

AFTON CENTRAL SCHOOL DISTRICT

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

March 2020

On April 13, 2015, a new evaluation system for classroom teachers and building principals was established. As a result, during the June 2015 meeting of the Board of Regents, Subpart 30-2 was amended and a new Subpart 30-3 of the Rules of the Board of Regents was added as an emergency adoption in order to implement Education Law §3012-d. 2015, the Governor signed Chapter 56 of the Laws of 2015 to add a new Education Law §3012-d to

The new law requires teachers and principals to be evaluated based on two categories: the Student Performance Category and the Observation/School Visit Category. Under the new law, New York State continues to differentiate teacher and principal effectiveness using four rating categories – “Highly Effective”, “Effective”, “Developing”, and “Ineffective”. Education Law §3012-d requires annual professional performance reviews (APPRs) to result in a single composite teacher or principal effectiveness rating that incorporates multiple measures of effectiveness. As in the past, the results of the evaluations shall be a significant factor in employment decisions, including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, as well as teacher and principal professional development (including coaching, instruction support, and differentiated professional development).

The plan for the Afton Central School District was developed by a group of administrators and professionals appointed by the Superintendent of Schools. This new plan is a revision of the original plan. Members of the committee included:

Tim McNamara	Superintendent of Schools
Tracy Caezza	Elementary Principal
Laura Zanrucha	MS/HS Principal
Stacey Gridley	Elementary Teacher
Katelyn Moody	ATA Representative/Special Education
Donna Scuorzo	2 nd Grade Teacher
Todd Dancesia	HS Teacher
Beth O’Hara	HS Teacher
Nicki Andrews	Elementary Teacher

The purpose of the APPR is the improvement of instruction and ultimately better educational programs for our students. It is based on current research, best practices, and the New York State Teaching Standards.

I. Criteria used to evaluate professionals providing instructional services (based on the New York State approved Teacher Evaluation Rubric by Kim Marshall):

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment, and Follow-Up
- E. Family and Community Outreach
- F. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:

Score	Marshall Label	HEDI label
4	Highly Effective	Highly Effective
3	Effective	Effective
2	Improvement Necessary	Developing
1	Does not meet standards	Ineffective

*** Refer to Marshall Teacher Evaluation Rubric for specific details. ***

II. Criteria used to evaluate professionals providing pupil personnel services:

- A. Content Knowledge- The extent to which the professional demonstrates a thorough knowledge of counseling techniques and their appropriate developmental application.
- B. Preparation- The extent the professional demonstrates the utilization of effective scheduling techniques and on-going planning and preparation for individual and group counseling services and full class instruction.
- C. Service Delivery- The extent to which the professional demonstrates that individual and group counseling efforts are directed at areas of personal and social concerns, demonstrates active student involvement and demonstrates appropriate counselor/student interaction.
- D. Management of Counseling Efforts- The extent to which the professional demonstrates skills to completely manage group counseling opportunities and determine needs for group counseling initiatives in ways that implement research based effective practice.

- E. Student Development- The extent to which the professional demonstrates knowledge of student development, understanding of diversity and understanding of developmentally appropriate practice.
- F. Student Assessment- The extent to which the professional implements formal and informal assessments designed to measure students' progress in learning and students' social and emotional progress.
- G. Reflective and Responsive Practice- The extent to which the professional demonstrates that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.
- H. Collaboration- The extent to which the professional develops effective collaborative relationships with staff members, parents, and agencies to meet the students' academic, emotional and social growth needs.

III. Methods to assess professional performance: The completed Marshall Teacher Evaluation Rubric will determine an overall rating from 0 to 4 points, which will later be applied using the HEDI matrix.

- A. District will input district wide state student learning objective (SLO) for each professional.
- B. The Year End Review will be completed by the last official school day in June each year.
- C. A professional determined by his/her immediate supervisor to be in need of support and improvement will work with the supervisor to develop a Professional Performance Improvement Plan by September 30th.
- D. Any professional has the right to appeal if they disagree with the overall summative evaluation rating of 'Ineffective' or 'Developing'.

IV. Procedures:

- Informal observations will not occur on the day before, January regent's week (for High School teachers), and preferably not the day after an emergency school closing or after a planned vacation day.

- Following an observation, communication via email or face-to-face should occur within 3 school days from the observing professional.

Probationary Professionals

- Will have five informal observations each year. Each observation will last at least 10 minutes. The first four sections (A-D above) of the Marshall Rubric will be used during these observations. (Under the Marshall Teacher Evaluation Rubric, the last two sections ‘Family and Community Outreach’ and ‘Professional Responsibilities’ may not be easily determined during any observation. These sections can be completed during any follow-up meeting between the teacher and evaluator.)

A.

- 1) Three informal classroom observations. The first must be completed by the end of November, the second between December 1 and the end of February, and the third between March 1 and the end of April. Two of these observations will be completed by the immediate supervisor. The third observation will be completed by an independent observer; this will count for 10% of the observation score. The observer will include at least 10 scored criteria for each observation.
- 2) Two informal classroom observations by the superintendent. The first must be completed by the end of November, the second between December 1 and the end of February. The observer will include at least 10 scored criteria for each observation.
- 3) Year End Review meeting to be held by the last official school day in June, along with a one-page reflection from the teacher. Teachers should include a listing of workshops attended, committees served on, advisorships, etc. in their comments within StaffTrac.

Tenured Professionals

- Will have three informal observations each year. Each observation will last at least 10 minutes. The first four sections (A-D above) of the Marshall Rubric will be used during these observations. (Under the Marshall Teacher Evaluation Rubric, the last two sections ‘Family and Community Outreach’ and ‘Professional Responsibilities’ may not be easily determined during any observation. These sections can be completed during any follow-up meeting between the teacher and evaluator.)

A.

- 1) Three informal classroom observations. The first must be completed by the end of November, the second between December 1 and the end of February, and the third between March 1 and the end of April. Two of these observations will be completed by the immediate supervisor. The third observation will be completed by an independent observer; this will count for 10% of the observation score. The observer will include at least 10 scored criteria for each observation.
- 2) Year End Review meeting to be held by the last official school day in June. Teachers should include a listing of workshops attended, committees served on, advisorships, etc. in their comments within StaffTrac.
- 3) A tenured teacher may request up to two additional observations beyond the established three observations. Any teacher requesting additional observations for the year must submit the request in writing to the appropriate supervisor and provide a copy of the request to the Superintendent and the ATA President(s). All requests for additional observations must be submitted in writing no later than February 1st. The additional observations will be completed in a time frame at the discretion of the administrator but will be completed prior to May 1st.

V. **Training:** The District shall use a multi-dimensional approach in order to provide the appropriate training in Performance Evaluation. Included in this approach will be the following:

- The District will contract with BOCES and others in order to provide training in “good practices” for the conducting of performance evaluations.
- The District shall also encourage our administrators to attend, as appropriate, training offered by the State Education Department.

**A conference MUST be held to review the Marshall rubric. Professionals are to schedule their end of year conference with their supervisor. Please schedule with the office secretary. The supervisor comments will be completed prior to the conference and shared at the conference with the professional. Every effort will be made to complete all end of year conferences by the last official school day in June.

APPR Summary Sheet

Below are the activities and point values for the APPR process:

Evaluation Category	Point Value
Informal Observations as described in the APPR Procedures	4 – Using the Marshall Rubric, which are applied to the Teacher Evaluation HEDI Matrix ,
State SLO	20 – Points are applied to the Student Performance HEDI Matrix .

2019-2020 **Teacher Evaluation HEDI Matrix**: Will be based on the overall average of the Marshall Rubric Scores Entered:

Permissible Statewide Range (actual cut scores determined locally)		
	Minimum	Maximum
Highly Effective	3.5	4.0
Effective	2.5	3.49
Developing	1.5	2.49
Ineffective	0	1.49

2016-2017 Student Performance HEDI Matrix: The percent of students needed to achieve proficiency for the transitional score based on the District-wide measure will be decided upon annually.

Highly Effective			Effective			Devel- oping		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97 - 100%	93 - 96%	90 - 92%	85 - 89%	80 - 84%	75 - 79%	67 - 74%	60 - 66%	55 - 59%	49 - 54%	44 - 48%	39 - 43%	34 - 38%	29 - 33%	25 - 28%	21 - 24%	17 - 20%	13 - 16%	09 - 12%	05 - 08%	00 - 04%

Evaluation Matrix: The state mandates the use of the matrix below to determine the teacher’s composite score based on the two categories of the evaluation (see §3012-d (5)(b)):

		Observation			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

Teacher SLO Categories

PK-12 Classroom, RTI, AIS, Special Education, Special Areas, and non-regents teachers:

- 20 points: District wide Student Learning Objective based on
 - 11th ELA Regents
 - 11th U.S. History Regents
 - Living Environment

The 20 points translates to a **Student Performance** score from the matrix on page 6.

- Observation average (out of 4.0) translated to **Teacher Evaluation** on page 6.
- Overall rating based on the **Evaluation Matrix** on page 6.

Teacher Evaluation Rubrics

by Kim Marshall – Revised August 21, 2011

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a teacher's job performance:

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment, and Follow-Up
- E. Family and Community Outreach
- F. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels:

- 4- Highly Effective
- 3- Effective
- 2- Improvement Necessary
- 1- Does Not Meet Standards

2. The rubrics are designed to give teachers an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, supervisors need to have been in classrooms frequently throughout the year. It is irresponsible to fill out the rubrics based on one classroom observation. Unannounced mini-observations every 2-3 weeks followed by face-to-face conversations are the best way for supervisors to have an accurate sense of teachers' performance, give ongoing praise and suggestions, and listen to concerns. For a detailed account of the development of these rubrics and their broader purpose, see Kim

Marshall's book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2009).

3. The *Effective* level describes solid, expected professional performance; teachers should feel good about scoring at this level. The *Highly Effective* level is reserved for truly outstanding teaching that meets very demanding criteria; there will be relatively few ratings at this level. *Improvement Necessary* indicates that performance has real deficiencies; no teacher should be content to remain at this level (although some novices might begin here). Performance at the *Does Not Meet Standards* level is clearly unacceptable should lead to dismissal if it is not improved immediately.

4. When scoring, take each of the ten criteria, read across the four levels (Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards), find the level that best describes the teacher's performance, and circle or highlight that cell. This creates a clear graphic display of areas for commendation and areas that need work. Then give an overall score for that domain at the bottom of the page (averaging the scores on the page) and make brief comments in the space provided. When all six pages have been scored, record the ratings on the summary sheet (page 16).

5. Evaluation conferences are greatly enhanced if the supervisor and teacher fill out the rubrics in advance, then meet and compare scores one page at a time. The supervisor has the final say, of course, but the discussion should aim for consensus based on actual evidence of the more accurate score for each criterion. Supervisors should go into the evaluation process with humility since they can't know everything about a teacher's instructional activities, collegial interactions, parent outreach, and professional growth. Similarly, teachers should be open to feedback from someone with an outside perspective. For a discussion of the role of student achievement in teacher evaluation, see "Merit Pay or Team Accountability" (Education Week, Sept. 1, 2010) by Kim Marshall.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help teachers improve. The kindest thing a supervisor can do for an underperforming teacher is give candid, evidence-based feedback, listen to the teacher's concerns, and provide robust follow-up support.

7. If an entire staff is scored honestly using these rubrics, it's possible to create a color-coded spreadsheet that can serve as a powerful (confidential) road-map for schoolwide professional development (see the sample on page 17).

8. These rubrics are "open source" and may be used and adapted by schools and districts as they see fit.

A. Planning and Preparation for Learning

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and external assessments.	Plans the year so students will meet high standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans all units embedding big ideas, essential questions, knowledge, and skill goals that cover all Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, and skill goals and most of Bloom's levels.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating: ____ Comments:

B. Classroom Management

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Gets all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

Overall rating: ____ Comments:

C. Delivery of Instruction

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks all students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Orchestrates highly effective strategies, materials, and groupings to involve and motivate all students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Nimbleness	Defly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Application	Consistently has all students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating: ____ Comments:

D. Monitoring, Assessment, and Follow-Up

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Criteria	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so they all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating: ____ Comments:

E. Family and Community Outreach

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming .	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating: ____ Comments:

F. Professional Responsibilities

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Attendance	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
f. Above-and-beyond	Is an important member of teacher teams and committees and frequently volunteers for after-school activities.	Shares responsibility for grade-level and schoolwide activities and takes part in after-school activities.	When asked, will serve on a committee and attend an after-school activity.	Declines invitations to serve on committees and attend after-school activities.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
h. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Overall rating: ____ Comments:

Evaluation Summary Page

Teacher's name: _____ School year: _____

School: _____ Subject area: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Classroom Management:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Delivery of Instruction:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Family and Community Outreach:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Professional Responsibilities:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY TEACHER:

Principal's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Spreadsheet of Rubric Scores of a 12-Member Staff for PD Purposes

	<i>A. Planning & Preparation</i>	<i>B. Classroom Management</i>	<i>C. Delivery of Instruction</i>	<i>D. Assessment, Monitoring, Follow-Up</i>	<i>E. Parent and Community Outreach</i>	<i>F. Professional Responsibilities</i>	
Cynthia	3	3	3	1	3	3	16
Henry	3	4	3	3	3	3	19
Belinda	3	3	3	2	3	3	17
Marcia	4	4	4	4	4	4	24
Charles	3	3	3	2	3	4	18
Raymond	3	3	3	1	3	4	17
Sandy	3	3	3	2	3	3	17
Mark	4	4	4	4	4	4	24
Placida	3	3	3	2	3	3	17
Anne	3	3	3	1	3	3	16
Richard	2	3	2	1	2	1	11
Totals	34	36	34	23	34	35	

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Acknowledgements

Pete Turnamian, Mark Jacobson, Andy Platt, Jon Saphier, and Rhoda Schneider provided valuable suggestions on the development and revision of these rubrics. Committees of principals, teachers, and central office personnel from the Hamilton County schools in Tennessee did a through critique of the rubrics in 2010 and suggested a number of important improvements. Staff in the New York State Department of Education provided valuable feedback in the summer of 2011.

Appendix A

Professional Expectations

Criteria for observing instruction:

1. Select area(s) of focus at the correct level of difficulty.
2. Teach to the intended focus.
3. Monitor and assess the learning, adjust the teaching where needed.
4. Use the New York State Teaching Standards and the selected APPR rubric expectations to guide instruction.

Criteria for Performance Evaluation:

1. Use the adopted curricula.
2. Develop lesson plans.
3. Demonstrate knowledge of appropriate subject material.
4. Be punctual.
5. Use appropriate resources.
6. Cooperate with administration and other faculty and staff.
7. Demonstrate strict confidentiality.
8. Maintain collegial relationships.
9. Refrain from bringing personal problems to school.
10. Communicate with parents.
11. Strive for self-improvement.
12. Submit reports, grades, etc. on time.
13. Protect school property.
14. Set an exemplary role model for students.
15. Maintain a neat and attractive classroom.
16. Refrain from drinking and/or eating during instruction.
17. Develop a substitute folder with emergency lesson plans.
18. Attend all required meetings.
19. Develop a detailed grading formula of student assessment, and follow any state regulated grading guidelines.

Appendix B
The New York State Teaching Standards
September 12, 2011

Standard I: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Element I.1:

Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

Performance Indicators:

- a. Teachers describe orally or in writing an understanding of the developmental characteristics of their students.
- b. Teachers create developmentally appropriate lessons that address students' learning differences and needs.
- c. Teachers implement lessons and modify instruction based upon students' developmental needs.

Element I.2:

Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

Performance Indicators:

- a. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student.
- b. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student.
- c. Teachers explain their instructional decisions citing current research.

Element I.3:

Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

Performance Indicators:

- a. Teachers vary and modify instruction to meet the diverse learning needs of each student.
- b. Teachers create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.

Element I.4:

Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Performance Indicators:

- a. Teachers utilize strategies that enable two-way communication with each student's parents, guardians, and/or caregivers.
- b. Teachers use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.

Element I.5:

Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

Performance Indicators:

- a. Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.
- b. Teachers incorporate an understanding of their students' strengths and limitations, and the environmental factors that influence their students' learning.
- c. Teachers attend to an individual student's personal and family experiences by incorporating multiple perspectives.

Element I.6:

Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

Performance Indicators:

- a. Teachers use technological tools and a variety of communication strategies to engage each student.
- b. Teachers assist students to become knowledgeable and critical consumers and users of quality information.

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Element II.1:

Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

Performance Indicators:

- a. Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.
- b. Teachers engage students to use key disciplinary language with comprehension through instruction.
- c. Teachers demonstrate the effective use of current developments in pedagogy and content.
- d. Teachers design learning experiences that foster student understanding of key disciplinary themes.
- e. Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and practice.

Element II.2:

Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

Performance Indicators:

- a. Teachers facilitate students' ability to develop diverse social and cultural perspectives.
- b. Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.
- c. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- d. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration.
- e. Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.

Element II.3:

Teachers use a broad range of instructional strategies to make subject matter accessible.

Performance Indicators:

- a. Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students.
- b. Teachers adapt instruction in response to various levels of student understanding.
- c. Teachers make meaningful connections between content and students' life experiences.
- d. Teachers create opportunities for students to engage in self-directed learning.

Element II.4:

Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

Performance Indicators:

- a. Teachers design learning experiences that are aligned with learning standards.
- b. Teachers articulate clear learning objectives that align with learning standards.
- c. Teachers include opportunities for students' to achieve learning goals in a variety of ways.

Element II.5:

Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

Performance Indicators:

- a. Teachers determine current levels of students' understanding and knowledge of content through questioning techniques, discussion, and other methods.
- b. Teachers address common misconceptions in the content area through instructional methods.
- c. Teachers design learning experiences that connect students' prior knowledge and instruction to new content.

Element II.6:

Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

Performance Indicators:

- a. Teachers organize physical space to reflect an awareness of learner needs and curricular goals.
- b. Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.
- c. Teachers organize and effectively use time to achieve learning goals.
- d. Teachers select and adapt curricular materials to align with state standards and meet diverse learning needs.
- e. Teachers access appropriate resources to meet specific learning differences or needs.

Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Element III.1:

Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

Performance indicators:

- a. Teachers align instruction to standards.
- b. Teachers implement instruction proven to be effective in prior research.
- c. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.

Element III.2:

Teachers communicate clearly and accurately with students to maximize their understanding and learning.

Performance indicators:

- a. Students understand directions and procedures.
- b. Teachers use a variety of questioning techniques to advance student learning and reflection.
- c. Students' comments and questions are acknowledged and utilized to advance learning.
- d. Students understand lesson content through a teacher's use of multiple modalities, such as oral, written, graphic, kinesthetic, and/or tactile methods.
- e. Teachers adjust communication in response to student needs.

Element III.3:

Teachers set high expectations and create challenging learning experiences for students.

Performance indicators:

- a. Teachers articulate high expectations for all students.
- b. Students have a clear understanding of measures of success.
- c. Teachers challenge and support all students by incorporating various instructional strategies, experiences, and resources.

Element III.4:

Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.

Performance indicators:

- a. Teachers use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction.
- b. Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.
- c. Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences.

Element III.5:

Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

Performance Indicators:

- a. Students synthesize and express ideas both in written and oral formats.
- b. Students work effectively with others, including those from diverse groups and with opposing points of view.
- c. Students make decisions, solve problems, and take actions as appropriate.
- d. Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.
- e. Students utilize technologies and resources to solve real world problems.

Element III.6:

Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

Performance Indicators:

- a. Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.
- b. Teachers seek and provide feedback during and after instruction.
- c. Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on students' progress.

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Element IV.1:

Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

Performance Indicators:

- a. Teachers are caring and respectful in their interactions with students.
- b. Teachers embrace student diversity as an asset in the classroom.
- c. Teachers recognize and reinforce positive interactions among students.
- d. Teachers create a climate of acceptance and respect.
- e. Teachers create an environment where students show responsibility to and for one another.

Element IV.2:

Teachers create an intellectually challenging and stimulating learning environment.

Performance Indicators:

- a. Teachers encourage students to set high standards and expectations for their own performance.
- b. Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.
- c. Teachers promote students' curiosity and enthusiasm for learning.
- d. Students are actively engaged in learning.
- e. Students openly express their ideas.
- f. Students show pride in their work and accomplishments.

Element IV.3:

Teachers manage the learning environment for the effective operation of the classroom.

Performance Indicators:

- a. Teachers establish, communicate, and maintain clear standards and expectations for student behavior.
- b. Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.
- c. Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.
- d. Students exhibit respectful classroom interactions.

Element IV.4:

Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

Performance Indicators:

- a. Teachers arrange and adapt the physical environment to accommodate individual and group learning needs and to celebrate student accomplishments.
- b. Teachers ensure that all students have equitable access to available resources and technologies.
- c. Teachers effectively use the services and skills of available volunteers and paraprofessionals.
- d. Teachers know and implement policies and procedures to ensure student safety.

Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Element V.1:

Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.

Performance Indicators:

- a. Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.
- b. Teachers use formative assessment to inform teaching and learning.

- c. Teachers use summative assessment to measure and record student achievement.
- d. Teachers design assessments that are aligned with curricular and instructional goals.
- e. Teachers design and select assessments that accurately determine mastery of student skills and knowledge.
- f. Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance.
- g. Teachers implement required testing accommodations.

Element V.2:

Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

Performance Indicators:

- a. Teachers analyze data accurately.
- b. Teachers provide timely feedback to engage students in self-reflection and self-improvement.
- c. Teachers use assessment data to set goals and design and differentiate instruction.
- d. Teachers engage students in self-assessment of their learning goals, strategies, and outcomes.

Element V.3:

Teachers communicate information about various components of the assessment system.

Performance Indicators:

- a. Teachers provide access to information on student assessments.
- b. Teachers provide appropriate information and interpretation of various assessment data.

Element V.4:

Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.

Performance Indicators:

- a. Teachers demonstrate an understanding of assessment measures, grading, and procedures.
- b. Teachers develop a plan for their overall assessment system.

- c. Teachers use their plans and assessment data to adjust teaching and assessment practices.

Element V.5:

Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

Performance Indicators:

- a. Teachers communicate the purposes of the assessments they use.
- b. Teachers prepare all students for the demands of particular assessment formats, and provide appropriate accommodations, including accommodations in testing conditions, for students with exceptional learning needs.
- c. Teachers articulate assessment criteria to students and provide parameters for success.
- d. Teachers equip students with assessment skills and strategies.
- e. Students practice various formats of assessments using authentic curriculum.

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Element VI.1:

Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

Performance Indicators:

- a. Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.
- b. Teachers are proactive and advocate to meet the needs of students.
- c. Teachers use self-reflection and stakeholders' feedback to inform and adjust professional behavior.
- d. Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.
- e. Teachers complete training in response to state and local requirements and jurisdictions.

Element VI.2:

Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

Performance Indicators:

- a. Teachers support and promote the shared school and district vision and mission to support school improvement.
- b. Teachers participate actively as part of an instructional team.
- c. Teachers share information and best practices with colleagues to improve practice.
- d. Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context.
- e. Teachers collaborate with others both within and outside the school to support student growth, development, and learning.
- f. Teachers collaborate with the larger community to access and share learning resources.

Element VI.3:

Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

Performance Indicators:

- a. Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement.
- b. Teachers communicate in various ways student performance, progress, and expectations for student growth, and provide opportunities for discussion.
- c. Teachers suggest strategies and ways in which families can participate in and contribute to their students' education.

Element VI.4:

Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

Performance Indicators:

- a. Teachers collect required data and maintain timely and accurate records (e.g., plan books, lunch counts, attendance records, student records, etc.)
- b. Teachers manage time and attendance in accordance with established guidelines.
- c. Teachers maintain classroom and school resources and materials.
- d. Teachers participate in school and district events.

Element VI.5:

Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

Performance Indicators:

- a. Teachers communicate relevant regulations and policies to stakeholders.
- b. Teachers maintain confidentiality regarding student records and information.
- c. Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies.
- d. Teachers adhere to board policies, district procedures, and contractual obligations.
- e. Teachers access resources to gain information on standards of practice, relevant law, and policy that relate to students' rights and teachers' responsibilities.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

Element VII.1:

Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

Performance Indicators:

- a. Teachers examine and analyze formal and informal evidence of student learning.
- b. Teachers recognize the effect of their prior experiences and possible biases on their practice.
- c. Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.

Element VII.2:

Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.

Performance Indicators:

- a. Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice.
- b. Teachers engage in opportunities for professional growth and development.

Element VII.3:

Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

Performance Indicators:

- a. Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice.
- b. Teachers participate actively as part of an instructional team to improve professional practice.
- c. Teachers receive, reflect, and act on constructive feedback from others in an effort to improve their own professional practice.

Element VII.4:

Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

Performance Indicators:

- a. Teachers benefit from, contribute to, or become members of appropriate professional organizations.
- b. Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.
- c. Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.

Appendix C
New York State Learning Objective Template

<i>All SLOs MUST have the following basic components:</i>	
Population	<i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i>
Learning Content	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i>
Interval of Instructional Time	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i>
Evidence	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>
Baseline	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>

Target(s)	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i>																																																												
HEDI Scoring	<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">Highly Effective</th> <th colspan="3">Effective</th> <th colspan="2">Devel- oping</th> <th colspan="10">Ineffective</th> </tr> <tr> <th>20</th><th>19</th><th>18</th> <th>17</th><th>16</th><th>15</th> <th>14</th><th>13</th> <th>12</th><th>11</th><th>10</th><th>9</th><th>8</th><th>7</th><th>6</th><th>5</th><th>4</th><th>3</th><th>2</th><th>1</th><th>0</th> </tr> </thead> <tbody> <tr> <td>97 - 100%</td><td>93 - 96%</td><td>90 - 92%</td> <td>85 - 89%</td><td>80 - 84%</td><td>75 - 79%</td> <td>67 - 74%</td><td>60 - 66%</td> <td>55 - 59%</td><td>49 - 54%</td><td>44 - 48%</td><td>39 - 43%</td><td>34 - 38%</td><td>29 - 33%</td><td>25 - 28%</td><td>21 - 24%</td><td>17 - 20%</td><td>13 - 16%</td><td>09 - 12%</td><td>05 - 08%</td><td>00 - 04%</td> </tr> </tbody> </table>	Highly Effective			Effective			Devel- oping		Ineffective										20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	97 - 100%	93 - 96%	90 - 92%	85 - 89%	80 - 84%	75 - 79%	67 - 74%	60 - 66%	55 - 59%	49 - 54%	44 - 48%	39 - 43%	34 - 38%	29 - 33%	25 - 28%	21 - 24%	17 - 20%	13 - 16%	09 - 12%	05 - 08%	00 - 04%
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Rationale	<i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i>																																																												

Appendix D

Teacher Appeal Process

Appeals Purpose

The purpose of the internal APPR appeal process is to foster and nurture growth for the professional staff in order to maintain a highly qualified and effective work force.

1. The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's annual professional performance review. The procedures contained herein are not available to probationary teachers.
2. The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.
3. This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law 3020-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.
 - (1) A teacher who receives a rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.
 - (2) A teacher may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.
 - (3) A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
 - (4) Appeals concerning a teacher performance review must be received in the office of the Superintendent of Schools no later than ten(10) calendar days after the date when the teacher receives his/her performance review. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher's right to appeal that performance review.

- (5) An appeal committee will be convened consisting of two (2) administrators designated by the Superintendent and two (2) teachers designated by the Association President. The appeal committee shall be flexible and determined on a case by case basis. The appeal committee shall meet outside of the teacher's regular work day and no member of the committee shall receive additional compensation.
- (6) Under this appeals process the teacher has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be the preponderance of the credible evidence.
- (7) A teacher wishing to initiate an appeal must submit, in writing e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.
- (8) Generally, the appeal committee will meet within fifteen (15) calendar days of the Superintendent's receipt of an appeal to hear the appeal.
- (9) The appeal committee shall issue a written decision on the merits of the appeal no later than ten (10) calendar days from the date the appeal hearing ends.
- (10) If a majority of the appeal committee dismissed the appeal, the teacher's score and evaluation shall remain unchanged and the appeal process shall end.
- (11) If a majority of the committee sustains the appeal, the appeal shall be forwarded to the Superintendent to review the appeal for a final determination. The Superintendent shall not conduct formal observations of tenured teachers under this APPR. The Superintendent may continue to conduct formal observations of probationary teachers. The Superintendent may serve as the appeal officer even if he/she conducted an unannounced informal observation of a tenured teacher.

If the Superintendent sustains the appeal he/she shall issue an appropriate remedy. If the Superintendent dismisses or denies the appeal, the teacher's score and evaluation shall remain unchanged and the appeal process shall end. The Superintendent's decision shall be final and binding and may not be reviewed or appealed further.

- (12) The teacher's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.

Appendix D1
Appeals of Annual Professional Performance Reviews

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. A tenured teacher may challenge the overall rating of ineffective or developing on the Summative Evaluation. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which the petitioner seeks relief. Non-tenured teachers may not appeal an APPR rating of developing or ineffective nor can they appeal the teacher improvement plan (TIP) process or outcome.

A tenured teacher who believes that the terms of the TIP are arbitrary, unreasonable, inappropriate or defective, or that the District has failed to meet its obligation to properly implement the terms of a TIP in concluding an unsatisfactory rating, may follow the steps of the appeal process below.

The scope of any appeal will be limited to the following subjects:

- a) The substance of the individual's annual professional performance review.
- b) The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
- c) The adherence to the Commissioner's regulations, as applicable to such reviews;
- d) Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans;
- e) The District's issuance and/or implementation of the terms of the TIP under Education Law 3012-c in connection with an ineffective or developing rating.

The steps of the appeal process can be found in Appendix D.

Appendix D2
APPR Appeals Challenge Form

Teacher _____
Grade/Subject _____

Evaluator _____
Date _____

Grounds for Appeal:

Indicate the grounds for the appeal, (no more than one category may be challenged for each overall summative evaluation rating). Any grounds not raised at the time the appeal is filed shall be deemed waived.

- The substance of the annual professional performance review;
- The district's failure to adhere to the standards and methodologies required for the APPR, pursuant to *Education Law §3012-c* and applicable rules and regulations;
- The district's failure to comply with applicable locally negotiated procedures;
- The district's failure to issue and/or implement the terms of the teacher improvement plan (TIP), as required under *Education Law §3012-c*;
- Only and Ineffective or Developing rating can be appealed.

Statement of Grievance and Supporting Documentation

Attach a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Include all supporting documentation, or specifically noted if pending. Any grounds for appeal or any supporting documentation not submitted or noted at the time the appeal is filed shall not be considered.

Date _____ Teacher's Signature _____

Evaluator's Response

Attach written findings

Date _____ Evaluator's Signature _____

Superintendent's Response (if necessary)

Attach written findings

Date _____ Superintendent's Signature _____

Teacher Review of Final Decision

Date _____ Teacher's Signature _____

Teacher's signature does not constitute agreement but merely signifies that s/he has examined and discussed the materials with her evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Appendix E
Professional Improvement Plan Process

Upon receiving a rating of “Ineffective” or “Developing,” a teacher shall be provided with an improvement plan. The improvement plan shall be provided as soon as practicable, but in no case later than ten (10) days after the date on which teachers are required to report prior to the opening of classes for the school year or scores have been received from the state and entered into StaffTrac. The Parties understand and agree that the sole and exclusive purpose of an improvement plan is the improvement of teaching and the issuance of an improvement plan is not a disciplinary action. The improvement plan shall be developed in consultation with the teacher and Association representation shall be afforded at their request. The teacher shall be advised of his/her right to such representation. The Association president shall be timely informed whenever a teacher is placed on an improvement plan.

An improvement plan shall clearly specify: (i) the area(s) in need of improvement; (ii) the performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an improved rating; (iii) how improvement will be measured and monitored, and provide for periodic reviews of progress; and (iv) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher. A teacher with an ineffective rating can request a mentor, or the district can assign any teacher who receives an ineffective rating a mentor. A rating of “ineffective” for two years in a row will automatically be assigned a mentor.

After the improvement plan is in place, the teacher, their supervisor, their mentor (if one has been requested or assigned) and an Association representative (if requested by the teacher) shall meet, according to the schedule identified in the improvement plan. The purpose of this meeting is to assess the effectiveness and appropriateness of the improvement plan, for the purpose of assisting the teacher to achieve the goals set forth in the improvement plan. The improvement plan may be modified accordingly based on these assessment meetings.