of 0.08 or greater will be deemed to have violated the school district's policy, and be subject to discipline.
3. An employee who refuses a test or who participates in activity set forth in the "prohibited conducts" outlined above will be deemed to have violated this policy and will be subject to the same consequences as a person who tests positive.
4. In order to be eligible to return to duty after a positive drug or alcohol test, an employee must complete the course of rehabilitation prescribed by the substance abuse professional and undergo a return-to-duty test with a negative result. After returning to work, the employee must continue in an after-care program as prescribed by the substance abuse professional and be subject to follow-up testing.

H. NEGATIVE TESTS

1. Results of a negative test – Should an employee be subject to a drug or alcohol test by virtue of a determination made by the District that there

was reasonable suspicion for such testing and the results of such test yield a negative, the employee shall be paid \$100.00. Should subsequent negative results result from testing deemed necessary based upon a determination by the District that reasonable suspicion exists, this amount will be double (i.e., \$200.00/\$400.00) with the maximum paid to an employee as a result of a negative test to be \$400.00.

2. Should a supervisor make a determination as to reasonable suspicion on two (2) separate occasions with regard to a member of the bargaining unit with both results being negative, the supervisor will no longer be eligible to make a determination with regard to that individual. Should a supervisor make a determination that reasonable suspicion exists to test in four (4) cases where the results are negative, that supervisor will no longer be eligible for making a determination as to reasonable suspicion.
3. No member of the bargaining unit will be subject to more than two (2) drug or alcohol tests in one (1) year should both result in negative results.

APPENDIX C

The Peekskill City School District (hereinafter referred to as the “District”) maintains a spouse and dependent eligibility rule (hereinafter referred to as the “Working Spouse Rule”) that requires children and spouses to have other health insurance coverage unless certain criteria are met. Annually, the Putnam/Northern Westchester BOCES verifies eligibility on behalf of the District. The criteria for the Working Spouse Rule are as follows:

I. Certification of Eligibility for Spouses

A unit member is permitted to enroll his or her legally married spouse. Neither same-sex nor opposite-sex Domestic Partners are eligible for coverage. The District requires a unit member’s spouse to obtain other health insurance unless he or she meets the following criteria:

1. Earnings¹ of \$116,598.00² or more:

- a. If a unit member’s spouse’s earnings are \$116,598.00³ or more **then** he or she will be required to purchase insurance or the unit member will be charged a buy-in for covering his or her spouse.
- b. The monthly buy-in will be \$677.00⁴ for single coverage in addition to the standard health insurance premium contribution assessed by the District.

2. Earnings between \$46,187.00⁵ and \$116,598.00⁶:

- a. If a unit member’s spouse’s earnings are above \$46,187.00⁷ and \$116,598⁸ **and** he or she is required to contribute **more than 50%** of the lowest base premium⁹ toward the lowest cost individual health insurance plan offered by the District, **then** he or she need not purchase his or her employer’s coverage; nor will the unit member be charge a buy-in for covering his or her spouse.

¹ Earnings include: 1) all wages, salaries, tips, etc. of the unit member’s spouse (e.g. line 7 of I.R.S. Form 1040); and 2) any wages, salaries tips, etc. of the school district employee/retiree that are paid by any business or corporation in which the unit member’s spouse and/or school district employee/retiree is a full or partial owner; and 3) if the unit member’s spouse and/or the school district employee/retiree is a full or partial owner of any business or corporation, earnings also include a pro-rata share of the business’s and/or corporation’s taxable income, ordinary income or net profit; and 4) Other income including lines 12,17,18, and 21 of the I.R.S Form 1040; and

² Earnings thresholds are adjusted annually as determined by the Putnam/Northern Westchester Health Benefits Consortium.

³ The amount set forth herein is, generally, based on the unit member’s spouse’s calendar year earnings and apply to the benefits period of the subsequent year. (For example, calendar year earnings for 2015 apply to the benefits period July 2016-2017.)

⁴ The monthly buy-in is subject to change as determined by the Putnam/Northern Westchester Health Benefits Consortium.

⁵ See Footnote 2, *supra*.

⁶ See Footnote 2, *supra*.

⁷ See Footnote 3, *supra*.

⁸ See Footnote 3, *supra*.

⁹ See Footnote 4, *supra*.

- b. If a unit member's spouse's earnings are above \$46,187.00¹⁰ and below \$116,598¹¹ **and** he or she is required to contribute 50% or less of the lowest base premium towards the lowest cost individual health insurance plan offered by the District, **then** he or she will be required to purchase his or her employer's coverage or the unit member will be charge a buy-in for covering his or her spouse. The monthly buy-in for single coverage is set forth in Paragraph 1(b) above and will be in addition to the standard health insurance premium contribution assessed by the District.
- c. If a unit member's spouse's earnings are above \$46,187.00¹² and below \$116,598¹³ **and** he or she is self-employee or not offered health insurance benefits by his/her employer, **then** he or she need not purchase other coverage; nor will the unit member be charge a buy-in for covering his or her spouse.

3. Earnings between \$0 and \$46,187.00¹⁴:

- a. If a unit member's spouse's earnings are \$46,187.00¹⁵ or less **and** he or she is required to contribute any amount toward the premium of his or her employer's health insurance, **then** he or she need not purchase his or her employer's coverage; nor will the unit member be charge a buy-in for covering his or her spouse.

II. Certification of Eligibility for Children

- A. If a unit member is covering any children, they must also be covered under the unit member's spouse's health plan, unless:
 - 1. The day/month of the unit member's birth comes before his or her spouse's and the child is the natural or adopted child of the unit member and his or her spouse; **OR**
 - 2. The child is the unit member's natural or adopted child, but is the step-child of his or her spouse; **OR**
 - 3. The unit member's spouse earns above \$46,187.00¹⁶ and below \$116,598.00¹⁷, and he or she must contribute more than 65% of the base premium for the District's family coverage; **OR**

¹⁰ See Footnote 3, *supra*.

¹¹ See Footnote 3, *supra*.

¹² See Footnote 3, *supra*.

¹³ See Footnote 3, *supra*.

¹⁴ See Footnote 2, *supra*.

¹⁵ See Footnote 3, *supra*.

¹⁶ See Footnotes 2 and 3, *supra*.

¹⁷ See Footnotes 2 and 3, *supra*.

4. The unit member's spouse earns 46,187.00¹⁸ or less, and he or she must contribute any amount toward the premium; **OR**
 5. The unit member is a single parent, the other parent is not required by law to provide coverage, and the child has no other coverage.
- B. If none of the above criteria apply and the child is not covered by another health plan, then the unit member will be charged a buy-in in addition to his or her health insurance premium. Please note that if a child is not a unit member's natural, adopted or step-child, he or she must be the unit member's dependent for tax purposes to be eligible for coverage.
- C. Additional criteria may apply. Unit members must check District policies and the Putnam Northern Westchester Health Benefits Consortium Plan document.
- D. Coverage is **not** available for a child age 19 through age 25 if he or she is eligible to enroll in a health plan of his or her own employer or the dependent's own spouse's health plan, regardless of cost.
- E. ***PLEASE NOTE:** The Working Spouse Rule for children, as set forth in this Section II, is currently being waived, however, unit members must still verify enrollment information for all children. Failure to verify information may result in coverage delays. The District reserves the right to reinstate the rule for children in subsequent years.

¹⁸ See Footnotes 2 and 3, *supra*.

