



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

Forms: pg. 16-31

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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.

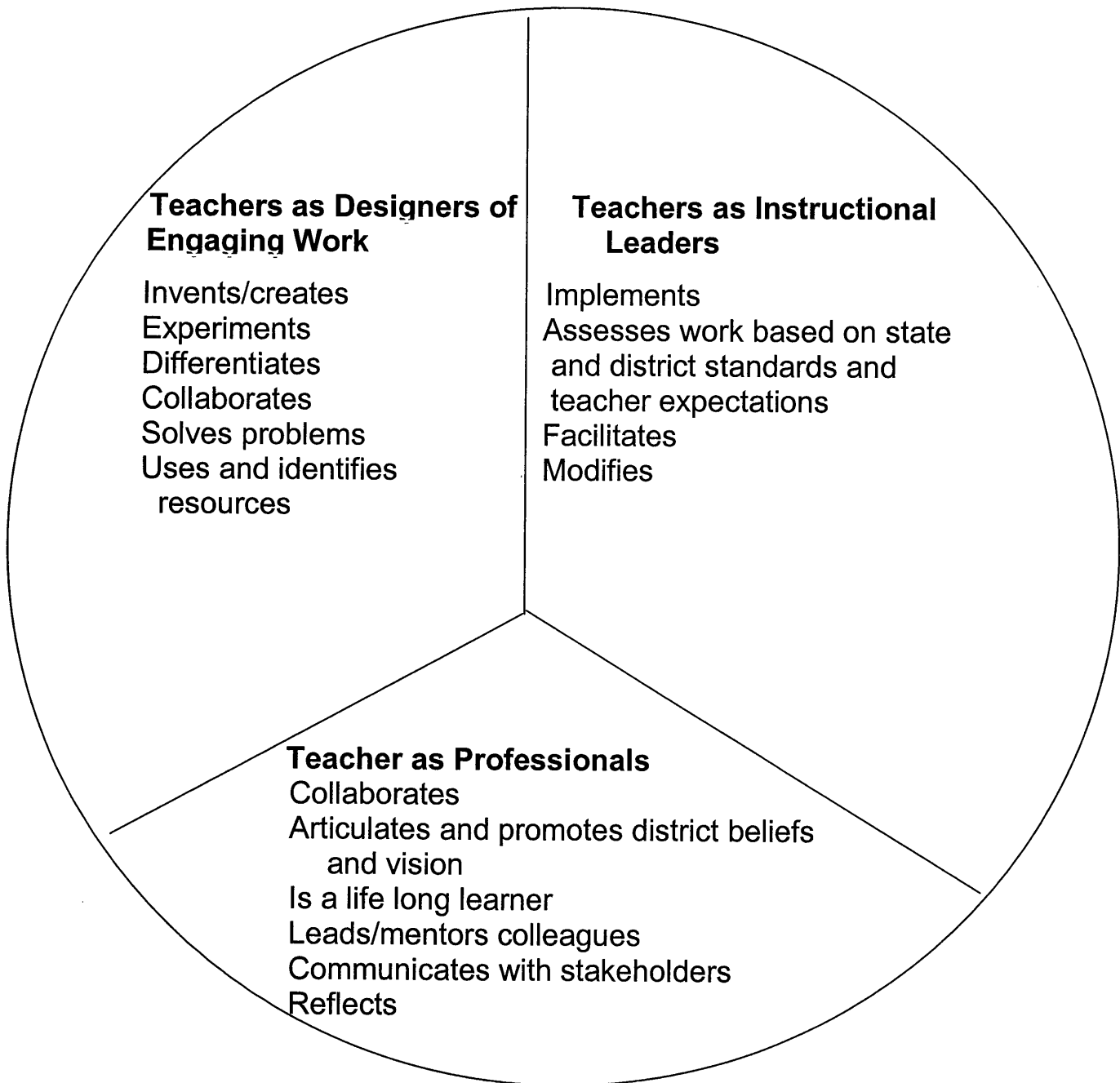
PROFICIENT

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.