

BUFFALO PUBLIC SCHOOLS

REPORT OF THE PROFESSIONAL COUNCIL

**ANNUAL PROFESSIONAL PERFORMANCE REVIEW*
(APPR) FOR TEACHERS**

(TEACHER EVALUATION DOCUMENT)

Approved by the Professional Council

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PURPOSE

The purpose of the APPR (evaluation) process is to positively foster the professional growth of teachers and enhance the teaching and learning process.

OVERVIEW

An overview of the APPR process is provided by the flow chart on page 6. Asterisks indicate definitions of the words/phrases are found in the Glossary on pages 14 – 17. The flow chart delineates the step-by-step process to be followed in assessing a teacher's professional performance. When completing the APPR, the administrator should (a) provide positive feedback to the teacher that reinforces positive performance; (b) offer clear information to the teacher; and (c) identify methods or techniques for improvement when a teacher is rated unsatisfactory.

PROCESS

Prior to the formal observation, the teacher will receive written communication* from the administrator who will be formally observing the teacher indicating the date, time, and place for the pre-observation conference. During the pre-observation conference the administrator and teacher will determine the purpose and intended outcome of the lesson to be observed, the date, time, and place of the formal observation. The formal observation will be at least three school days after the pre-observation conference.

Within one week after the observation (CBA XIII B), the teacher and administrator will meet for a post-observation conference* after which, based upon evidence gathered in the pre-observation conference, observation, and post-observation conference, either an APPR is delivered or a Teacher Improvement Plan (TIP)* will be developed if the teacher has received an unsatisfactory rating.

If there are areas that might result in an unsatisfactory rating on the teacher's APPR, the administrator will provide the teacher with a written compilation of such areas two weeks before the APPR is delivered or a TIP is required and developed. During this time, the administrator and teacher may have further conversations relating to the areas deemed unsatisfactory by the administrator. The teacher may present information/data/evidence that the teacher would like considered before the APPR/TIP is completed (see flow chart for possible teacher options).

If a TIP is required, the administrator and the teacher will meet to collaboratively develop the TIP, which will include suggestions for improvement from one, but not more than three, of the APPR criteria. The teacher may choose to have a union representative present.

In order to provide the administrator sufficient time to assess a teacher's progress on the TIP and to give the teacher sufficient time to begin to address identified areas, at least 15 school days will be provided for the identified criteria to begin to be addressed.

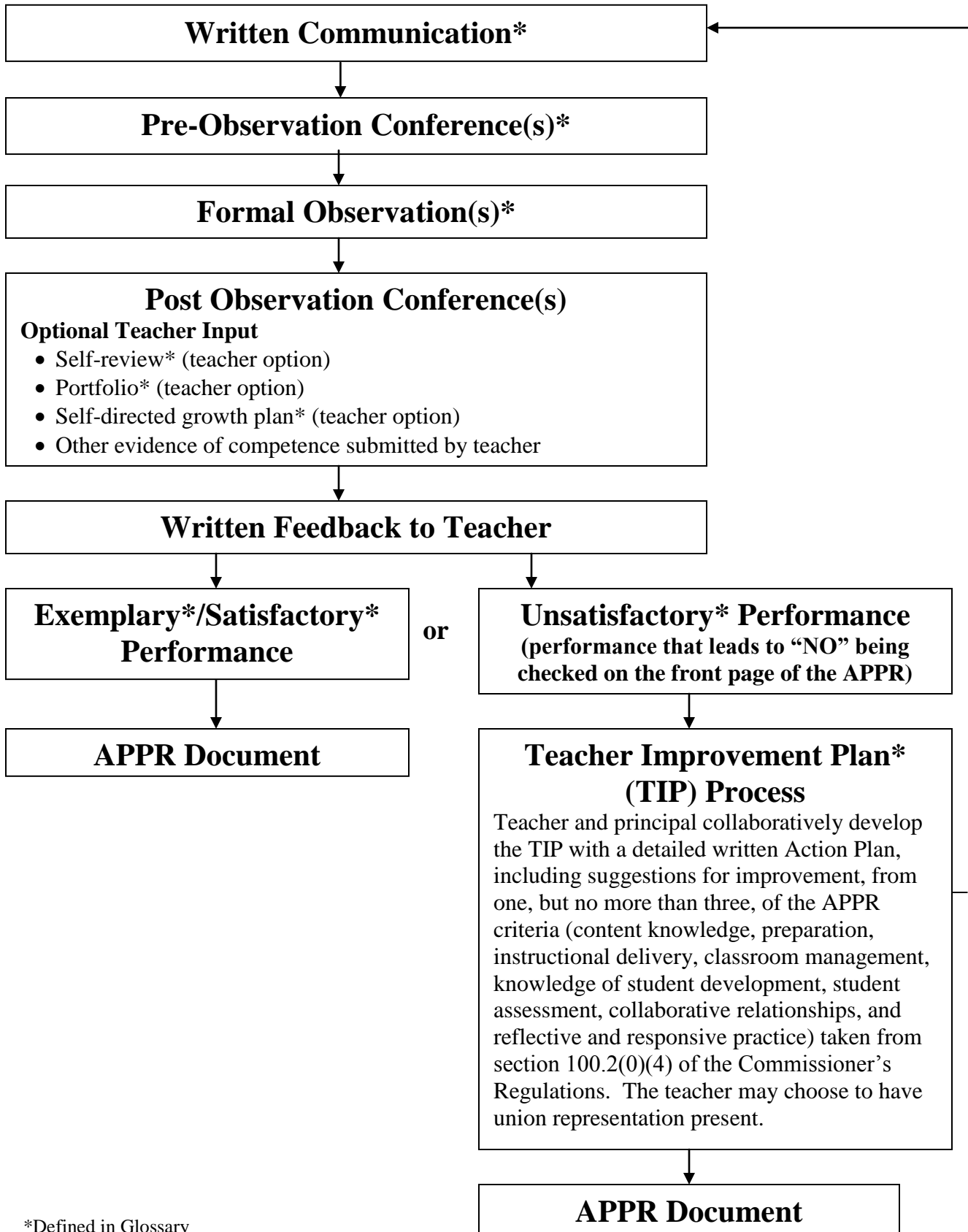
After the TIP has been completed satisfactorily, an APPR will be delivered to the teacher.

*Defined in Glossary

If the TIP has not been satisfactorily completed, the process (see flow chart) will again commence. If it is determined that as a result of the APPR process a teacher's employment should be terminated, the Supplementary Teacher Evaluation Form* shall be completed and a copy provided to the teacher.

It is understood that nothing contained herein will in any way diminish a teacher's right under the collective bargaining agreement (including past practice), previous settlement agreements, and arbitrations.

ANNUAL PROFESSIONAL PERFORMANCE REVIEW*(APPR) PROCESS



BUFFALO PUBLIC SCHOOLS ANNUAL PROFESSIONAL PERFORMANCE REVIEW* (APPR) FOR TEACHERS

Teacher's name		
School		
Teaching position	Grade:	Subject:
Temporary, Probationary, or Tenured	Status:	
Period covered by this APPR	From:	To:
Administrator completing APPR		

Do you consider this teacher adequate for the position? Yes No

If the answer is “No”, please complete the Supplementary Annual Professional Performance Review report.

INSTRUCTIONS

The evaluator is to rate the teacher’s performance with respect to the **New York State Education Department’s eight criteria of teaching** (content knowledge, preparation, instructional delivery, classroom management, knowledge of student development, student assessment, collaborative relationships, and reflective and responsive practice), based on evidence from pre-conference(s)*, formal observation(s)*, optional self-review, teacher portfolio, self-directed growth plan, and/or other evidence submitted by the teacher, and the Teacher Improvement Plan*, if one is required. The evaluator should add comments (in the expandable Comments box) at the end of each criterion of teaching for which a rating of exemplary, satisfactory, or unsatisfactory is given.

Once the APPR is written:

1. The administrator should discuss the results of the evaluation [APPR] with the teacher and shall counsel in private discussion with the teacher regarding possible areas needing improvement. Such discussion should take place within one week of the evaluation [APPR] at a time mutually agreed to by both parties and jointly signed attesting that the above was done (Buffalo Teachers Federation/Buffalo Public Schools Master Contract, 1999, Article XIII, B).
2. The teacher must receive a copy of the evaluation [APPR].
3. The original evaluation [APPR] must be filed in the teacher’s personnel file in the Human Resources Department. Copies may be provided upon request only to the Superintendent, Deputy Superintendent, Lead Community Superintendent, Community Superintendent assigned to the teacher’s school, or the subject area Director or Supervisor.
4. The teacher is provided an opportunity to respond to the administrator’s ratings and comments, which must be attached to the original evaluation [APPR] and all copies.

The levels of performance are described below:

Exemplary

Teaching practices and performance are consistently high. Teacher seeks to expand professional knowledge and skills and performs responsibilities as assigned.

Satisfactory

Teaching practices and performance meet expectations. Teacher maintains professional knowledge and skills and performs responsibilities as assigned.

Unsatisfactory

Teaching practices and performance require improvement to meet minimum expectations. Support will be provided to the teacher in order to facilitate improvement.

*Defined in Glossary

Teacher’s initials

	Place the numbered indicator under the appropriate level of performance		
Criterion 1: Content knowledge of subject matter and curriculum	Exemplary	Satisfactory	Unsatisfactory

1.1 The teacher displays an understanding of subject matter and curriculum as evidenced by effective instruction*.

This is an expandable box.

Comments:

	Place the numbered indicator under the appropriate level of performance		
Criterion 2: The teacher shall demonstrate appropriate preparation by employing necessary pedagogical practices to support instruction.	Exemplary	Satisfactory	Unsatisfactory

2.1 The teacher’s lesson plans* align with New York State Learning Standards*; the District’s *Academic Achievement Plan**; and the curriculum.

2.2 Planning and/or collaboration are employed to develop instruction through the use of various resources and/or documents such as the District curriculum framework* and District pacing plans*. Where applicable, the Individualized Education Plan* will be utilized.

This is an expandable box.

Comments:

	Place the numbered indicator under the appropriate level of performance		
Criterion 3: Instructional delivery that results in active student involvement and meaningful lesson plans* that result in student learning	Exemplary	Satisfactory	Unsatisfactory

3.1 The teacher chooses teaching strategies*, materials, and technology to meet the varied abilities and skill levels of students.

3.2 The differentiation of instruction* (individually, in small groups, and in large groups) is appropriate for the students’ abilities and needs.

3.3 The teacher’s instruction actively engages students in the learning process.

This is an expandable box.

Comments:

	Place the numbered indicator under the appropriate level of performance		
Criterion 4: Classroom management supportive of diverse student learning needs which creates an environment conducive to student learning	Exemplary	Satisfactory	Unsatisfactory

*Defined in Glossary

Teacher’s initials

- 4.1 The teacher arranges and maintains the classroom in order to achieve a safe and functional environment, while enhancing the instructional program.
- 4.2 The teacher’s presentation of self displays self-confidence, self-control, dignity, maturity, courtesy, and enthusiasm.
- 4.3 The teacher maintains a positive classroom environment through recognition and reinforcement of appropriate student behavior.
- 4.4 A climate of respect for appropriate student ideas, questions, and contributions is evident.

This is an expandable box.

Comments:

	Place the numbered indicator under the appropriate level of performance		
	Exemplary	Satisfactory	Unsatisfactory
Criterion 5: Knowledge of student development , an understanding and appreciation of diversity, and regular application of developmentally appropriate instructional strategies for the benefit of all students			

- 5.1 The classroom environment reflects respect and appreciation of the diverse learners among the students in the classroom.
- 5.2 Lessons and learning experiences demonstrate the teacher’s knowledge of the individual needs of all learners.
- 5.3 High expectations and instruction are appropriate for the developmental level of the students.
- 5.4 The teacher demonstrates knowledge of and respect for the diverse cultural, ethnic/racial, and linguistic backgrounds of students (e.g., significant participation of all students and inclusion of multi-cultural artifacts* in the classroom).

This is an expandable box.

Comments:

	Place the numbered indicator under the appropriate level of performance		
	Exemplary	Satisfactory	Unsatisfactory
Criterion 6: Student assessment techniques based on appropriate learning standards			

- 6.1 Teacher uses various on-going informal and formal assessments* to verify student understanding, evaluate student performance and progress, and monitor the effectiveness of instructional approaches.
- 6.2 The teacher, provided he/she is notified in writing of same, modifies assessments in accordance with the students’ Individual Education Plans and/or other state or federal mandates, including test accommodations for English Language Learners and students with disabilities.

This is an expandable box.

Comments:

*Defined in Glossary

Teacher’s initials

Criterion 7: Collaborative relationships that are effective with students, parents or caregivers, and appropriate support personnel as needed	Place the numbered indicator under the appropriate level of performance		
	Exemplary	Satisfactory	Unsatisfactory

- 7.1 The teacher uses appropriate communication tools to report student progress in academics, behavior, and attendance in a clear and timely manner.
- 7.2 The teacher seeks the support from appropriate personnel to assist students with linguistic, intellectual, emotional, behavioral, or physical needs.
- 7.3 The teacher demonstrates sensitivity to cultural, gender, race/ethnicity, language, intellectual, physical, and/or socio-economic differences in communications with administrators, parents or caregivers, students, and staff.

This is an expandable box.

Comments:

Criterion 8: Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction.	Place the numbered indicator under the appropriate level of performance		
	Exemplary	Satisfactory	Unsatisfactory

- 8.1 The teacher recognizes, assesses, and incorporates student knowledge and interests when selecting strategies to achieve instructional goals.
- 8.2 Effective strategies for providing additional instruction to students on difficult concepts are employed.
- 8.3 When possible, the teacher participates in professional learning opportunities* during the school day (grade level meetings*, common curricular planning time*, early release days*, and/or Superintendent’s conference days*) to deepen content knowledge and stay current in scientifically-based research about teaching, learning, and assessment.

This is an expandable box.

Comments:

Administrator’s Summary Comments (this is an expandable box):			
Teacher’s Response to APPR: If teacher desires, a written response may be submitted after receiving the APPR and will be attached to the original and all copies.			
_____ Administrator’s Signature		_____ Teacher’s Signature	
_____ Date		_____ Date	
		<i>Signature does not necessarily constitute agreement.</i>	

*Defined in Glossary

Teacher’s initials

BUFFALO BOARD OF EDUCATION

SUPPLEMENTARY ANNUAL PROFESSIONAL PERFORMANCE REVIEW

The Supplementary Annual Professional Performance Review must be completed for any teacher that is not considered adequate for the position.

Teacher's name	
School	
Administrator completing Supplementary	
Position of administrator	

1.	On what dates did you bring reported inadequacies to the teacher's attention? <i>(This is an expandable box).</i>
2.	What written constructive suggestions for improvement did you give the teacher? On what dates? <i>(This is an expandable box).</i>
3.	On what dates did you make subsequent observations of the teacher? <i>(This is an expandable box).</i>
4.	Was the teacher provided with written feedback and suggestions for improvement following each observation? On what dates? <i>(This is an expandable box).</i>

Administrator's signature _____ **Date** _____

Teacher's signature _____ **Date** _____
(Signature does not necessarily constitute agreement)

Note: A teacher may subsequently submit a letter answering an adverse APPR. Upon receipt, such letter will be attached to the official copy of the APPR on file in the Human Resources Department.

*Defined in Glossary

**BUFFALO PUBLIC SCHOOLS
ANNUAL PROFESSIONAL PERFORMANCE REVIEW
TEACHER IMPROVEMENT PLAN (TIP)**

The TIP is used to assist teachers in meeting District expectations in one, but no more than three, of the Annual Professional Performance Review criteria. The TIP is jointly developed by the teacher and the principal. When completing the TIP, use multiple pages, if necessary. Copies of the final TIP leading to the APPR should only be forwarded to the teacher, principal, assistant principal, and teacher personnel file. Every TIP should have the complete Annual Professional Performance Review criteria and criteria indicators attached.

Teacher: _____	Administrator: _____
School: _____	Status: Temporary <input type="checkbox"/> Probationary <input type="checkbox"/> Tenured <input type="checkbox"/>
Grade: _____	Subject: _____

ANNUAL PROFESSIONAL PERFORMANCE REVIEW CRITERIA <i>(Complete one TIP for each criterion area; check no more than three)</i>	Check any indicator(s) that will be addressed in the TIP (See attached)
<input type="checkbox"/> 1. Content knowledge	<input type="checkbox"/> 1.1
<input type="checkbox"/> 2. Preparation	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2
<input type="checkbox"/> 3. Instructional delivery	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3
<input type="checkbox"/> 4. Classroom management	<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4
<input type="checkbox"/> 5. Knowledge of student development	<input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 5.4
<input type="checkbox"/> 6. Student assessment	<input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2
<input type="checkbox"/> 7. Collaborative relationships	<input type="checkbox"/> 7.1 <input type="checkbox"/> 7.2 <input type="checkbox"/> 7.3
<input type="checkbox"/> 8. Reflective and responsive practice	<input type="checkbox"/> 8.1 <input type="checkbox"/> 8.2 <input type="checkbox"/> 8.3

Teacher Signature _____ Date: _____

Principal's Signature _____ Date: _____

TEACHER IMPROVEMENT PLAN				
CRITERION & INDICATOR(S) TO BE ADDRESSED	STRATEGIES/ RECOMMENDATIONS (WITH RESOURCES AND/OR PERSONNEL NEEDED)	EXPECTED EVIDENCE: DOCUMENTATION AND/OR PERFORMANCE	TIMELINE	STATUS (e.g. "Successfully completed, 1/20/10"; "Continued 1/20/10")
Criterion _____ Indicator(s) _____				

Teacher Signature _____ Date: _____

Principal's Signature _____ Date: _____

GLOSSARY

The following terms define words used in the Annual Professional Performance Review Process, Buffalo Public School Annual Professional Performance Review for Teachers, and the Buffalo Public School Annual Professional Performance Review Teacher Improvement Plan:

Academic Achievement Plan – The Academic Achievement Plan outlines the Buffalo Public School District’s goals, priorities, programs and curricula. The plan is grounded in sound, research-based educational practices and provides a framework for teaching and learning in the Buffalo Public Schools. The document can be downloaded from the Buffalo Public School District website (<http://buffaloschools.org/district.cfm?subpage=94>).

Annual Professional Performance Review [APPR] – The APPR for teachers is a summative evaluation document that is written by administrators (principals, assistant principals, directors, or supervisors) and shared with teachers to affirm exemplary practices, professional competence, and/or promote improvements where needed. The document is produced two times per year for temporary and probationary teachers (January and June) and one time per year for tenured teachers (June).

artifact – In this context, “artifact” means evidence of instruction provided by the teacher to the evaluator; it may include such things as student work, course outlines, lesson plans, teacher created materials, written feedback to students, written communication to parents, or any other resource used to facilitate student learning.

assessment – Assessment is a means of measuring student progress toward national, state, and local goals; assessments may include teacher-made tests, diagnostic, screening and progress-monitoring measures, standardized tests, programmatic measures, summative and formative measures, teacher observation, evaluation of oral responses, in-class assignments, or homework.

common curricular planning time [CCPT] - CCPT is an opportunity for colleagues from one curricular department within a school (e.g., science) to hold regularly scheduled meetings (outside of a teacher’s preparation period) to strategize ways to improve student outcomes.

curriculum – Curriculum consists of overt, explicit, written documents that are created and/or adopted by the District as a part of formal instruction. This may include texts, core programs, and/or supplemental materials that are chosen to support the instructional agenda of the District. In conjunction with the Academic Achievement Plan, the other components of the Buffalo Public School Curriculum Framework are also designed to ensure that every teacher understands and is committed to the essential knowledge and skills students must know and be able to accomplish to be successful in school.

Curriculum Framework – The Curriculum Framework is a document or collection of documents bridging national standards, state standards and local curriculum. Frameworks may include such information as a subject area course sequence, glossary of terms, pacing plans (when to teach curriculum), and instructional guides (curriculum) and can be found on the District’s website (www.buffaloschools.org) under each content area.

differentiated instruction – Differentiated instruction is "individualized" or "customized" instruction. For example, within one block or period, teachers might use learning areas, small group instruction, or materials geared to accelerate or intervene in order to meet students' varied needs.

Dynamic Indicators of Basic Early Literacy Skills [DIBELS] - DIBELS are one minute researched and validated fluency measures used to regularly monitor the development of early literacy and early reading skills from kindergarten through sixth grade. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward instructional objectives. DIBELS are criterion-referenced because each measure has an empirically established goal (or benchmark) that changes across time to ensure students skills are developing in a manner predictive of continued progress. From the end of first grade on, a student's Instructional Recommendation (Intensive, Strategic, or Benchmark) directly corresponds to that student's status on the Oral Reading Fluency [ORF] assessment: At Risk/Intensive, Some Risk/Strategic, Low Risk/Benchmark.

early release days – Early release days are days on which students are dismissed earlier than usual in order for staff to engage in professional learning opportunities. “Such time shall be used for faculty meetings, in-service training and other programs for professional improvement, as jointly planned by the principal, faculty and the Federation Building Committee for each school” (Article X, O. p. 19, lines 43-44, p. 20, lines 1-2).

effective instruction – Effective instruction provides a structure for explaining and demonstrating concepts, processes, and skills. This method consists of five attributes:

- *direct explanation* (teacher states and explains lesson(s) objective(s)* and how learning will be assessed)
- *modeling* (teacher demonstrates how to meet the objective(s) by providing examples of the concepts, processes, and skills that students are to learn)
- *guided practice* (teacher monitors students practicing the skill[s] that were taught)
- *corrective feedback and verification* (teacher provides immediate feedback to students regarding their performance or responses/teacher affirms correct responses)
- *application/assessment* (students are provided with the opportunity to demonstrate their knowledge of the skills and concept(s) independently)

exemplary – Teaching practices and performance are consistently high. Teacher seeks to expand professional knowledge and skills and performs responsibilities as assigned.

formal observation – A formal observation is a review of the teaching and learning that takes place during an instructional period (see written communication).

grade level meeting – Grade levels meetings are opportunities where colleagues from one grade level hold regularly scheduled meetings (outside of a teacher's preparation period) to analyze grade level, classroom and individual student data, and to strategize ways to improve student outcomes.

Individual Education Plans [IEP] – A highly detailed education plan created for students with disabilities by their teachers, parents or guardians, school administrators, school counselors, educational psychologists, and other appropriate parties. The plan is tailored to the student's specific needs and

abilities and outlines goals for the student to reach. The IEP is a legally binding document that specifies all accommodations needed for the student to succeed in class and, in particular, to participate in assessments.

lesson objective – A lesson objective is a statement establishing learning outcomes that students are expected to achieve at the end of a specific lesson or unit of lessons.

lesson plan – The written outline of a teacher’s lesson/group of lessons as per the 2002 lesson plan document approved by the Board of Education and clarified by Dr. Folasade Oladele, Deputy Superintendent, on February 18, 2010.

New York State learning standards – New York State learning standards are defined as the knowledge, skills, and understandings that students can, and do, habitually demonstrate over time—as a result of instruction and experience. The New York State learning standards can be located on the following websites: www.nysed.gov and www.buffaloschools.org.

pacing plan – See “*Curriculum Framework*”

portfolio – A portfolio is a collection of materials assembled by a teacher that demonstrates the progress of the teacher’s knowledge and skills and often includes a form of self-reflection (teacher option).

post-observation conference – A post-observation conference is a scheduled meeting between an administrator and teacher following a classroom observation; during which time the teacher and administrator mutually reflect on the teaching and learning process, after which either an APPR is delivered or a TIP is required. The post-observation conference is completed outside of a teacher’s preparation period and is held within one week, as per Article XIII B of the Buffalo Teachers Federation collective bargaining agreement.

pre-observation conference – A pre-observation conference, is a scheduled conversation between an administrator and teacher in advance of the classroom observation (at least three school days) in order to determine in writing the purpose and intended outcome of the lesson, as well as the time, date, and place of the formal observation (conducted outside of a teacher’s preparation period).

professional learning opportunity [PLO] – A PLO is an activity that engages teachers in experiences to increase their professional knowledge and skill levels.

satisfactory – Teaching practices and performance meet expectations. Teacher maintains professional knowledge and skills and performs responsibilities as assigned.

self-directed growth plan – A self-directed growth plan is a voluntary action plan developed by a teacher to improve his/her professional knowledge and skills. The plan is intended for the exclusive use of the teacher. The teacher will not be asked to share the plan with administrators or staff (teacher option).

self-review – A teacher independently reflects on his/her teaching and learning practices.

Superintendent's conference day – Superintendent's conference days are prescribed days (by New York State Education Department) for staff to engage in professional learning opportunities; students do not report to school on these days.

Teacher Improvement Plan [TIP] – A TIP is a collaboratively developed (teacher and principal), detailed, written action plan for improvement for teachers who receive an unsatisfactory rating (a rating that leads to “NO” being checked on the first page of the teacher's APPR), that focuses on one, but no more than three, of the APPR criteria (content knowledge, preparation, instructional delivery, classroom management, knowledge of student development, student assessment, collaborative relationships, and reflective and responsive practice). See *Annual Professional Performance Review Teacher Improvement Plan*.

teaching strategies – Teaching strategies are methods used to deliver instruction.

unsatisfactory – Teaching practices and performance require improvement to meet minimum expectations. Support will be provided to the teacher in order to facilitate improvement.

written communication – Written information between the administrator and teacher that establishes the date, time, and place for the pre-observation and post-observation conference.