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**SUMMIT COUNTY
EDUCATIONAL SERVICE CENTER**

**PERFORMANCE
APPRAISAL
FOR CERTIFIED STAFF**

Evaluation 2011-2012 for:

Renee Hedges

Building & District:

Schnee Learning Center

Prepared by:

Dona L. Cardone

Date:

1/17/12

**Summit County Educational Service Center
Performance Appraisal for Certified Staff**

The Summit County Educational Service Center recognizes the importance of a program of performance assessment and professional growth and development for all Educational Service Center personnel.

Administrative personnel and all other certified/licensed staff will be evaluated at least two times during their contract year. More frequent evaluations may occur if necessary to address specific performance issues. Each teacher or certified employee being evaluated shall receive a written report of the results of the evaluation not later than 10 days following the date of the evaluation.

Each evaluation of teachers shall consist of two (2) observations of the teacher instructing students, each of which is to be of at least thirty (30) minutes duration.

The following schedule applies to certified/licensed staff evaluations:

<i>Administrative contract personnel</i>	<i>1st evaluation by December 15th 2nd evaluation by February 28th</i>
<i>Certified contract personnel</i>	<i>1st evaluation by December 15th 2nd evaluation by March 15th</i>
<i>LEA-assigned certified personnel</i>	<i>1st evaluation by December 15th 2nd evaluation by March 15th</i>

Guidelines for completing the Performance Appraisal

The *Performance Appraisal for Certified Staff* is to be completed by both the staff member (Self-Appraisal) and by the administrator or supervisor designated by the ESC Superintendent or, for LEA-assigned individuals, by the appropriate district administrator. The appraiser and the staff member will meet to discuss the staff member's Self-Appraisal and the appraiser's evaluation. This meeting will focus on performance related to position expectations and on goals for improvement and growth.

Certified staff members are evaluated in six *Performance Categories*. Performance in these categories will be evaluated as:

- *Target Area* - needs improvement; growth and development in this area is necessary
- *Meets Expectations* - consistently meets the expectations of the position
- *Exceeds Expectations* - performance regularly exceeds the expectations of the position

The staff member and the appraiser are encouraged to enter comments on the *Appraisal Process – Comments* pages to illustrate and support the evaluation of each *Performance Category*.

The *Performance Appraisal* documents should be signed by the person conducting the appraisal and by the staff member and returned to the Office of the Superintendent, Summit County ESC by the dates indicated above.

SUMMIT COUNTY EDUCATIONAL SERVICE CENTER
PERFORMANCE APPRAISAL FOR CERTIFIED STAFF

Appraiser's Form for Renee Hedges

Performance Categories	Descriptors	*TA	*ME	*EE
Professional Growth	• Demonstrates a commitment to continued learning and growth with regard to assigned roles/responsibilities and the mission of the organization.			X
	• Balances the needs of individual professional development with the needs of this office and job.			X
Follows Board Policies and Regulations Communication	• Adheres to Board procedures and policies.		X	
	• Demonstrates a professional and positive manner in communications with both external and internal parties.			X
	• Effectively utilizes office technologies (i.e., voice mail, e-mail accessible calendars).		X	
Reliability	• Completes assigned tasks and fulfills assigned responsibilities in a timely manner.		X	
	• Establishes a pattern of being dependable and punctual.		X	
Work Habits/Attitude	• Demonstrates the ability to work unsupervised.			X
	• Work is done thoroughly and accurately and with consistency.			X
	• Demonstrates respect for co-workers.		X	
	• Understands and accepts his/her responsibility to the team and colleagues within the organization.			X
	• Is able to adapt to the changing needs of the team/organization.			X
	• Understands and demonstrates the beliefs and vision of this office.			X
	• Understands the nature and confidentiality of information he/she encounters on the job.		X	
Attendance	• Maintains an accessible, up-to-date calendar/schedule.		X	
	• Adheres to office policies regarding attendance, reporting absences, etc.			X

*Target Area
 *Meets Expectations
 *Exceeds Expectations

Thoughts for future direction:

Mrs. Hedges is finishing her masters program. Eventually she should pursue some type of administration license.

Dona L. Casanova
 Appraiser Signature

1/25/12
 Date

 Staff Member Signature Date

PERFORMANCE APPRAISAL FOR CERTIFIED STAFF

Self-Appraisal for Renee Hedges

Performance Categories	Descriptors	*TA	*ME	*EE
Professional Growth	• Demonstrates a commitment to continued learning and growth with regard to assigned roles/responsibilities and the mission of the organization.			X
	• Balances the needs of individual professional development with the needs of this office and job.			X
Follows Board Policies and Regulations Communication	• Adheres to Board procedures and policies.		X	
	• Demonstrates a professional and positive manner in communications with both external and internal parties.		X	
	• Effectively utilizes office technologies (i.e., voice mail, e-mail accessible calendars).		X	
Reliability	• Completes assigned tasks and fulfills assigned responsibilities in a timely manner.		X	
	• Establishes a pattern of being dependable and punctual.		X	
Work Habits/Attitude	• Demonstrates the ability to work unsupervised.			X
	• Work is done thoroughly and accurately and with consistency.			X
	• Demonstrates respect for co-workers.		X	
	• Understands and accepts his/her responsibility to the team and colleagues within the organization.			X
	• Is able to adapt to the changing needs of the team/organization.			X
	• Understands and demonstrates the beliefs and vision of this office.			X
	• Understands the nature and confidentiality of information he/she encounters on the job.		X	
Attendance	• Maintains an accessible, up-to-date calendar/schedule.		X	
	• Adheres to office policies regarding attendance, reporting absences, etc.		X	

My goals for the school year:

Practice and facilitate researched-based math interventions. Learn and adopt admin policy and procedures to provide effective discipline and interventions to students.

*Target Area
*Meets Expectations
*Exceeds Expectations

Donna L. Cardone
Appraiser Signature

1/24/12
Date

Staff Member Signature

Date

SUMMIT COUNTY EDUCATIONAL SERVICE CENTER

Appraiser Signature *Dona L. Cameron* Date 1/24/12 Staff Member Signature _____ Date _____

PERFORMANCE APPRAISAL FOR CERTIFIED STAFF *Comments and/or Goals*

Performance Category	Appraiser Comments	Staff Member Comments
<i>Professional Growth</i>	Mrs. Hedges continues to be an exemplary master teacher while completing her Master's program. She constantly strives to better her teaching pedagogies as well as her many other duties.	Continue Master courses and increase knowledge in best practice assessments as well as interventions to students with mild-moderate disabilities.
<i>Follows Board Policies and Regulations</i>	Meets expectations.	Become more comfortable with administrative procedures such as suspension and all-day policies to assist in Mrs. Crossland's absence.
<i>Communications</i>	Mrs. Hedges is firm but fair on a daily basis with any student she comes in contact. Her communication style is professional, honest, and sincere with students, colleagues, and administration.	Increase productivity with IEP goal communications to parents at report card time.

DR Cardone 1/24/12

<p>Reliability</p>	<p>In balancing the many, many routines roles Mrs. Hedges deals with on a daily basis, she performs duties of running the floor flawlessly and effectively. Mrs. Hedges has gone beyond the call of duty--all for the students' sakes. She is truly Schnee's Master Teacher!</p>	<p>Continue to assist Mrs. Cardone with discipline, staff needs, and daily organization during the times Mrs. Crossland is out of the building.</p>
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Name Mrs. Hedges

Date 11/11

Class Observed RTI - Plato

Length Observed 10:15 - 10:55

- Lesson Plans Up-to-date Yes No Not Applicable
 Substitute Folder Up-to-date Yes No Not Applicable
 Seating Charts Up-to-date Yes No Not Applicable

Issue	Present	Needed	N/A
Classroom has a businesslike atmosphere	✓		
Teacher uses opening activity	✓ + ✓		
Teacher uses closing activity			
Classroom is neat, clean and conducive to learning	✓		
John Collins incorporated into classroom			
Student work is displayed in room	✓		
Relationship between teacher and student are mutually respectful			
Discipline interventions are quick, respectful, effective, and in adult voice			
Students use practiced routines (hall passes, etc.)			
Students are engaged in learning, busy, focused			
Teacher gives feedback and correctives			
Teacher calls students by name			
Teacher uses guided practice opportunities			
Teacher checks for understanding used throughout lesson			

Domain 3a: Communicating Clearly and Accurately

Element	Unsatisfactory	Basic	Proficient	Distinguished
Directions and Procedures	Teacher directions and procedures are confusing to students	Teacher directions and procedures are clarified after initial students confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstandings.
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary maybe inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, or written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken language and written language is clear and correct. Vocabulary is appropriate to students' ages and interests.	Teacher's spoken language and written language is correct and expressive, with well chosen vocabulary that enriches the lesson.

Domain 3b: Using Questioning and Discussion Techniques

Element	Unsatisfactory	Basic	Proficient	Distinguished
Quality of Questions	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.

Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.
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Domain 3c: Students Engaging in Learning

Element	Unsatisfactory	Basic	Proficient	Distinguished
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals or students' levels of mental engagement are moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. <i>✓ + + + +</i>	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

Domain 3d: Providing Feedback

Element	Unsatisfactory	Basic	Proficient	Distinguished
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

Domain 3e: Demonstrating Flexibility

Element	Unsatisfactory	Basic	Proficient	Distinguished
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to Students	Teacher ignores or brushed aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects of the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on spontaneous events.

Comments:

Goals written. Reviewing orally, answering questions after questions. What are we doing tomorrow? Reviewing yesterday's assignments -- ingredients in food. -- building awareness of today's food. Anticipatory set -- written food expectations prior to video (T-chart) notes? / comments -- excellent! Process after video + reviewing homework assignment

D.K. Carbone

Evaluator

Date

11/11/12

Tomorrow making healthy drinks. Reading ingredients on cans -- students are doing a great job. Great discussion Video W met processing -- inquiry based -- "look on Google if you don't know"

Observation 10/30/11

SUMMIT COUNTY EDUCATIONAL SERVICE CENTER

Appraiser Signature *R. Lawrence* Date 1/27/12 Staff Member Signature _____ Date _____

PERFORMANCE APPRAISAL FOR CERTIFIED STAFF

Comments and/or Goals

Performance Categories	Appraiser Comments	Staff Member Comments
<p><i>Work Habits/Attitude</i></p>	<p>Mrs. Hedges students' are extremely fortunate to have the caliber of a teacher such as Renee Hedges instruct them. She does an outstanding job teaching, acting as Intervention Specialist, being a resource for colleagues and administration, and taking on discipline issues. Mrs. Hedges is constantly the leader of reinforcing change, the voice of reason and calmness, and an efficient/effective multi-tasker. Thank you!</p>	<p>During times, when I am feeling overwhelmed, I need to prioritize and to focus on one task at a time.</p>

