



Stow-Munroe Falls
CITY SCHOOLS

PROFESSIONAL
APPRAISAL
HANDBOOK

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Teacher Appraisal Handbook: pg. 1-10

Appraisal Description: pg. 11-14

Individual Plan of Action: pg. 15

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FORWARD

Each professional employed by the Stow-Munroe Falls City School District will receive a copy of this Professional Appraisal Handbook. New professionals will receive one during their orientation session in the fall.

In addition, it shall be the responsibility of each principal to discuss this appraisal program at a faculty meeting prior to September 20th of each school year. At that time, the program should be reviewed and explained and each teacher informed as to which, if any, alternative appraisal instrument he/she is to use this year.

The Director of Human Resources will coordinate the appraisal program and will work with building principals in this regard. He/She will provide each principal with his/her list of teachers indicating the appraisal process for each teacher.

Individual teachers, new or experienced, should feel free to consult their principal concerning the appraisal program at any time. An overview is also provided in the Master Agreement, Article X. As a result of a two-year pilot ending in 2006-2007, please refer to this handbook for procedures.

ACKNOWLEDGEMENTS

During the 2003-2005 school years a Teacher Appraisal Development Team comprised of certified staff and administrators met and revised the appraisal process and forms. This was a major task and the members of that team are to be highly commended for their time and efforts.

The members of the 2003-2005 committee were:

Deb Garrison	S-MFHS
Deb Silverstein	S-MFHS
Deb McCoy	S-MFHS
Dave Ulbricht	Lakeview
Pat Close	Fishcreek
Kim Nixon	Riverview
Alison Laser-Obney	Kimpton
Ed VandenBulke	Superintendent
Dennis Frisbee	Assistant Superintendent
Linda Klamer	Director of Curriculum & Instruction
Terry Swearingen	Director of Human Resources
Jeff Bonk	Principal, Riverview
Meghan Coughlin	Principal, Highland
Sue Schur	Assistant Principal, S-MFHS

The members of the current committee are:

Deb Pauley	Indian Trail
Steve Pierce	S-MFHS
Deb McCoy	S-MFHS
Pat Close	Fishcreek
Kim Nixon	Riverview
Alison Laser-Obney	Kimpton
Lorie C. Marozzi	Principal, Kimpton
Linda Klamer	Director of Curriculum & Instruction
Meghan Coughlin	Principal, Highland
Sue Schur	Assistant Principal, S-MFHS
Kim Lockhart	Principal, Lakeview
Gary Puntel	Director of Human Resources

STOW-MUNROE FALLS PROFESSIONAL APPRAISAL

Beliefs

- Teachers, principals, and district staff are collegial partners working towards a common goal of continuous improvement.
- On-going reflection is an integral part of professional appraisal.
- Teachers are leaders who engage students in activities that result in learning.
- Training of all participants on the professional appraisal system is essential.
- Professional growth and development is an integral part of the professional appraisal plan.

Purposes

A Professional Appraisal System should:

- Serve as the basis for personnel decisions including reassignments, continuing contract status, limited contract renewal, or contract non-renewal or termination.
- Provide an objective measure for assessing a teacher's work performance.
- Foster an environment of continuous improvement.
- Assist and support the teacher in securing meaningful professional development.
- Align daily practice with the beliefs and vision of the district.

INTRODUCTION

When a professional is offered a contract for employment in this district, it is because there has been a judgment that expresses confidence in the candidate's potential for and commitment to professional growth as well as his/her initial level of talent and competence. Thus, there is every reason to build a staff appraisal and development program that assumes the professional's success. Written appraisal forms are placed in the personnel file and the professional has access to and use of the information in his/her file (Article XII, section A & B). Through an open approach, apprehension about appraisal is unnecessary and the teacher may assume responsibility for using the information to increase his/her effectiveness.

LEVELS OF PERFORMANCE

Each element of a component has four levels of performance: unsatisfactory, developing, proficient, and distinguished. The levels range from describing professionals who are still striving to master the rudiments of teaching (unsatisfactory) to highly accomplished professionals who are able to share their expertise (distinguished).

UNSATISFACTORY

The professional does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area.

DEVELOPING

The professional appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is sporadic, intermittent, or otherwise not entirely successful.

Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor) will enable the professional to become proficient in this area.

For supervision or evaluation, this level is minimally competent – improvement is likely with experience.

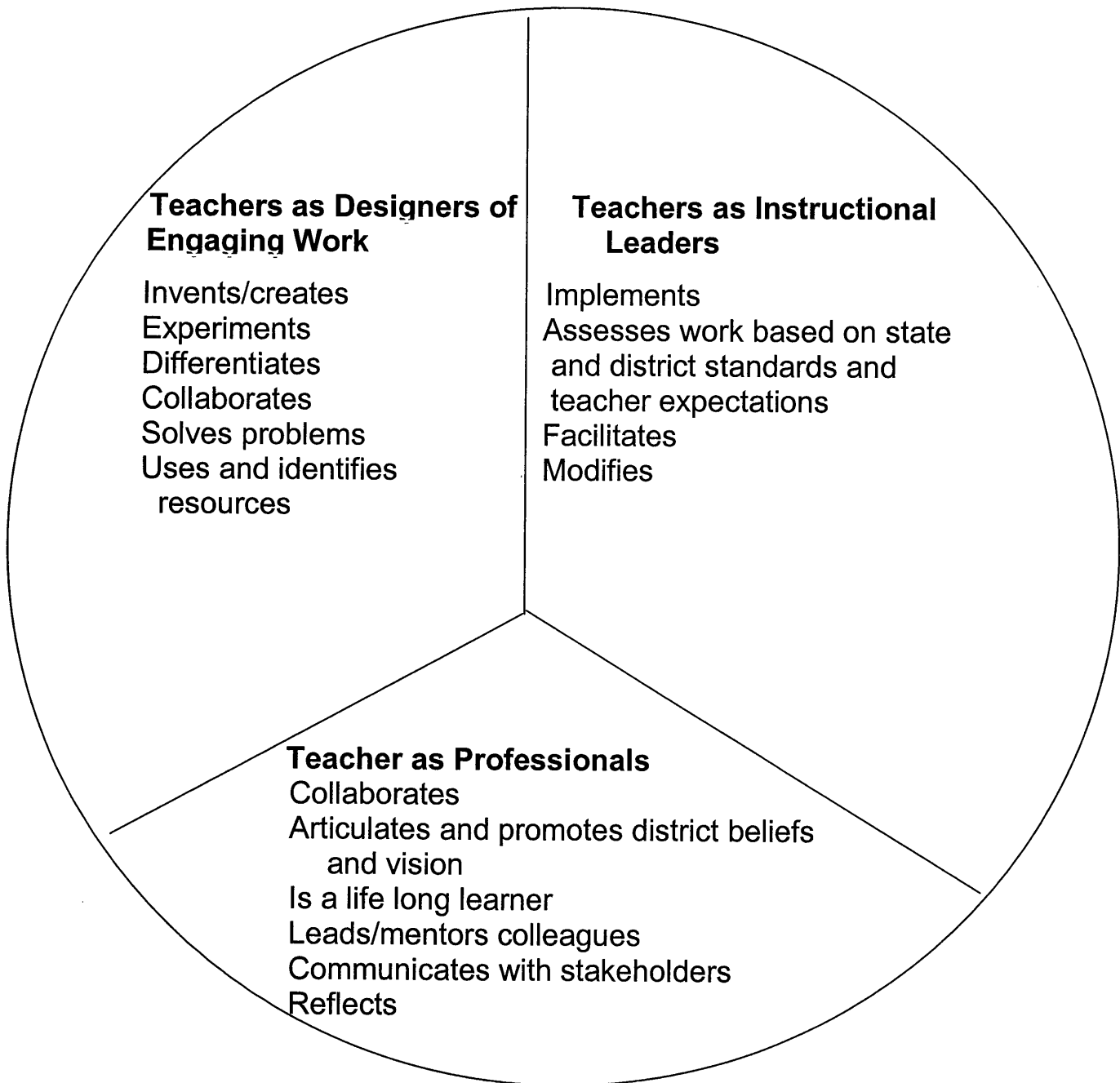
PROFICIENT

The professional clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

DISTINGUISHED

Professionals at this level are master teachers and make a contribution to the field, both in and outside their school. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning.

Stow-Munroe Falls City Schools
Teacher Roles



DOMAIN A

<u>Planning, Preparation and Knowledge</u>	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Demonstrates knowledge of students.	Displays little or no knowledge of students characteristics, approaches to learning and current skills and knowledge. Does not indicate that such information is valuable.	Displays some knowledge of students characteristics, approaches to learning and current skills and knowledge. Indicates that such information is valuable.	Displays a solid knowledge of students characteristics, approaches to learning and current skills and knowledge. Shows some evidence of its application in planning.	Displays a superior knowledge of the students and uses this in instructional planning.
States clear and appropriate learning goal(s) for students.	Does not state clear learning goal(s) and/or uses goal(s) that are inappropriate for students.	States somewhat clear goal(s) which are appropriate for at least some students.	States clear goal(s), which are appropriate for the majority of students.	States clear goal(s) that are appropriate for all students and/or are differentiated for groups or individual students as needed.
Makes connections between past, present and future lessons.	Does not know how or does not clearly communicate how the content of this lesson relates to the content of previous or future lessons.	Somewhat explains how the content of this lesson relates to the content of previous and future lessons.	Adequately explains how the content of this lesson relates to content of previous and future lessons.	Clearly explains how the content of lesson relates to the content of previous and future lessons and cites examples of these connections in the development of this lesson.
Utilizes methods, activities, and materials that are appropriate for students and are aligned with the goal(s) of the lesson.	Chooses methods, activities, and/or materials that are inappropriate for students or unrelated to the learning goal(s).	Chooses methods, materials, and activities that are appropriate for students and somewhat aligned with the learning goal(s).	Chooses methods, materials, and activities that are appropriate for students and are generally aligned with the learning goal(s).	Chooses methods, materials, and activities that are aligned with the learning goal(s) and allow for differentiated instruction as needed.
Designs and utilizes appropriate evaluation strategies for students.	Designs evaluation strategies that are inappropriate for students.	Designs evaluation strategies that are appropriate for some of the students.	Designs evaluation strategies that are appropriate for most of the students.	Designs evaluation strategies that are appropriate for students and utilizes results for planning of future instruction.

DOMAIN B

<u>Student Learning Environment</u>	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Interacts appropriately with students.	Does not interact with students or interacts in an inappropriate manner.	Interacts appropriately some of the time.	Interacts appropriately most of the time.	Interacts in a friendly, warm, caring, and respectful manner appropriate to developmental and cultural norms.
Promotes appropriate interaction among students.	Does not respond to inappropriate interactions among students.	Responds inconsistently to inappropriate interactions among students.	Responds consistently to inappropriate interactions among students and/or student interactions are generally polite and respectful.	Encourages and promotes interactions among students which are polite, respectful, and demonstrate genuine caring for one another.
Establishes challenging learning expectations.	Conveys implicitly or explicitly that some or all students cannot meet the learning expectations.	Does nothing to convey that students can or cannot meet the learning expectations.	Conveys that students can meet the learning expectations.	Actively encourages students to meet challenging learning expectations.
Monitors and manages student behavior.	Does not monitor and/or manage student behavior or does so inappropriately.	Monitors and/or manages student behavior and attempts to respond to misbehavior.	Monitors and/or manages student behavior and responds appropriately as needed.	Monitors and/or manages student behavior and responds appropriately as needed with reasonable success.
Organizes the environment for safe and effective use of physical resources.	Does not organize the classroom for safe and effective use.	Organizes the classroom safely, but with limited effectiveness.	Organizes the classroom safely and use of the space is mostly effective.	Organizes the classroom safely with adaptable and effective use of space.

DOMAIN C

Instructional Practices	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Communicates clearly and accurately the learning goals and instructional procedures.	Does not communicate clearly and accurately the learning goal(s) and/or instructional procedures for the lesson.	Communicates clearly and accurately the learning goals and instructional procedures for the lesson so that most of the students understand.	Communicates clearly and accurately the learning goals and instructional procedures for the lesson so that all students understand, including those who may initially experience difficulty.	Communicates clearly and accurately the learning goals and instructional procedures for the lesson so that all students understand, anticipating and addressing possible student difficulties.
Makes content comprehensible for students.	Makes content incomprehensible or conveys inaccurate information.	Makes content comprehensible and conveys accurate information.	Makes content comprehensible and conveys accurate information in a logical and coherent structure.	Makes content comprehensible and conveys accurate information in a logical and coherent structure as evidenced by active participation in the lesson by students.
Engages students in meaningful learning experiences.	Does not encourage students to think independently, creatively, or critically.	Encourages students to think independently, creatively, or critically in the context of the content being studied.	Encourages students to think independently, creatively, or critically by using some activities or strategies that are specifically designed to engage students in meaningful learning experiences in the context of the content being studied.	Encourages students to think independently, creatively, or critically by using activities or strategies that are specifically designed to engage all students in meaningful learning experiences in the context of the content being studied.
Monitors students understanding of content and provides feedback.	Makes not attempt to determine whether students understand and provides no feedback.	Monitors understanding of the content and provides some feedback to the class.	Monitors understanding of the content and provides feedback to groups of students or individuals.	Monitors understanding of the content and provides specific and meaningful feedback that students use to improve their learning.
Manages instructional time and exhibits flexibility.	Does not use instructional time in an effective manner.	Paces the lesson effectively for most students while recognizing the impact of noninstructional matters.	Paces the lesson effectively for students while reducing the impact of noninstructional matters.	Paces the lesson effectively for students, reduces the impact of noninstructional matters, and seizes opportunities to enhance learning by building on spontaneous events.

DOMAIN D

	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Reflection & Professionalism				
Reflects upon the effectiveness of the lesson.	Does not reflect upon the effectiveness of the lesson.	Recognizes strengths and weaknesses of the lesson when prompted.	Independently identifies strengths and weaknesses of the lesson.	Identifies strengths and weaknesses of the lesson and articulates ways to address identified weaknesses and promote continuation of identified strengths.
Reflects upon differences in student learning.	Does not show evidence of recognition of differences in student learning.	Shows evidence of recognition of differences in student learning when prompted.	Utilizes reflection to create practical strategies to identify various learning needs.	Identifies specific courses of action to meet the needs of students.
Participates in collegial groups.	Collaborative relationships with colleagues are negative or self-serving or no attempt made for collaborative relationships.	Collaborates when required.	Voluntarily participates in structured collaborative efforts.	Assumes leadership role in collaborative efforts.
Participates and contributes to meet the mission, vision, and beliefs of the district.	Does not participate or contribute towards mission, vision, and core beliefs of the district.	Teacher participates in meeting the mission, vision, and core beliefs of the district when required.	Teacher voluntarily participates in meeting the mission, vision, and core beliefs of the district on a limited basis.	Seeks opportunities to further the mission, vision, and core beliefs of the district.
Communicates student learning with parents.	No attempt made to communicate with parents.	Communication with parents is sporadic, limited, or only when required.	Communication with parents is frequent and successful.	Develops strategies to enhance communication with parents. ⁴
Keeps records.	No attempt to keep records.	Records are disorganized.	Records are organized	Records extend beyond basic student information and grades.

CYCLE OF PROFESSIONAL APPRAISAL

(sorted by contract status)

- A. Career Teachers (Tenured)~ 5-year cycle
 - complete two appraisals within the five-year cycle; 2006-2007 begins the five-year cycle
 - appraisal options: collegial appraisal partner (CAP) or self-directed plan (SDP)
 - complete any combination of the appraisal options
 - these two appraisals may not be completed in the same year
- B. One-year limited contract
 - observational appraisal
- C. Multi-year not expiring contract
 - complete one SDP
- D. Multi-year expiring contract
 - observational appraisal

Cycle of Professional Appraisal

(sorted by appraisal activity)

CAP

Career Teachers (Tenured)

SDP

Career Teachers (Tenured)

Multi-year not expiring

OBSERVATIONAL

Limited one year

Multi year expiring

Schedule Options Per Semester	A. Pre ► obs ► post	obs ► post & summary
	B. Pre ► obs	obs ► post & summary
	C. Pre ► obs ► post	Pre ► obs ► post & summary

An observational appraisal can be done at anytime.

APPRAISAL DESCRIPTIONS

OBSERVATIONAL

2 appraisals - it takes two observations of at least 30 minutes each before a summary can be written.

1st appraisal - observations must take place between 9/15 - 12/15 with a deadline of 12/20 for the formal appraisal and conference.

2nd appraisal - observations must take place between 1/5 - 3/31 with a deadline of 4/5 for the formal appraisal and conference.

NOTE:

- The week immediately before Spring Break cannot be used for observation.
- Any appraisal that includes areas for improvement must have a conference within 7 calendar days of the observation.

SELF-DIRECTED PROFESSIONAL GROWTH PLAN - (SDP)

This is a form that is planned with and approved by the principal. The professional is asked to complete all sections of the form including goal(s), activities to be completed, resources needed, timelines, and what evidence will be used for verification of completion. Sample documents may include: journals, student feedback surveys, peer observation, lesson plans, videotapes, photographs, collections, portfolios, and units. A summary, written by the professional, is to be completed at the end of the activity. The principal makes comments in regard to progress and completion of goals. The form becomes a part of the teacher's personnel record. Final approval must be obtained by Oct. 1.

COLLEGIAL APPRAISAL PARTNERS (CAP)

PURPOSE OF CAP: The entire CAP team will focus on a significant but doable curricular/instructional issue that will benefit students, teachers, and the district.

A. Qualifications For Participation:

- Career Teachers are defined as those with continuing contracts with the Stow-Munroe Falls City Schools.
- A CAP may consist of two or more persons in the district.
- A CAP will usually last for one year.
- A second year CAP may align with work conducted in the first CAP.
- Career teachers are required to complete two appraisals.
- CAP or SDP.
- 2006-2007 five-year cycle begins.
- Complete at least one CAP or SDP combination.

B. Commitments and Benefits

1. Commitments Involved:

- a. The entire CAP team commits to participate for the school year.
- b. The CAP team may utilize additional resources as needed (i.e., administrators, higher ed. partnership, on-line resources).
- c. The CAP commits to share benchmarks (summary of progress) with the building administrator through e-mail feedback or face to face meetings. Information shall be shared by December 1 and March 1.
- d. The CAP will participate in cross CAP focus groups in April/May.

- e. The CAP also commits to two school days designated as Design days (October/November – Design Day 1 – Introduction; April/May – Design Day 2 – Presentation of Evidence).
- f. Each CAP will determine its own team meeting dates, times, and work to be accomplished and identify the support it will need to do this work during the Design Day. Revisions will be made as needed throughout the year. In order to commit to the success of the project, additional time beyond the Design Day will be required.
- g. CAPS are allotted seven hours of release time. This may be taken as two 1/2-days or 1 full day.

2. Benefits

- a. The opportunity to work collegially with PROFESSIONALS in the district on a curricular or instructional matter that is congruent with the core business of the Stow-Munroe Falls City Schools.
- b. Each CAP member may earn CEU's by submitting a proposal for *Other Professional Developmental Activities* to the LPDC. The prior approval of this proposal by the LPDC is necessary to receive CEU's.
- c. CAPS will have the opportunity to share their experiences and products with others.

C. Timeline

May

- Overview of CAP process held at building staff meetings.

September

- Appraisal Status Sheet must be submitted to your building administrator by September 15.

October/November

- CAP Commitment Form must be submitted to your building administrator by October 1.
- Design Day 1 – Introduction to CAP process and workday.

December

- First benchmark due to building administrator no later than December 1.

December – March

- CAP teams engage in their work.

March

- Second benchmark due to building administrator no later than March 1.

April – May

Design Day 2 – Celebration of CAP work.

ELIGIBLE FOR CONTINUING CONTRACT

A professional who becomes eligible for a continuing contract during the term of a multi-year limited contract shall notify the Director of Human Resources in writing by October 1 of the school year in which they become eligible, for the purpose of placing said teacher on the proper appraisal format in order to grant a continuing contract.

2 appraisals - it takes two observations of at least 30 minutes each before a summary can be written.

1st appraisal - observations must be made between 9/15 - 12/15 with a deadline of 12/20 for the formal appraisal and conference.

2nd appraisal - observations must be made between 1/5 - 3/31 with a deadline of 4/5 for the formal appraisal and conference.

NOTE:

- The week immediately before Spring Break cannot be used for observation.
- Any appraisal that includes areas for improvement must have a conference within 7 calendar days of the observation.

Continuing Contract Requirements

- 3 of last 5 years in district; 2 years in district if tenure was earned in a previous district
 - Professional Certificate/Permanent Certificate or Five-year Professional Educator License
 - 30 semester hours since the initial issuance of certificate OR license
- OR
- Masters held at the time of initial license
 - 6 graduate hours since the initial issuance

Once a professional reaches career status (continuing contract), they participate in a Collegial Appraisal Partners (CAP) or Self-Directed Individual Growth Plans according to a 5-year cycle. Collegial Appraisal Partners is a process where teams of professionals commit to jointly pursue professional growth goals over a period of time. Projects may extend beyond one school year and may involve professionals at various grade levels and/or buildings. A consultant may be chosen to assist the group and the CAP is supervised by building administrators.

INDIVIDUAL PLAN OF ACTION

The purpose of an Individual Plan of Action is to document specific behaviors, support, resources, and benchmarks necessary to improve a professional at the unsatisfactory level.

It is initiated by the appraiser and flows from the formal appraisal process. The Stow Teachers' Association shall be informed at the time the appraiser decides to implement this procedure so that they shall assist in providing support.

The goals and behavior section should be completed by the appraiser. Interventions, timelines, and documentations should be completed in cooperation with the teacher during a conference; an Association representative shall be present at the meeting. The plan implies mutual effort for successful improvements; focus should be on critical behaviors taking care not to overwhelm the individual. Interventions should be as clear as possible including who is responsible for support.

SPECIAL RULES FOR ALL APPRAISAL ACTIVITIES:

NOTE:

- A building principal may initiate an observational appraisal *in any year*.
- If the building principal believes it is necessary, he/she may make additional observations after the December and March deadlines. The principal must use the proper form (Staff Summary Appraisal).
- A professional may be placed on an *Individual Plan of Action* after the principal has made an observation in September (new staff) or in October (veteran staff member.)

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PROFESSIONAL APPRAISAL STATUS

Stow-Munroe Falls City Schools

STAFF MEMBER: _____

SCHOOL YEAR: _____

Our records indicate that your method of evaluation should be as listed below. Your method of evaluation is tied to your contract status. Your appraisal options are indicated below as part of the chart. To indicate your agreement with my mark, please initial my mark(s) and return by **September 15th**. If you disagree with the information provided, please see your primary appraiser.

Note: A Career Teacher must complete two appraisals within a 5-year cycle. Appraisal Options include: Collegial Appraisal Partners (CAP) or Self-Directed Plan (SDP). These two may not be completed in the same year. Place a "✓" beside your selected option, if you plan to complete one of the two options this school year or mark Non-Appraisal Year.

Contract Status	Appraisal Option
_____ Continuing Contract	_____ Collegial Appraisal Project _____ Self-Directed Plan _____ Non-Appraisal Year
_____ Multi-Year Contract - not expiring	_____ Self-Directed Plan
_____ Multi-Year contract - expiring	_____ Observational
_____ One Year Contract	_____ Observational
_____ Substitute (extended)	_____ Observational

NOTE: Any teacher may have an observational appraisal in any year.

Teachers who become eligible for a continuing contract during the term of a multi-year limited contract shall notify the Director of Human Resources by October 1 of the school year in which they become eligible for the purpose of placing said teacher on the proper evaluation format in order to grant a continuing contract.

YOUR PRIMARY APPRAISER FOR THIS SCHOOL YEAR WILL BE:

Name

Position

Self-Directed Professional Growth Plan

The vision of the Stow-Munroe Falls City Schools is to actively engage all students in meaningful experiences that will enable them to acquire the tools necessary to become productive, responsible citizens.

Name _____ School Year _____

Grade/Subject _____ School _____

Growth Goal(s) _____

See Appraisal Handbook for Domain descriptions. The goal(s) addresses components in the distinguished level of performance: Domain A Domain B Domain C Domain D

Check all that apply

Activities and/or Steps to be Taken	Person/Resources Needed	Timelines and Deadlines	Professional's Documentation
		Oct. 1	
		On or about Dec. 15	
		On or about April 5	

Professional's Signature _____ Date _____ Appraiser's Signature _____ Date _____

Due Oct. 1 to Appraiser

Semester 1 Summary: _____

Semester 2 Summary: _____

Professional's comments: _____

Appraiser's Signature _____
Name Date

Professional's Signature _____
Name Date

Appraiser's Signature _____
Name Date

Professional's Signature _____
Name Date

Instructions: send one copy of this report to the Director of Human Resources, retain one copy, and give one copy to the teacher.

**Signature indicates only that you have received a copy.
Signature does not necessarily indicate agreement with content.**

Individual Plan of Action

The vision of the Stow-Munroe Falls City Schools is to actively engage all students in meaningful experiences that will enable them to acquire the tools necessary to become productive, responsible citizens.

Name _____ School Year _____ Date _____

Grade/Subject _____ School _____

Goals(s) for criteria needing improvement _____

The goal(s) addresses components in (check all that apply):

- Domain A
 Domain B
 Domain C
 Domain D

Behaviors to be demonstrated	Interventions to help produce desired behaviors	Timelines	How behavior changes will be documented

Behaviors to be demonstrated	Interventions to help produce desired behaviors	Timelines	How behavior changes will be documented



Pre-Observation Conference Form

The vision of the Stow-Munroe Falls City Schools is to actively engage all students in meaningful experiences that will enable them to acquire the tools necessary to become productive, responsible citizens.

Name _____ Date _____

School _____ Grade/Subject _____

Please be prepared to discuss the following:

- knowledge of students, including characteristics, approaches to learning, current skill level, level of knowledge and any other information the observer needs to know in advance.
- your goals for this lesson; what do you expect the students to learn or be able to do by the end of this lesson? (Identify grade level indicator)
- how you determined that this is what these students need to learn.
- the assessment you will use to determine if your students have achieved the intended outcome.
- the activities, methods and materials that are aligned with the goals of the lesson.
- how the lesson relates to the applicable grade level indicators and to the past and future lessons.

Comments:



Observation Worksheet

The vision of the Stow-Munroe Falls City Schools is to actively engage all students in meaningful experiences that will enable them to acquire the tools necessary to become productive, responsible citizens.

Name _____ Date _____

School _____ Grade/Subject _____

Dates of Pre-Conference _____ Dates of Observations _____

Student Learning Environment (Domain B)

1. Interacts appropriately with students
2. Promotes appropriate interaction among students
3. Establishes challenging learning expectations
4. Monitors and manages student behavior
5. Organizes the environment for safe and effective use of physical resources

Instructional Practices (Domain C)

1. Communicates clearly and accurately the learning goals and instructional procedures
2. Makes content comprehensible for students
3. Engages students in meaningful learning experiences
4. Monitors understanding of content and provides feedback
5. Manages instructional time and exhibits flexibility



Post-Observation Conference Form

The vision of the Stow-Munroe Falls City Schools is to actively engage all students in meaningful experiences that will enable them to acquire the tools necessary to become productive, responsible citizens.

Name _____ Date _____
School _____ Grade/Subject _____

This form can be used to facilitate the post-conference and should be used as a guide. Please bring documentation where applicable.

Please be prepared to discuss:

- the effectiveness of the lesson
- the differences in student learning
- collegial groups
- participating and contributing to the District Vision
- communicating student learning
- record keeping



Staff Summary Appraisal

The vision of the Stow-Munroe Falls City Schools is to actively engage all students in meaningful experiences that will enable them to acquire the tools necessary to become productive, responsible citizens.

Name _____ School Year _____

School _____ Grade/Subject _____

Dates of Conferences _____

Dates of Observations _____

Rating Definitions

- Unsatisfactory
- Developing
- Proficient
- Distinguished
- NA - Not Applicable

OVERVIEW

It takes two observations before a summary can be finalized; each summary is based on two observations; each observation must be at least 30 minutes. A pre-conference must be held before at least one of the observations.

First Semester - Observations must take place between 9/15 - 12/15 with a deadline of 12/20 for the formal appraisal and conference.

Second Semester - Observations must take place between 1/5 - 3/31 with a deadline of 4/5 for the summary conference.

Please note:

- week before Spring Break cannot be used for observation
- any appraisal that includes areas for improvement (unsatisfactory rating) must have a conference within 7 calendar days of the observation

Planning, Preparation & Knowledge	Semester 1					Semester 2			
	U	Dev	P	D		U	Dev	P	D
Demonstrates knowledge of students									
States clear and appropriate learning goals for students									
Makes connections between past, present and future lessons									
Utilizes methods, activities and materials that are appropriate for students and aligned with the goal(s) of the lesson									
Designs and utilizes appropriate evaluation strategies for students									

EVIDENCE:

Student Learning Environment	Semester 1					Semester 2			
	U	Dev	P	D		U	Dev	P	D
Interacts appropriately with students									
Promotes appropriate interaction among students									
Establishes challenging learning expectations									
Monitors and manages student behavior									
Organizes the environment for safe and effective use of physical resources									

EVIDENCE:

Instructional Practices	Semester 1					Semester 2			
	U	Dev	P	D		U	Dev	P	D
Communicates clearly and accurately the learning goals and instructional procedures									
Makes content comprehensible for students									
Engages students in meaningful learning experiences									
Monitors understanding of content and provides feedback									
Manages instructional time and exhibits flexibility									

EVIDENCE:

Reflection and Professionalism	Semester 1					Semester 2			
	U	Dev	P	D		U	Dev	P	D
Reflects upon the effectiveness of the lesson									
Reflects upon differences in student learning									
Participates in collegial groups									
Participates and contributes to meeting the mission, vision and beliefs of the district									
Communicates student learning with parents									
Keeps records									

EVIDENCE:

Semester 1 Summary: _____

Semester 2 Summary: _____

Professional's comments: _____

Appraiser's Signature _____
Name Date

Professional's Signature _____
Name Date

Appraiser's Signature _____
Name Date

Professional's Signature _____
Name Date

Instructions: send one copy of this report to the Director of Human Resources, retain one copy, and give one copy to the teacher.

**Signature indicates only that you have received a copy.
Signature does not necessarily indicate agreement with content.**

Stow-Munroe Falls City Schools
Stow, Ohio

CONTRACT RECOMMENDATION

School Year _____

Teacher _____ Building _____

Subject(s) or Grade(s) _____

Total Years of Teaching Experience _____ Yrs. In Stow _____

Type of Certification (check one): Type of Licensure (check one):

 _____ 4 yr. _____ 2 yr.

 _____ 8 yr. _____ 5 yr.

 _____ Permanent _____ PK-3 _____ 4-9 _____ 7-12

 _____ Elementary _____ Secondary _____ Elementary _____ Secondary

 _____ Specialist _____ Specialist

CURRENT CONTRACT STATUS: _____ Continuing _____ Limited

CONTRACT RECOMMENDATION:

Eligible

1 year _____ _____ _____

2 year _____ _____ _____

Eligible for Continuing Contract _____

Remain on Continuing Contract _____

No Contract to be Offered _____

Comments: _____

Date of Conference _____

Teacher's Signature _____

NOTE: This signature indicates that a conference has been held and that the teacher has seen, although not necessarily approved, this evaluation.

Signature of Principal _____

Instructions: Send **ONE** copy of this report to the Director of Human Resources, retain **ONE** copy for your file, and give **ONE** copy to the teacher.