

PENFIELD CENTRAL SCHOOL DISTRICT
ANNUAL PROFESSIONAL PERFORMANCE REVIEW

January 25, 2013

MEMORANDUM OF AGREEMENT

THIS MEMORANDUM OF AGREEMENT is made and entered into this 25th day of January 2013, by and between **PENFIELD CENTRAL SCHOOL DISTRICT AND THE PENFIELD EDUCATION ASSOCIATION.**

RECITALS:

WHEREAS, the Superintendent of Schools and the Penfield Education Association have met to conduct collective negotiations for a new Annual Professional Performance Review (APPR) Plan as required in section 3012-c of the Education Law and the Rules of the Board of Regents as contained within 8 NYCRR ¶130-2; and

WHEREAS, the parties subsequently conducted negotiations concerning the APPR Plan requirements contained in section 3012-c of the Education Law and the Rules of the Board of Regents as contained within 8 NYCRR ¶130-2, and have reached a negotiated agreement to implement the APPR requirements, were fully represented in such deliberations, and had all the terms and conditions herein contained thoroughly explained and fully understand the meaning thereof; and

WHEREAS, in Penfield we value a research-based examination of teacher's practice. Danielson's Framework forms the basis of our collaboratively developed evaluation system. Evaluation of our experienced teachers focuses on collaboration, self-assessment, goal setting, and should primarily be regulated by the teacher. Beginning teachers will receive support, mentoring and guidance. Multiple sources of evidence will be collected for each classroom teacher. Teachers who are not able to thrive within the regular system will be placed in a targeted improvement track that will provide clear descriptions of what needs to improve, clear criteria for success, and specific interventions that will be used to support or change practice. Our evaluation system has been collaboratively developed with the Penfield Education Association, building administrators, and District staff working closely to both meet State Regulation and enhance student achievement.

WHEREAS, our locally selected measures align with each of our school buildings' strategic student achievement goals. Our schools are committed to maximizing the potential of all students by providing rich learning experiences to promote growth and life-long success. The school community places great emphasis on preparing students for the 21st century. Students are challenged to think critically, experiment, collaborate, and access information while integrating content areas with the arts and technology. Students continue their learning through participation in a variety of after school clubs and activities.

WHEREAS, we are proud of the level of success our students have achieved through a wide variety of multiple measures. The staff of the Penfield Central School District is committed to providing a memorable educational experience for students and working as partners with all families and the Penfield community to ensure success now and in the future.

WHEREAS, we believe student achievement to be paramount. We are a top-performing district because we are passionate advocates for students, have high expectations for one another, and have established solid home and school relationships.

WHEREAS, Penfield's locally selected measures are school-wide measures computed locally that link both our student's performance and achievement with our staff's commitment to our core belief that all students belong to all of us.

WHEREAS, every child deserves an effective teacher. And every teacher, when evaluated for effectiveness, deserves an objective process that integrates evaluations into ongoing professional growth. What makes our model unique, is that it was developed through labor-management collaboration and we have taken the time to do it right. **We recognize that this work will be on-going and will require constant care and revision.**

WHEREAS, we are committed as a district to upholding rigorous academic standards, evaluating the teaching profession, driving school and instructional improvement, and making student achievement the heart of our well-rounded program. With multiple measures of teaching practice, both district and local goal setting, and student achievement shaping our discussions on teacher evaluation, both teachers and evaluators can plan for meaningful, targeted professional learning, goal-setting, and career development. Teacher professional growth is *thus* integrated into the evaluation continuum.

NOW, THEREFORE, in consideration of the mutual undertakings and covenants herein contained, the parties stipulate and agree that the following terms and conditions shall set forth the agreements between them and shall be the APPR Plan for the Penfield Central School District:

**ARTICLE I
INTRODUCTION**

The information contained within this document, referred to as the Penfield Central School District's Annual Professional Performance Review (APPR) plan, was developed in accordance with Education Law §3012-c, Sections 30-2 and 100.2(o) of the Rules and Regulations of the Commissioner of Education to enhance professional effectiveness and positively impact our total school environment.

The intent of the APPR is to provide a process which facilitates improvement of instructional practices; encourages work toward personal, professional and district goals; recognizes and promotes professional growth; and focuses efforts on student-centered excellence in teaching and learning.

In the 2012-2013 school year, the new law applies to all classroom teachers.

The Penfield Central School District will adopt an APPR plan by July 1 of each school year. The District shall submit the plan on a form prescribed by the commissioner, to the State Education Department for approval. Should the plan be rejected, any deficiencies that are subject to negotiations shall be resolved through collective bargaining, and the plan resubmitted. If all the terms of the plan have not been finalized as of July 1 as a result of pending collective bargaining, then the Penfield Central School District shall submit the APPR to the commissioner upon resolution of all its terms, consistent with article fourteen of the civil service law. It is understood by both parties that the District cannot unilaterally impose APPR under any conditions and any changes subject to collective bargaining must be negotiated.

**ARTICLE II
GENERAL CONDITIONS**

2.1 Modifications to Negotiated Agreement.

Effective on the date this Agreement is approved and executed by both parties, this Agreement shall supersede any provision of the collective bargaining agreement between the District and the Penfield Education Association pertaining to the observation and evaluation of classroom teachers as defined by the regulations.

2.2 Rights, Regulations and Law.

Nothing in this APPR Plan shall abrogate the rights of the Penfield Central School District, its Board of Education and Superintendent of Schools to:

Identify and implement additional or different criteria as subject to the requirements of Education Law §3012-c, its amendments and implementing rules and regulations;

It is understood that nothing in the statute or regulations shall be construed to affect the statutory right of the District to terminate a probationary teacher for statutorily and constitutionally permissible reasons other than the performance of the teacher in the classroom or school, including but not limited to misconduct;

Apply the requirements of Education Law §3012-c, its amendments and implementing rules and regulations; or

Discontinue this APPR Plan and the provisions of this Agreement should Education Law §3012-c, its amendments and implementing rules and regulations be repealed or modified so that the APPR Plan is no longer required or is voluntary.

2.3 Non-Mandatory Subjects of Negotiations.

Nothing contained herein shall be interpreted to convert a non-mandatory subject (as required in section 3012-c of the Education Law and the Rules of the Board of Regents as contained within 8 NYCRR ¶30-2) of negotiations to a mandatory subject of negotiation.

2.4 Test Integrity.

The District will ensure that no teacher shall knowingly score any examination where the teacher has a vested outcome in the results of that examination (used to determine the teacher's composite score or any part thereof) where practicable. The District will house assessments in a secure location until the time when the assessment will be administered to students.

The District's Building Principals are responsible for ensuring that all security requirements set forth in the SED Administrative Manuals are strictly followed for NYS Assessments administered in the District. The established protocols for storage, distribution, and administration of the assessments prohibit the possible dissemination to students before administration of the assessments.

The Building Principals and the District are also responsible for organizing scoring procedures in order to ensure that District scorers are trained to score the assessments and that they have no vested interest in the outcome of the assessments they score and to ensure that students have no knowledge of assessment tasks.

**ARTICLE III
TEACHER EVALUATION**

3.1 Year-Long APPR Process for Classroom Teachers.

APPR GOAL-SETTING MEETING

Teacher Role	Observer Role	Estimated Time
<ul style="list-style-type: none"> -Lesson Plan Preparer -Primary Presenter -Data Presentation on goal (SLO or state growth) -Teacher proposes potential artifacts 	<ul style="list-style-type: none"> -Listener -Collects Evidence -SLO Approval Process 	<ul style="list-style-type: none"> -Approximately 30 minutes
<p>Purpose and Overview- The teacher and observer will meet to clarify student achievement goals, and select domains and components to be observed for the school year. Observer hosts the conference. Observer collects evidence and teacher presents and shares data collected thus far.</p> <p style="text-align: center;"><i>Note:</i> This meeting may be combined with a pre-observation meeting.</p>		

CLASSROOM OBSERVATIONS AND EVIDENCE COLLECTION--no less than 2x

Teacher Role	Observer Role	Estimated Time
<ul style="list-style-type: none"> -Teach lesson -Collect student work -Reflect 	<ul style="list-style-type: none"> -Observer -Collect and Tag Evidence -Provide Feedback and Share Concerns (if any) 	<ul style="list-style-type: none"> -Minimum of 20 minutes
<p>Purpose and Overview- The observer will view a teacher's lesson to understand how the teacher creates and maintains the classroom environment and delivers instruction by noting both student and teacher experiences related to the delivery of instruction.</p>		

MID-YEAR CHECK-IN MEETING

Teacher Role	Observer Role	Estimated Time
<ul style="list-style-type: none"> -Present artifacts and/or student work -Reflect on teaching -Discuss progress on SLOs if applicable 	<ul style="list-style-type: none"> -Listener -Collect and Tag Evidence -Provide Feedback -Share positive feedback and concerns (if any) 	<ul style="list-style-type: none"> -Approximately 30 minutes
<p>Purpose and Overview- The teacher will share with the observer his or her assessment of student work and reflection on the success of achievement thus far. Teacher and observer may add evidence related to the reflection and areas of strength. Areas for growth will be shared by the observer.</p> <p style="text-align: center;"><i>Note:</i> This meeting may be combined with a post-observation meeting.</p>		

ARTIFACT SUBMISSION

Teacher Role	Observer Role	Estimated Time
-Prepare and submit tagged artifacts aligned to selected components	- Review and evaluate artifacts	-Ongoing -All artifacts due by May 1 st
Purpose and Overview- Teachers will prepare and submit appropriate artifacts to document teacher effectiveness.		

YEAR-END CONFERENCE (60 POINTS)

Teacher Role	Observer Role	Estimated Time
-Reflect on feedback -Listen -Discuss	-Provide effectiveness score to teacher	-Completed no later than June 1
Purpose and Overview- To provide the teacher with effectiveness score out of 60 points.		
<i>Note:</i> If a teacher scores below a 57, a Year-End Conference is required.		

A chart of the **Year-Long Evaluation Cycle and Timelines** is available in **Appendix A**.

Additional Notes:

- **Additional observations** may be requested by either observer or teacher.
- **Evidence sharing and effectiveness score** (60 points) may be completed electronically.
- **Additional conferences** may be requested by either party at any time.

3.2 Teacher Support Plans.

There are times when a teacher may need additional support but may not need an improvement plan as defined later in Article VIII. In those instances, a support plan may be initiated.

- A. The administrator will determine the level of the concern and implement a support plan, if appropriate.
- B. A meeting will be scheduled with the classroom teacher to discuss, mutually develop, and implement a support plan which will assist the classroom teacher in meeting expectations.
- C. The support plan shall be signed by both the classroom teacher and the administrator. A copy of the support plan, with signatures, will be sent to the Personnel Office. **The Teacher Support Plan Form** is located in **Appendix B**.
- D. The support plan will be implemented for a minimum of thirty (30) school days and may be extended twice up to a maximum of ninety (90) school days. For each thirty (30) school day support plan, the teacher must be observed a minimum of one time by an appropriate administrator.
- E. The support plan is to be reviewed within five (5) school days after each thirty (30) school day period. The administrator will notify the teacher of one of the following:
 - a. Support Plan Completed or,
 - b. Support Plan Continued.

**ARTICLE IV
TEACHER EFFECTIVENESS**

4.1 New York State Teaching Standards.

The professional performance review plan for teachers is based on the *New York State Teaching Standards*. These, therefore, are the criteria that will be used to evaluate teachers:

- **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;
- **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;
- **Instructional Practice:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards;
- **Learning Environment:** Teachers work with all students to create a dynamic learning environment that supports achievement and growth;
- **Assessment for Student Learning:** Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. This includes assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction;
- **Professional Responsibilities and Collaboration:** Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. This includes the development of effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and
- **Professional Growth:** Teachers set informed goals and strive for continuous professional growth.

4.2 The HEDI Scale.

Annual professional performance reviews shall differentiate teacher effectiveness using a 100-point composite effectiveness score. Based on the teacher’s composite effectiveness score a classroom teacher shall be rated as either:

Rating & Points	Growth or Comparable Measures	Local assessment of Growth or achievement	Other Measures (teacher standards)
Highly Effective 91-100	Results are well-above state average for similar students (or District goals if no state test).	Results are well-above District-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results exceed standards.
Effective 75-90	Results meet state average for similar students (or District goals if no state test).	Results meet District -adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results meet standards.
Developing 65-74	Results are below state average for similar students (or District goals if no state test).	Results are below District-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet standards.
Ineffective 0-64	Results are well-below state average for similar students (or District goals if no state test).	Results are well-below District-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results do not meet standards.

4.3 The 100-Point Composite Score.

The composite score is determined as follows:

No Value-Added Model		OR	Value-Added Model	
Student Growth Measures	20 points		Student Growth Measures	25 points
Locally Selected Measures	20 points		Locally Selected Measures	15 points
Multiple Measures of Teacher Effectiveness	60 points		Multiple Measures of Teacher Effectiveness	60 points

4.4 Student Growth Measures.

20 points of the overall teacher composite score is based on student growth on State assessments or other comparable measures of student growth (increased to 25 points upon implementation of a value-added growth model). Student growth means the change in student achievement for an individual student between two or more points in time.

- A. Student Learning Objectives:** For teachers in subject areas that do not have a state assessment, their growth score will be based on Student Learning Objectives. A Student Learning Objective (“SLO”) is an academic goal for a teacher’s students that are set at the start of a course. It represents the most important learning for the year (or, semester or quarter, where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other district priorities.
- B. Criteria for SLOs:** All SLOs shall include the following elements: student population; learning content; interval of instructional time; evidence; baseline; target and HEDI criteria; and a rationale.
- C. Group SLOs:** Group or school-wide SLOs must be aligned to New York State Test results and utilize the District SLO HEDI Conversion Table.
- D. Determining SLO Points:** The SLO process to be used shall consist of baseline data collected (and/or a pre-test may be administered) at the beginning of the class and a summative assessment that will be administered at the end of the course.

From this baseline data, teachers, in collaboration with principals, will set individual target scores on the end of year summative assessment for all students. The teacher’s SLO score will be determined by the percentage of students meeting their individual end of year targets. After the final examination is administered and scored, the percentage of students meeting the target shall be determined. The following will be used to determine SLO points achieved by a teacher:

HEDI Rating	Target Attainment	Points
Highly Effective	85%-100% of students meet the SLO target	18-20
Effective	65%-84% of students meet the SLO target	9-17
Developing	26%-64% of students meet the SLO target	3-8
Ineffective	Less than 25% of students meet the SLO target	0-2

E. SLO Due Dates: Student Learning Objectives shall be determined and submitted for review to building principals. A chart of **SLO Due Dates** is located in **Appendix C**.

- SLOs for **full-year courses** will be submitted no later than November 1st
- SLOs for **twenty-week courses** will be submitted by October 15th (1st semester) and March 15th (second semester)
- SLOs for **ten-week courses** will be submitted by October 15th, December 15th, March 15th, and May 15th

SLO HEDI CONVERSION TABLE		
RATING	POINTS	PERCENT OF STUDENTS MEETING THE TARGET
Highly Effective (85-100%)	20	95-100%
	19	90-94%
	18	85-89%
Effective (65-84%)	17	82-84%
	16	79-81%
	15	77-78%
	14	75-76%
	13	73-74%
	12	71-72%
	11	69-70%
	10	67-68%
	9	65-66%
Developing (26-64%)	8	58-64%
	7	51-57%
	6	44-50%
	5	38-43%
	4	32-37%
	3	26-31%
Ineffective (0-25%)	2	22-25%
	1	18-21%
	0	0-17%

For example, if a teacher had 81% of students meet the target, he/she would receive 16 points.

The **SLO Template** is located in the **Appendix D**.

4.5 Locally Selected Measures of Student Achievement.

20 points of the overall teacher composite score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms (decreases to 15 points upon implementation of a value-added growth model). **Completed 3-Year Examples of Penfield Locally Selected Measure of Student Achievement** is available in **Appendix E**.

- A. For elementary school (K-5)** classroom teachers this measure will be determined by taking the percentage of students scoring at Level 3 or 4 on the NYS Math & ELA assessments and finding the average of the three most recent school years (2010-2012) of all of these percentages (grades 3-5) across the District at the end of the school year. Using the past three years performance as a base, our district has determined our HEDI by taking the percentage of students scoring a level 3 or 4 on the NYS Math and ELA assessments, and finding the average of the three most recent school years (2011-2013). This number corresponds to a HEDI score.

- B. For middle school (6-8)** classroom teachers this measure will be determined by taking the percentage of students scoring at Level 3 or 4 on the NYS Math & ELA assessments and finding the average of the three most recent school years (2010-2012) of all of these percentages (grades 6-8) across the District at the end of the school year. Using the past three years as performance as a base, our district has determined our HEDI by taking the percentage of students scoring a level 3 or 4 on the NYS Math & ELA assessments, and finding the average of the three most recent school years (2011-2013). This number corresponds to a HEDI score.

- C. For high school (9-12)** classroom teachers this measure will be determined by taking the percentage of students scoring 65 or higher on all June Regents exams for the past 3 years (2010-2012). Using the past three years performance as a base, our district HEDI represents our expected performance using the 2013 Spring State Regents Assessments. This number corresponds to a HEDI score.

D. Collaboratively Determined Scale for Local 20: the following is the collaboratively determined HEDI scoring scale for the locally selected measures of student achievement:

LOCALLY SELECTED MEASURES OF ACHEIVEMENT--20-POINT		
RATING	POINTS	PERCENT OF STUDENTS MEETING THE TARGET
Highly Effective (85-100%)	20	95-100%
	19	90-94%
	18	85-89%
Effective (65-84%)	17	82-84%
	16	79-81%
	15	77-78%
	14	75-76%
	13	73-74%
	12	71-72%
	11	69-70%
	10	67-68%
Developing (26-64%)	9	65-66%
	8	58-64%
	7	51-57%
	6	44-50%
	5	38-43%
	4	32-37%
Ineffective (0-25%)	3	26-31%
	2	22-25%
	1	18-21%
	0	0-17%

LOCALLY SELECTED MEASURES OF ACHEIVEMENT 15--POINT (IF VALUE ADDED MODEL IS IMPLEMENTED)		
RATING	POINTS	PERCENT OF STUDENTS MEETING THE TARGET
Highly Effective (85-100%)		
	15	95-100%
	14	85-94%
Effective (65-84%)	13	82-84%
	12	77-81%
	11	73-76%
	10	70-72%
	9	67-69%
	8	65-66%
Developing (32-64%)	7	58-64%
	6	51-57%
	5	44-50%
	4	38-43%
	3	32-37%
Ineffective (0-31%)	2	22-31%
	1	18-21%
	0	0-17%

4.7 Multiple Measures of Effectiveness.

The District and the Association recognize that effective assessment of teaching practice is a progression and have agreed to utilize a cyclical teacher evaluation and development process supported by the collection and analysis of evidence. The forms for the evaluation process are included in the Appendix of this document.

A. Overview of Danielson Domains: The remaining 60 out of the total 100 points of the composite effectiveness score is based on other measures of teacher effectiveness consistent with standards prescribed by the Commissioner’s Regulations. Based on its inclusion of the SED-approved list of rubrics, *Danielson’s Framework for Teaching (2007)* rubric will be used to evaluate classroom teachers. A complete list of the **Danielson Framework for Teaching (2007) Domains and Indicators** is located in **Appendix F** and a set of accompanying **Danielson Framework for Teaching (2007) Rubrics** is located in **Appendix G**.

- **Domain 1: Planning and Preparation:** The components of Domain 1 describe how a teacher organizes the content that the students are to learn—how the teacher designs instruction.
- **Domain 2: The Classroom Environment:** The components of Domain 2 establish a comfortable and respectful classroom that cultivates a culture for learning and creates a safe place for risk taking.
- **Domain 3: Instruction:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards;
- **Domain 4: Professional Responsibilities:** These components are associated with being a true professional educator; they encompass the roles assumed outside of and in addition to those in the classroom with students.

The 60 points assigned to Multiple Measures of Teacher Professional Practice are tied to an average rubric score from 4 (Highly Effective) to 1 (Ineffective).

New York State Ratings	Highly Effective	Effective	Developing	Ineffective
Danielson’s Framework for Teaching	Distinguished	Proficient	Basic	Unsatisfactory
Score	4	3	2	1

This score must then be converted to a value between 0-60 by using our locally negotiated conversion scale located on page 21.

In order to support continuous professional growth all 60 points shall be based on classroom observations, and professional evidence collected which consist of a combination of at least two (2) classroom observations for tenured teachers and four (4) classroom observations for probationary teachers of at least 20 minutes in length and the submission of teacher artifacts **prior to May 1st** each school year.

No later than November 1st, the teacher and principal/administrative designee will choose no less than eight components (two from each domain) to help focus the rating for the year. Probationary teachers must be observed in the preselected components listed below. For tenured teachers there will be no less than two observations with one being unannounced. For non-tenured teachers no less than four observations will occur with at least one being unannounced.

- B. APPR Goal Setting Meeting:** The purpose of the APPR Goal Setting Meeting is to clarify student achievement goals, and select components to be observed for the school year. If applicable, data and evidence may be shared by either party. For both tenured and non-tenured teachers the components to be observed for the year are to be determined at the Goal Setting Meeting and documented on the **Goal Setting Meeting Form** which is located in **Appendix H**. The Goal-Setting Meeting should be held no later than **November 1st**. See below for more details about component selection for tenured and non-tenured classroom teachers **Note: This meeting may be combined with a pre-observation meeting.**

- 1. Required Danielson Components for Probationary Teachers:** Non-tenured teachers must be observed in the preselected components listed below

YEAR 1	YEAR 2	YEAR 3
1a	1b	1d
1c	1e	2e
1f	3b	3e
2a	4c	4d
2b		4e
2c	Plus any	4f
2d	additional from	
3a	Year 1	Plus any additional
3c	(minimum of 8)	from Year 1 or 2
3d		(minimum of 8)
4a		
4b		

2. **Selection of Danielson Components for Tenured Teachers:** Observer and teacher to select a minimum of eight components-two from each of the four domains; the observer selects four and the teacher will select a minimum of four. Any additional components require mutual agreement.

C. Observation Conditions

1. **Vacations:** Observations should not be conducted the day prior to school breaks (Thanksgiving, Holiday, February Recess or Spring Break) unless mutually agreed upon by observer and teacher.
2. **Use of Video-taping and Audio-recording devices:** All observations of work performance of unit members will be conducted openly and with full knowledge of the unit member and shall be reduced to writing. The use of the public address or audio systems and similar surveillance or recording devices shall not be used for this purpose unless initiated by the teacher. Under no circumstances should a teacher feel pressured to use video-taping, audio recording or similar surveillance devices during the observation process.
3. **Probationary Teachers:**
 - a. Shall have a minimum of three announced observations and one unannounced observation each year. Pre and post observation forms and meetings are required for probationary teachers.
 - b. Additional observations may be requested by the teacher or the administrator.
 - c. The first observation for teachers new to Penfield will be conducted prior to November 1st.
 - d. The first observations for teachers not new to Penfield (years 2/3) will be conducted by December 1st.
 - e. The second announced observation will be completed prior to January 30th, the third no later than March 30th.
 - f. The unannounced observation may be completed any time provided an announced observation has been completed, no later than May 15th.

4. Tenured Classroom Teachers

- a. Shall have a minimum of one announced and one unannounced observations each year.
- b. Additional observations may be requested by the teacher or the administrator.
- c. Both observations must be completed prior to May 15th.

D. Announced Observations: Prior to the announced observation a complete observation packet (Pre-Observation Planning Form, Danielson rubrics, and Post-Observation Reflection Form) will be provided to the teacher and meeting dates for the pre-, post-, and observation conferences will be established. **The Pre-Observation Planning Form** is located in **Appendix I** and the **Post-Observation Reflection Form** is located in **Appendix J**.

1. **Observation Length:** An observation should be conducted for a reasonable length of time which, in general, should be a minimum of twenty minutes or to the completion of the lesson.
2. **Observer Notes:** No later than two school days after the observation, a copy of the Observer's Notes will be provided for the teacher.
3. **Announced Observation Report:** Within ten school days the observer will submit the Announced Observation Report with tagged evidence to the teacher. The **Announced Observation Report** is located in **Appendix K**.
 - a. The observer shall include on the Announced Observation Report comments regarding performance related to any of the components.
 - b. Aspects of the teacher's performance observed outside of the agreed upon components during the observation shall be noted in the "Feedback/Support" space provided on the Announced Observation Report.
 - c. Observers and teachers are encouraged to clarify their expectations of each other as observer and teacher during post-observation conferences and/or at other times.
 - d. If the observer deems the teacher's performance falls below a 3 on the rubric and/or has concerns those shall be documented in the appropriate form and an explanation will be provided at the post observation meeting (Note-in this instance a post-observation meeting is mandatory).
 - e. If a teacher is meeting expectations, the observer and teacher may forgo a post observation conference if one is not requested by either party.

4. **Teacher Response:** Teachers, after reviewing the observation document, may add additional comments before signing and returning the report.
 - a. The signature acknowledges that the teacher has had the opportunity to review the observation with the express understanding that the signature in no way indicates agreement with the content.
 - b. The Announced Observation Report with original signatures, signed by the observer and the teacher, will be sent to the Personnel Office.
 - c. Teacher and observer shall be given a signed copy of the Announced Observation Report.

The Overview of the Observation Process Chart for both probationary and tenured classroom teachers is located in **Appendix L**.

E. Unannounced Observations:

1. **Length:** An unannounced observation should be conducted for a reasonable length of time, ten to twenty minutes, during which the observer is able to gather the evidence necessary.
2. **Observer's Notes:** No later than two school days after the observation, a copy of the Unannounced Observation Report and the observer's notes will be provided for the teacher. The **Unannounced Observation Report** is located in **Appendix M**.
3. **Follow-Up Conference:** After reviewing the notes, teachers may request a follow-up conference to discuss the evidence collected.
4. **Teacher Response:** Teachers, after reviewing the Unannounced Observation Report, may add additional comments before signing and returning the report.
 - a. The signature acknowledges that the teacher has had the opportunity to review the observation with the express understanding that the signature in no way indicates agreement with the content.
 - b. The Unannounced Observation Report with original signatures, signed by the observer and the teacher, shall be sent to the Personnel Office.
 - c. Teacher and observer shall be given a signed copy of the Unannounced Observation Report.

F. Mid-Year Check-In Meeting: A mid-year check-in meeting will be held to review teacher progress, discuss teacher strengths, and areas for growth. At the mid-year check-in meeting, the teacher can present artifacts, share student work, reflect on teaching and/or discuss progress on SLOs if applicable. The observer will listen, collect evidence, provide feedback and share concerns if any. The mid-year check-in meeting should be approximately 30 minutes in length and together the observer and teacher will complete the **Mid-Year Check-In Meeting Report** located in **Appendix N. Note: This meeting may be combined with a post-observation meeting.**

G. Artifacts: Artifacts are samples of student or teacher work that demonstrate knowledge, skills and/or dispositions related to a standard or goal. Artifacts will be used as evidence of components established at the Goal Setting Meeting.

Artifacts chosen by the teacher should include the following:

- Title for the artifact
- Label the artifact with the appropriate component from Danielson
- Date or time period if applicable

Artifacts may be submitted on paper or in electronic form. The deadline for artifacts is May 1st but they may be submitted throughout the year.

A chart listing **Sample Artifacts Aligned to Danielson Components** is available in **Appendix O.**

G. Requests for Additional Observations, Artifacts and/or Conferences:

- 1. Additional observations** may be requested by either observer or teacher. Evidence sharing may be completed electronically. Additional conferences may be requested by either party at any time.
- 2. Additional artifacts** related to the agreed upon components may be requested by the observer and/or submitted by the teacher at any time during the process.
- 3. Additional conferences** may be requested by either party at any time.

H. Scoring of 60-Point Teacher Effectiveness: The following process will be used to calculate the number of points for the teacher effectiveness score. Principals, administrators, and the teacher will collect evidence through observations and artifacts. All evidence will be evaluated using the rubric. The rubric’s four levels of performance parallel the HEDI categories. All component scores shall be averaged (sum of component scores divided by total number of components) using standard rounding to the nearest tenth using the **Teacher Effectiveness Score Form** located in **Appendix P**. The average score will be converted using the following chart:

60-Point Conversion Chart for Multiple Measures of Teacher Effectiveness

Highly Effective		Effective		Developing		Ineffective			
4.0	60	3.6	58	2.8	56	1.784	49	1.384	25
3.9	60	3.5	58	2.7	55	1.768	48	1.368	24
3.8	59	3.4	58	2.6	54	1.752	47	1.352	23
3.7	59	3.3	58	2.5	54	1.720	46	1.336	22
		3.2	57	2.4	53	1.704	45	1.320	21
		3.1	57	2.3	52	1.688	44	1.304	20
		3.0	57	2.2	52	1.672	43	1.288	19
		2.9	57	2.1	51	1.656	42	1.272	18
				2.0	51	1.640	41	1.256	17
				1.9	50	1.624	40	1.240	16
						1.608	39	1.224	15
						1.592	38	1.208	14
						1.576	37	1.192	13
						1.560	36	1.176	12
						1.544	35	1.160	11
						1.528	34	1.144	10
						1.512	33	1.128	9
						1.496	32	1.112	8
						1.480	31	1.096	7
						1.464	30	1.080	6
						1.448	29	1.064	5
						1.432	28	1.048	4
						1.416	27	1.032	3
						1.400	26	1.016	2
								1.000	1
								0.000	0

The following HEDI rating chart will be used to determine teacher effectiveness points achieved by a teacher:

HEDI Rating	Points
Highly Effective	59-60
Effective	57-58

HEDI Rating	Points
Developing	50-56
Ineffective	0-49

**Penfield CSD Teacher APPR Scoring Chart
60-Point Teacher Effectiveness Score (2012-2013)**

Teacher: _____

Date: _____

Observer: _____

Subject/Grade: _____

Minimum of 8 Components Selected (at least 2 from each Domain)	Domain and Component	Component Score
Domain 1--Planning and Preparation		
Component 1		
Component 2		
OPTIONAL—Component 3		
Domain 2—Environment		
Component 1		
Component 2		
OPTIONAL—Component 3		
Domain 3—Instruction		
Component 1		
Component 2		
OPTIONAL—Component 3		
Domain 4--Professional Responsibilities		
Component 1		
Component 2		
OPTIONAL—Component 3		
A = Total # of Components		B = Total Points Earned
A = _____		B = _____
Average Component Score = B/A		_____ / _____ = _____
60-Point Conversion From Chart on Page 21		_____ / 60

Prior to June 1st the Principal will provide the teacher with the 60 point effectiveness score.

4.8 The 100-Point Composite Score.

- A. The complete APPR including HEDI rating shall be provided to the teacher as soon as practicable but no later than September 1st of the school year following the year of the evaluation.
- B. The HEDI Rating is determined by totaling the teacher's:
 - Score out of 60 points on teacher effectiveness
 - Score out of 20 points on student growth measure (State/SLO)
 - Score out of 20 points on local measure
- C. The purpose of this notification is to give teachers sufficient time to assess their practice and plan accordingly, including seeking professional development and other supports during the summer.
- D. The purpose of this notification is also to give the District and evaluator time to develop and support teachers in need.

**Penfield CSD Teacher APPR Scoring Chart
100-Point Composite Score**

Teacher: _____
Observer: _____

Date: _____
Subject/Grade: _____

MEASURE	POINTS EARNED	POSSIBLE POINTS
20-POINT GROWTH MEASURE: Student Learning Objective Score or State Provided Growth Measure expressed as a number from 0-20.		/20
20-POINT LOCAL MEASURE: Locally negotiated Student Growth or Achievement Measure Score expressed as a number from 0-20.		/20
60-POINT MEASURE OF TEACHER EFFECTIVENESS: Teacher Effectiveness Score based on evidence from classroom observations and artifacts expressed as a number from 0-60.		/60
COMPOSITE SCORE: Total points earned by combining the scores from the Growth Measure, Local Measure and Teacher Effectiveness Score expressed as a number from 0-100.		/100
CORRESPONDING HEDI RATING (CIRCLE)	H E D I	

**ARTICLE V
EVALUATOR TRAINING**

5.1 General Guidelines.

The superintendent will ensure that all evaluators have been trained and that building principals (lead evaluators) have been trained and certified in accordance with regulation. The District will utilize BOCES Network Team Evaluator Training and Lead Evaluator Training and certification in accordance with SED procedures and processes. Building principal (lead evaluator) training will include training on:

- A. The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- B. Evidence-based observation techniques that are grounded in research;
- C. Application and use of the student growth percentile model and the value-added growth model;
- D. Application and use of the teacher rubric(s), including training on the effective application of such rubrics to observe a teacher's practice;
- E. Application and use of any assessment tools that the District utilizes to evaluate its classroom teachers including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
- F. Application and use of any locally selected measures of student achievement used by the District evaluate its teachers;
- G. Use of the Statewide Instructional Reporting System;
- H. The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their subcomponent ratings; and
- I. Specific considerations in evaluating teachers of English language learners and students with disabilities.

J. Calibration, application and use of this APPR plan.

5.2 Training Compliance.

Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

5.3 Training Dates.

Training will be conducted within 45 calendar days of the beginning of each subsequent school year for newly hired staff.

5.4 Annual Retraining.

The Superintendent will ensure that lead evaluators participate in annual training, are re-certified on an annual basis, and maintain inter-rater reliability. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

5.5 Confirmation of Trained Observers.

No later than November 1st the PEA President will receive an updated list of fully trained and certified administrative staff.

**ARTICLE VI
DATA LINKAGE**

6.1 Western New York Regional Information Center.

Working with the Western New York Regional Information Center the Penfield Central School District will provide all of the data elements described by SED. Data will be submitted to the SED through the portal each year. This information includes a comprehensive course catalog, assessment scores, student enrollment information, and evaluation component score.

6.2 Data Submission to SED and Accuracy.

The District shall provide accurate data to the State Education Department in a format and timeline prescribed by the Commissioner. The District shall also provide access to teachers so they may verify the student rosters assigned at the beginning of each school year and prior to the administration of State assessments.

6.3 The Role of the District Data Coordinator.

The designated Data Coordinator shall be in charge of collecting the required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data. The Data Coordinator shall have the authority to assign tasks and deadlines, as required.

The Data Coordinator shall be responsible for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each covered classroom teacher in the District, and shall do so in a format and timeline prescribed by the Commissioner.

6.4 Roster Verification Reporting.

A. Notification Each classroom teacher shall be given an opportunity to verify students for whom he/she is the teacher of record. Any classroom teacher who believes that the list is incorrect and/or inconsistent with the standards established by the Commissioner's regulations for making teacher-of-record determinations shall be entitled to seek review of this determination by the building principal.

- B. Modification** The district-identified teacher of record shall have the right to challenge in writing the name of any student for which he/she is designated the teacher of record. Said challenge shall contain an explanation of why the determination is being contested (e.g.: the list is incorrect and/or inconsistent with the standards established by the Commissioner's regulations for making teacher-of-record determinations). Submission of written challenge shall be submitted to the building principal. The principal's response to this challenge and any modification shall be conveyed in writing no more than ten school days after the challenge is first received.
- C. Confidentiality** The District will adhere strictly to the requirements for reporting sub-component and composite scores to the New York State Department of Education established by regulations. A unique identifier will be used, and the names of individual teachers will not be provided. An administrator shall not submit any written assessment, sub-component or composite rating of an individual teacher to any outside agency or person, without the prior written authorization of the Association.
- D. Verification** Prior to information being sent to the State concerning students and scores on state assessments, the teacher of record shall have the opportunity to verify the data contained therein. Any discrepancies must be brought to the Data Coordinator's attention in writing within forty-eight hours of receipt of the information from the District by the Teacher of Record.

**ARTICLE VII
PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL
PERFORMANCE REVIEW**

7.1 Purpose.

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 workforce. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. All tenured and probationary employees who meet the appeal criteria identified below may use this process.

7.2 APPR Subject to Grievance Procedure.

Any teacher who believes he/she has been aggrieved by procedural issues pertaining to the negotiated APPR should use the Grievance procedure in the PEA collective bargaining agreement for resolution.

7.3 Grounds for Appeal.

A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

7.4 Appeals Procedure.

This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction. Any changes made to this appeals process will be negotiated through collective bargaining and in accordance with Education Law 3012-c.

A. Any classroom teacher who receives an overall composite score/rating of “ineffective” or “developing” may appeal his or her performance review. Ratings of “effective” or “highly effective” cannot be appealed. Teachers who receive a rating of “effective” or “highly effective” may submit a written rebuttal that will be attached to their APPR.

B. 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;

- Compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.
- C.** Appeals concerning a teacher’s performance review must be received in the office of the Superintendent of Schools no later than fifteen (15) school days after the first contractual student contact day of the school year. 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.
- D.** A teacher initiating an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a copy to the building principal whose performance review is being appealed:
- 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.

- E.** Within fifteen (15) school days of the Superintendent’s receipt of an appeal, the building principal responsible for the performance review being appealed shall submit to the Superintendent or his/her designee a detailed response to the appeal, including copies of any and all documents or information used to develop the performance review being appealed.
- F.** 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 by preponderance of the evidence.
- G.** Within fifteen (15) school days of the Superintendent’s receipt of the building principal’s detailed response to the appeal, an appeals panel will meet to review the written record, comprised of the teacher’s appeal papers and any documentary evidence which accompanied the appeal, as well as the District’s response to the appeal and additional documentary evidence (written, tangible or otherwise) submitted with such papers. The appeals panel will create an appeal summary.

The appeals summary is comprised of statements which answer the following three questions:

- Does the appeal meet the criteria for the appeals process?

- What are the deficiencies in the evaluation process which affect the overall APPR rating?
 - Could the outcome of this change the overall teacher APPR rating to a different level?
- H.** The appeals panel will consist of the Superintendent/designee, PEA President/designee, and the PAC designee. PEA President or PAC designee shall not be individuals named in the appeal.
- I.** The Superintendent shall issue a written decision on the merits of the appeal no later than fifteen (15) school days from the meeting of the appeals panel.
- J.** The decision of the Superintendent shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent shall not be subject to any further appeal.
- K.** If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the Superintendent or Superintendent's designee. The Superintendent's performance review may not be reviewed or appealed under this procedure.
- L.** The teacher's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal.

**ARTICLE VIII
TEACHER IMPROVEMENT PLANS**

8.1 Timeline for Notification.

Upon rating a teacher as *Developing* or *Ineffective* through an annual professional performance review the teacher will be put on a Teacher Improvement Plan as soon as practicable, but no later than 10 school days after the opening of classes in the school year following the school year for which such teacher's performance is being measured unless delayed due to an active appeal.

8.2 Creating the Plan.

The administrator will meet with the teacher to discuss, mutually develop and implement the improvement plan. **The Teacher Improvement Plan Form** to be used is located in **Appendix Q**.

8.3 Required Components of the Plan.

The Teacher Improvement Plan defines specific NYS Teaching Standards-based goals that a teacher make progress toward attaining within a specific period of time and shall include the identification of areas that need improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiate activities to support improvement in these areas.

8.4 Professional Learning Activities and Evidence of Progress.

The plan should clearly describe the professional learning activities that the educator must complete. These activities should be connected directly to the areas needing improvement. The artifacts that the teacher must produce that can serve as benchmarks of improvement and as evidence for the final stage of the improvement plan should be described, and could include items such as lesson plans and supporting materials including student work.

8.5 Professional Development.

The administrator should clearly state in the plan the additional support and assistance that the educator will receive.

8.6 Plan Approval.

The improvement plan shall be signed by both the teacher and the administrator. A copy of the improvement plan, with signatures, will be sent to the Personnel Office.

8.7 Association Records.

Copies of notices, evaluations, and improvement plans shall be filed with the President of the Association only with the written consent of the teacher.

8.8 Timeframe.

The improvement plan will be implemented for the school year. The Teacher Improvement Plan will be reviewed by the teacher and the administrator every thirty (30) school days.

8.9 Plan Completion.

At the completion of the improvement plan, the teacher will meet with his or her administrator to review the plan, alongside any artifacts and evidence from evaluations, in order to determine if adequate improvement has been made in the required areas outlined within the plan for the teacher.

8.10 Failure to Meet Plan Expectations.

If, at the end of the improvement period, the teacher fails to meet expectations, the teacher will be notified by the Superintendent, in writing. The Superintendent may make a recommendation to the Board of Education to implement a disciplinary action in accordance with Section §3020-a of Education Law, which may include termination.

8.11 Expedited 3020a.

If the teacher receives two consecutive ratings of Ineffective, the teacher will be notified by the Superintendent, in writing. The Superintendent may make a recommendation to the Board of Education to implement a disciplinary action in accordance with Section §3012-c of Education Law, which may include termination.

**ARTICLE IX
AVAILABILITY OF DISTRICT'S APPR PLAN**

9.1 Availability.

The District will file with SED, using the Review Room, its APPR Plan, and revisions to the Plan, not later than September 10 of each school year. In addition, the District will make its Plan available to employees and members of the public by placing an electronic copy of the Plan on its website. The District will also provide notice of the availability of its Plan in its District newsletter during each school year.

**ARTICLE X
MISCELLANEOUS PROVISIONS**

10.1 Conflict with Education Law.

In the event of a conflict between the provisions contained within this memorandum and those established in Education Law §3012-c, rules promulgated by the Board of Regents, regulations promulgated by the Commissioner of Education or federal statutory or regulatory requirements relating to teacher evaluation or performance, such federal statute and regulations shall govern.

10.2 Conflict with Collective Bargaining Agreement.

In the event there is a conflict between the provisions contained within this Agreement and the collective bargaining agreement between the parties, the terms and conditions contained in this Agreement shall supersede and prevail.

10.3 Responsibilities of the Board of Education.

If any provision of this Agreement or any application of the agreement to any employee or group of employees shall be found contrary to law, or would tend to impinge upon or reduce in any way the duties or responsibilities of the Board of Education as defined in Section 1709, 1711, or other sections of the Education Law pertaining to the duties and responsibilities of the Board of Education, then such provision or application shall not be deemed valid or subsisting, except to the extent permitted by law, but all other provisions or applications will continue.

FOR THE DISTRICT:

**Stephen Grimm, Ed. D
Superintendent of Schools
PCSD**

FOR THE PEA:

**Sonia Basko
President
Penfield Education Association**

APPENDICES

The following Appendix includes tables, charts and a glossary of terms to help readers understand the APPR agreement.

The forms included in this Appendix are for your use to help organize and coordinate the observation and evaluation process. These forms are provided as a baseline structure and all teachers are encouraged to use them. These are the only APPR forms to be used.

Appendix A

YEAR-LONG EVALUATION CYCLE AND TIMELINES

CONTENT (EVALUATION OR INFORMATION)	EVALUATOR	EVALUATED	DUE DATE
100-Point Composite Score and HEDI Rating Shared with Teacher (from previous year)	Building Principal	Both tenured and non-tenured classroom teachers	September 1st
Goal-Setting Meeting	Building Principal/AP	Both tenured and non-tenured classroom teachers	November 1st
1st Observation for Non-Tenured Teachers New to Penfield (Year 1)	Observer	Non-tenured teachers new to Penfield (year 1)	November 1st
1st Observation for Non-Tenured Teachers Not New to Penfield (Year 2-3)	Observer	Non-tenured teachers not new to Penfield (year 2 & 3)	December 1st
2nd Observation for Non-Tenured Teachers	Observer	All non-tenured classroom teachers	January 30th
3rd Observation for Non-Tenured Teachers	Observer	All non-tenured classroom teachers	March 30th
Artifacts Due	Building Principal/AP	Both tenure and non-tenured classroom teachers	May 1st
Unannounced Observations Due	Observer	Both tenured and non-tenured classroom teachers	May 15th
All Observations Due for Tenured Teachers	Observer	Tenured classroom teachers	May 15th
60-Point Effectiveness Score Shared with Teacher	Building Principal	Both Tenured and non-tenured teachers	June 1st

Appendix B

**PENFIELD CENTRAL SCHOOL DISTRICT
Teacher Support Plan Form**

Teacher: _____ Building(s): _____ Tenure Area: _____

At the discretion of the building principal, a Teacher Support Plan is implemented if performance does not meet expectations. The plan is to be mutually created between the building principal and the classroom teacher.

Identify the Domain(s) being addressed below:

Place a check mark in the box next to any domain where support is required.

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

Goals to address in areas identified above:	Activities to support improvement:	How will improvement be assessed?	Timeline: (include date to assess Plan progress and effectiveness)

Evaluator's Signature _____ Date _____

Teacher's Signature _____ Date _____

Name of Union Representative, if present, at meeting (print): _____

The Support Plan is to be reviewed within five (5) school days after each thirty (30) school day period.

Please check the appropriate box: Plan Completed Plan Continued

Appendix C

PENFIELD SLO DUE DATES

SLO	EVALUATOR	EVALUATED	DUE DATE
SLOs Due for 10-Week Courses (Marking Period 1)	Building Principal	Classroom teachers of 10-Week courses that are required to draft an SLO	October 15th
SLOs Due for 20-Week Courses (Semester 1)	Building Principal	Classroom teachers of 20-Week courses that are required to draft an SLO	October 15th
SLOs Due for Full-Year Courses	Building Principal	Classroom teachers of Full-Year courses that are required to draft an SLO	November 1st
SLOs Due for 10-Week Courses (Marking Period 2)	Building Principal	Classroom teachers of 10-Week courses that are required to draft an SLO	December 15th
SLOs Due for 10-Week Courses (Marking Period 3)	Building Principal	Classroom teachers of 10-Week courses that are required to draft an SLO	March 15th
SLOs Due for 20-Week Courses (Semester 2)	Building Principal	Classroom teachers of 20-Week courses that are required to draft an SLO	March 15th
SLOs Due for 10-Week Courses (Marking Period 4)	Building Principal	Classroom teachers of 10-Week courses that are required to draft an SLO	May 15th

Appendix D

PENFIELD SLO TEMPLATE

All SLOs MUST include the following basic components:	
Population	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.)
Learning Content	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?
Interval of Instructional Time	What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?
Evidence	What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.
Baseline	What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?
Target(s)	What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?

HEDI Scoring	How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?											
	HIGHLY EFFECTIVE			EFFECTIVE								
	20	19	18	17	16	15	14	13	12	11	10	9
	DEVELOPING						INEFFECTIVE					
	8	7	6	5	4	3	2	1	0			
Rationale	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											

Appendix E

COMPLETED 3-YEAR EXAMPLES OF PENFIELD LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT

Penfield has collaboratively defined these 20 points for classroom teachers to be determined using the following achievement scores:

Elementary (K-5) Sample:

We calculate the locally selected measures of student achievement for elementary classroom teachers (K-5) by taking the percentage of students scoring at Level 3 or 4 on the NYS Math & ELA assessments and finding the average of the three most recent school years of all of these percentages (grades 3-5) across the District at the end of the school year.

Grade	ELA			3 YR. ELA AVG.	MATH			3 YR. MATH AVG.	3 YR. COMBINE D AVG.	New Avg. (2011-2013)
	2009- 10	2010 -11	2011- 12		2009- 2010	2010- 11	2011- 12			
3	74%	81%	83%	79%	79%	87%	91%	86%	82%	
4	80%	84%	86%	83%	85%	92%	91%	89%	86%	
5	75%	78%	86%	80%	88%	93%	96%	92%	86%	
3 Yr. Overall Combined Average									85%	HEDI

Middle School (6-8) Sample:

We calculate the locally selected measures of student achievement for middle school classroom teachers (grades 6-8) by taking the percentage of students scoring at Level 3 or 4 on the NYS Math & ELA assessments and finding the average of the three most recent school years of all of these percentages (grades 6-8) across the District at the end of the school year.

Grade	ELA			3 YR. ELA AVG.	MATH			3 YR. MATH AVG.	3 YR. COMBINE D AVG.	New Avg. (2011-2013)
	2009 -10	2010 -11	2011- 12		2009- 2010	2010- 11	2011-12			
6	74%	81%	79%	78%	85%	90%	84%	86%	82%	
7	77%	78%	78%	78%	86%	93%	90%	90%	84%	
8	75%	74%	78%	76%	76%	86%	93%	85%	80%	
3 Yr. Overall Combined Average									82%	HEDI

Appendix E--Continued

High School (9-12) Sample:

We calculate the locally selected measures of student achievement for high school teachers (grades 9-12) by taking the percentage of students scoring 65 or higher on June Regents exams for the past 3 years. This number corresponds to a HEDI score.

ENGLISH				
English Regents (June Only)				3 YEAR OVERALL ENGLISH AVERAGE
2009-10	2010-11	2011-12		
	93%	97%	95%	94.3%
# Tested	379	381	373	
# 65+	345	370	353	

SCIENCE				
Earth Science Regents				3 YEAR AVERAGE
2009-10	2010-11	2011-12		
	84%	87%	95%	88.6%
# Tested	303	298	301	
# 65+	254	258	287	
Living Environment Regents				3 YEAR AVERAGE
2009-10	2010-11	2011-12		
	97%	100%	98%	98.1%
# Tested	397	348	323	
# 65+	384	347	317	
Chemistry Regents				3 YEAR AVERAGE
2009-10	2010-11	2011-12		
	92%	98%	97%	95.7%
# Tested	290	277	289	
# 65+	268	272	279	
Physics Regents				3 YEAR AVERAGE
2009-10	2010-11	2011-12		
	90%	92%	80%	86.8%
# Tested	163	165	195	
# 65+	147	151	156	
Overall Science				92.3%

Appendix E--Continued

SOCIAL STUDIES				
Global History Regents				3 YEAR AVERAGE
	2009-10	2010-11	2011-12	
	91%	90%	93%	92.2%
# Tested	388	397	368	
# 65+	354	356	343	
US History Regents				3 YEAR AVERAGE
	2009-10	2010-11	2011-12	
	96%	94%	92%	94.2%
# Tested	380	381	372	
# 65+	365	360	342	
Overall Social Studies				93.2%

MATH				
Integrated Algebra Regents				3 YEAR AVERAGE
	2009-10	2010-11	2011-12	
	94%	91%	94%	95.4%
# Tested	274	278	247	
# 65+	276	254	232	
Geometry Regents				3 YEAR AVERAGE
	2009-10	2010-11	2011-12	
	93%	95%	92%	93.2%
# Tested	336	346	334	
# 65+	312	328	307	
Algebra 2/Trig Regents				3 YEAR AVERAGE
	2009-10	2010-11	2011-12	
	91%	93%	91%	91.9%
# Tested	308	292	321	
# 65+	280	273	293	
Overall Math				93.5%

PENFIELD HIGH SCHOOL				
All Regents Exams				Totals
	2009-2010	2010-2011	2011-2012	
# Tested	3238	3163	3123	9524
# 65+	2994	2969	2909	8872
3 Year Overall Average of All Regents Exams				93.2%

Appendix F

List of Danielson *Framework for Teaching (2007)* Domains/ Indicators

<p style="text-align: center;">Domain 1: Planning and Preparation</p> <p>1a. Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy <p>1b. Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of student's skills, knowledge and language proficiency • Knowledge of student's interests and cultural heritage • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs <p>1c. Setting Instructional outcomes</p> <ul style="list-style-type: none"> • Value, sequence and alignment • Clarity • Balance • Suitability for diverse learners <p>1d. Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students <p>1e. Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1f. Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning <p style="text-align: center;">Domain 2: Classroom Environment</p> <p>2a. Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with one another <p>2b. Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of the content • Expectations for learning and achievement • Student pride in work <p>2c. Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals <p>2d. Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Responses to student misbehavior <p>2e. Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources 	<p style="text-align: center;">Domain 3: Instruction</p> <p>3a. Communicating with Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language <p>3b. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student preparation <p>3c. Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing <p>3d. Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress <p>3e. Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence <p style="text-align: center;">Domain 4: Professional Responsibilities</p> <p>4a. Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>4b. Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>4c. Communicating with Families</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program <p>4d. Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to school • Participation in school and district projects <p>4e. Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p>4f. Demonstrating Professionalism</p> <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision making
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Appendix G

DANIELSON FRAMEWORK FOR TEACHING (2007) RUBRICS

DOMAIN 1: PLANNING AND PREPARATION Component 1a: Demonstrating Knowledge of Content and Pedagogy Elements: Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy				
ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency •

Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students *(continued)*

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

DOMAIN 1: PLANNING AND PREPARATION

Component 1c: Setting Instructional Outcomes

Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several - different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

Domain 1: PLANNING AND PREPARATION

Component 1d: Demonstrating Knowledge of Resources

Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

Domain 1: PLANNING AND PREPARATION
Component 1e: Designing Coherent Instruction

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

DOMAIN 1: PLANNING AND PREPARATION

Component 1f: Designing Student Assessments

Elements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

Domain 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

Elements: Teacher interaction with students • Student interactions with other students

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

Domain 2: **THE CLASSROOM ENVIRONMENT**

Component 2b: Establishing a Culture for Learning

Elements: Importance of the content • Expectations for learning and achievement • Student pride in work

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2c: Managing Classroom Procedures

Elements: Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of non-instructional duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2d: Managing Student Behavior

Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2e: Organizing Physical Space

Elements: Safety and accessibility • Arrangement of furniture and use of physical resources

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

DOMAIN 3: INSTRUCTION

Component 3a: Communicating with Students

Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

DOMAIN 3: INSTRUCTION

Component 3b: Using Questioning and Discussion Techniques

Elements: Quality of questions • Discussion techniques • Student participation

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

DOMAIN 3: INSTRUCTION

Component 3c: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

DOMAIN 3: INSTRUCTION

Component 3d: Using Assessment in Instruction

Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

DOMAIN 3: INSTRUCTION

Component 3e: Demonstrating Flexibility and Responsiveness

Elements: Lesson adjustment • Response to students • Persistence

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements: Accuracy • Use in future teaching

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments • Student progress in learning • Non-instructional records

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
Non-instructional records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Communicating with Families

Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4d: Participating in a Professional Community

Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Service to the school	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
Participation in school and district projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4e: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
Receptivity to feedback from colleagues	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
Service to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism

Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism *(continued)*

Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Appendix H

APPR Goal Setting Meeting Form

Teacher: _____

Date: _____

Grade Level(s): _____

Subject: _____

Select appropriate goals:

Teacher	Principal		Announced	Unannounced	Artifact
Domain 1: Planning and Preparation					
		1a. Demonstrating Knowledge of Content and Pedagogy			
		1b. Demonstrating Knowledge of Students			
		1c. Selecting Instructional Goals			
		1d. Demonstrating Knowledge of Resources			
		1e. Designing Coherent Instruction			
		1f. Assessing Student Learning			
Domain 2: Classroom Environment					
		2a. Creating an environment of respect and rapport			
		2b. Establishing a culture for learning			
		2c. managing classroom procedures			
		2d. Managing student behavior			
		2e. Organizing physical space			
Domain 3: Instruction					
		3a. Communicating clearly and accurately			
		3b. Using questioning and discussion techniques			
		3c. Engaging students in learning			
		3d. Using assessment in instruction			
		3e. Demonstrating flexibility and responsiveness			
Domain 4: Professional Responsibility					
		4a. Reflecting on Teaching			
		4b. Maintaining Accurate Records			
		4c. Communicating with Families			
		4d. Contributing to the School and District			
		4e. Growing and Developing Professionally			
		4f. Showing Professionalism			

Appendix H—Continued

APPR Goal Setting Meeting Form

Proposed Artifact Ideas:

APPR – Goal Setting Meeting (Fall)

Date: _____

Teacher Signature: _____

Principal Signature: _____

Feedback/ Support:

Appendix I

PRE-OBSERVATION PLANNING FORM

In preparation for your Pre-Observation Planning Conference, please answer the following questions or submit supporting documentation that addresses these points. This form is required for probationary teachers.

Teacher: _____ Date _____

Grade Level(s): _____ Subject: _____

<p>1. To which part of your Curriculum does this lesson relate? What do you want the students to understand? (1a, 1c, 1e)</p>	<p>5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any handouts or other materials the students will be using. (1b, 1d, 1e)</p>
<p>2. How does this lesson fit into the sequence of learning for this class? (1a, 1e)</p>	<p>6. How will you differentiate instruction for different individuals or groups of students in the class? (1a, 1b, 1d, 1e)</p>
<p>3. Briefly describe the students in this class, including those with special needs. (1a, 1b, 1d, 1e)</p>	<p>7. How and when will you know whether or not the students have learned what you intend? (1f)</p>
<p>4. What are your learning outcomes for this lesson? (How do your outcomes relate to curriculum, state standards, common core standards, team goals, grade-level goals, IEP goals, and/or building goals? (1a, 1b, 1c)</p>	<p>8. Is there anything else that you would like the observer to specifically observe during the lesson?</p>

Appendix J

POST-OBSERVATION REFLECTION FORM

In preparation for your Post-Observation Planning Conference, please answer the following questions or submit supporting documentation that addresses these points. This form is required for probationary teachers.

Teacher: _____ Date _____

Grade Level(s): _____ Subject: _____

<p>1. In general, how successful was the lesson? Did the students learn what you intended them to learn? What is the evidence of this? (4a)</p>	<p>5. Comment on different aspects of your instructional delivery (directions, activities, grouping of students, use of materials and resources). To what extent were they effective? (4a)</p>
<p>2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? (4a)</p>	<p>6. If you had a chance to teach this lesson again to the same group of students, what would you do differently? (4a)</p>
<p>3. Comment on the classroom environment (procedures, student conduct, and use of physical space). To what extent did these contribute to student learning? (4a)</p>	<p>7. How can the District support your professional growth?</p>
<p>4. Did you depart from your plan during the lesson? If so, how and why? (4a)</p>	<p>8. Review progress towards meeting Student Learning Objectives (SLOs) or State Provided Growth Measures (SGMs).</p>

Appendix K

Announced Observation Report

Within ten school days of the announced observation, this form will be submitted to the teacher with tagged evidence from the announced observation.

Teachers, after reviewing the Announced Observation Report and tagged evidence, may add additional comments before signing and returning the report.

Teacher and observer will be given a signed copy of the Announced Observation Report.

Announced Observation Pre-Conference

Date: _____

Meeting Held

Meeting Waived

Teacher Signature: _____

Principal Signature: _____

Feedback/ Support:

Announced Observation Post-Conference

Date: _____

Meeting Held

Meeting Waived

NOTE: If the observer deems the teacher's performance falls below effective on the rubric and/or has concerns those shall be documented below and an explanation provided at the post-observation conference. (In this instance a post observation conference is mandatory).

Teacher Signature: _____

Principal Signature: _____

Feedback/ Support:

Teacher Comments:

Appendix L

OVERVIEW OF THE OBSERVATION PROCESS CHART

Probationary Classroom Teachers All of the Following are REQUIRED:	Tenured Classroom Teachers																																							
<ul style="list-style-type: none"> • Annual Summative Evaluation • Pre-Selected Danielson Indicators <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="padding: 5px;">YEAR 1</th> <th style="padding: 5px;">YEAR 2</th> <th style="padding: 5px;">YEAR 3</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;">1a</td><td style="padding: 5px;">1b</td><td style="padding: 5px;">1d</td></tr> <tr><td style="padding: 5px;">1c</td><td style="padding: 5px;">1e</td><td style="padding: 5px;">2e</td></tr> <tr><td style="padding: 5px;">1f</td><td style="padding: 5px;">3b</td><td style="padding: 5px;">3e</td></tr> <tr><td style="padding: 5px;">2a</td><td style="padding: 5px;">4c</td><td style="padding: 5px;">4d</td></tr> <tr><td style="padding: 5px;">2b</td><td></td><td style="padding: 5px;">4e</td></tr> <tr><td style="padding: 5px;">2c</td><td style="padding: 5px;">Plus any additional</td><td style="padding: 5px;">4f</td></tr> <tr><td style="padding: 5px;">2d</td><td style="padding: 5px;">from Year</td><td></td></tr> <tr><td style="padding: 5px;">3a</td><td style="padding: 5px;">1</td><td style="padding: 5px;">Plus any additional</td></tr> <tr><td style="padding: 5px;">3c</td><td style="padding: 5px;">(minimum</td><td style="padding: 5px;">from Year</td></tr> <tr><td style="padding: 5px;">3d</td><td style="padding: 5px;">of 8)</td><td style="padding: 5px;">1 or 2</td></tr> <tr><td style="padding: 5px;">4a</td><td></td><td style="padding: 5px;">(minimum</td></tr> <tr><td style="padding: 5px;">4b</td><td></td><td style="padding: 5px;">of 8)</td></tr> </tbody> </table> <ul style="list-style-type: none"> • Minimum of 4 Observations Each Year <ul style="list-style-type: none"> ○ 3 Announced <ul style="list-style-type: none"> ▪ Pre-Observation Conference ▪ Reflection Form Completed ▪ Post-Observation Conference ▪ Artifacts of Teaching Presented if Applicable ○ 1 Unannounced <ul style="list-style-type: none"> ▪ Evidence Gathered, tagged, and shared with teacher • Summative Report Generated at the End of the Year <ul style="list-style-type: none"> ○ Ratings and/or narrative for components evidenced ○ Comments from principal and teacher 	YEAR 1	YEAR 2	YEAR 3	1a	1b	1d	1c	1e	2e	1f	3b	3e	2a	4c	4d	2b		4e	2c	Plus any additional	4f	2d	from Year		3a	1	Plus any additional	3c	(minimum	from Year	3d	of 8)	1 or 2	4a		(minimum	4b		of 8)	<ul style="list-style-type: none"> • Annual Summative Evaluation • Mutually Agreed Upon Danielson Indicators (minimum of 8): <ul style="list-style-type: none"> ○ The teacher selects 4 components (2 from each of the 4 domains) ○ The evaluator selects 4 components (2 from each of the 4 domains) • Minimum of 2 Observations Each Year <ul style="list-style-type: none"> ○ 1 Announced <ul style="list-style-type: none"> ▪ Pre-Observation Conference ▪ Reflection Form Completed ▪ Post-Observation Conference ▪ Artifacts of Teaching Presented if Applicable ○ 1 Unannounced <ul style="list-style-type: none"> ▪ Evidence Gathered, tagged, and shared with teacher • Summative Report Generated at the End of the Year <ul style="list-style-type: none"> ○ Ratings and/or narrative for components evidenced ○ Comments from principal and teacher
YEAR 1	YEAR 2	YEAR 3																																						
1a	1b	1d																																						
1c	1e	2e																																						
1f	3b	3e																																						
2a	4c	4d																																						
2b		4e																																						
2c	Plus any additional	4f																																						
2d	from Year																																							
3a	1	Plus any additional																																						
3c	(minimum	from Year																																						
3d	of 8)	1 or 2																																						
4a		(minimum																																						
4b		of 8)																																						

Appendix M

UNANNOUNCED OBSERVATION REPORT

Within two school days of the unannounced observation, this form will be submitted to the teacher with tagged evidence from the unannounced observation.

Teachers, after reviewing the Unannounced Observation Report and tagged evidence, may add additional comments before signing and returning the report.

Teacher and observer will be given a signed copy of the Unannounced Observation Report.

Unannounced Observation Post-Conference

Date: _____

Meeting Requested By: _____

Teacher Signature: _____ Principal Signature: _____

Feedback/ Support:

Teacher Comments:

Appendix N

MID-YEAR MEETING CHECK-IN REPORT

At the Mid-Year Check-In Meeting, the teacher will share with the observer his or her assessment of student work and reflection on the success of achievement thus far.

Teacher and observer may add evidence related to the reflection and areas of strength and areas for growth.

Areas for growth will be shared by the observer.

Note: This meeting may be combined with a post-observation meeting.

Mid-Year Check-In Meeting

Date: _____

Teacher Signature: _____

Principal Signature: _____

SLO Progress Review

Teacher and Observer Reflection on Strengths:

Areas for Growth:

Feedback/Support:

Appendix O

SAMPLE ARTIFACTS ALIGNED TO DANIELSON COMPONENTS

This list includes, but is not limited to, teacher and student artifacts that may be used to document skill in one or more components from Domains 1 and 4. This is not a mandatory list of artifacts but instead a list of ideas to serve as a starting point. Teachers may also submit any other artifacts that would serve as appropriate evidence of a component.

DOMAIN 1	
1a. Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Lesson plans and unit plans using best practice • Handouts, worksheets and assignments • Presenting new learning with colleagues • In-service and professional development workshops in the content area • Reading lists • Copies of quizzes, tests, and performance assessments • Participation in collegial circles and/or action research • TLCs and PLCs • Hosting a student teacher • Professional reading/membership 	1d. Knowledge of Resources <ul style="list-style-type: none"> • List of resources with levels to accommodate different students • Demonstration of school/ community resources (library, Chamber of Commerce, local experts, field trips, etc.) • Record of human resources (i.e. speakers, parent volunteers, civic groups, classroom visitors, field trips, etc.) • Evidence of collaboration and learning with peers and colleagues
1b. Knowledge of Students <ul style="list-style-type: none"> • Review of student cumulative folder • Student achievement data • Instructional grouping techniques • Student surveys and inventories • Index cards with student information • Lesson plans reflecting differentiated instruction (awareness of student need) • Written feedback to students 	1e. Designing Coherent Instruction <ul style="list-style-type: none"> • Lesson plans show progression of complexity • Curriculum mapping • Teacher and student reflection on learning • Student developed rubrics tied to specific curricular goals • Handouts, worksheets, assignments • Copies of tests, quizzes, and performance assessments
1c. Selecting Instructional Goals <ul style="list-style-type: none"> • Lesson plans (connection to district and state standards) • Standards posted in the classroom • Use of essential questions and/or lesson objectives • Evidence of modified curriculum (RtI, intervention plans, enrichment, IEPs) 	1f. Assessing Student Learning <ul style="list-style-type: none"> • Written feedback to students • Samples of student work • Documentation of how student learning of standards is assessed • Rubrics • Student portfolios with reflection • Varied assessment techniques meeting a variety of learning styles

Appendix O—Continued

DOMAIN 4	
<p>4a. Reflecting on Teaching</p> <ul style="list-style-type: none"> • Journal • Reflection form • Post-observation comments • Lesson plans with reflective notations • Reflective teaching blog • Portfolio • Student and/or parent survey • Audio/video tape of lesson and reflection • Samples of student work with reflection • Peer observations 	<p>4d. Contributing to the School and District</p> <ul style="list-style-type: none"> • Participation in collegial circle or action research • Participation in building/district committees • Participation in local, state or national professional organizations • Participation in IST, PST, CSE, CSPD • Teaching professional development workshops and in-service training sessions • List of supplemental assignments • Volunteer and supervision activities
<p>4b. Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Grade book • Copy of seating charts • Copy of lesson plan book • Student documentation 	<p>4e. Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Participation in collegial circle or action research • Attendance at workshops, conference • Reading current literature • National Board Certification • Graduate work • Mentoring or peer • Supervising student teachers • Professional reading/membership
<p>4c. Communicating with Families</p> <ul style="list-style-type: none"> • Notes, newsletters, messages to parents • Back to school night, open house agendas • Copies of emails to parents • Class webpage • Letters to parents • Conference summaries • Phone log 	<p>4f. Showing Professionalism</p> <ul style="list-style-type: none"> • Writing letters of recommendation (college, summer enrichment, People to People program, science fairs) • Conversations or meetings with: counselors, health professionals, other staff members, parents, community support agencies • Professional organization leadership roles • Leadership roles in the school or in the community • Student advocacy

Appendix P

60-POINT TEACHER EFFECTIVENESS SCORE FORM

Prior to June 1st the Principal will provide the teacher with the 60 point effectiveness score.

Penfield CSD Teacher APPR Scoring Chart 60-Point Teacher Effectiveness Score (2012-2013)

Teacher: _____

Date: _____

Observer: _____

Subject/Grade: _____

Minimum of 8 Components Selected (at least 2 from each Domain)	Domain and Component	Component Score
Domain 1--Planning and Preparation		
Component 1		
Component 2		
OPTIONAL—Component 3		
Domain 2—Environment		
Component 1		
Component 2		
OPTIONAL—Component 3		
Domain 3—Instruction		
Component 1		
Component 2		
OPTIONAL—Component 3		
Domain 4--Professional Responsibilities		
Component 1		
Component 2		
OPTIONAL—Component 3		
A = Total # of Components		B = Total Points Earned
A = _____		B = _____
Average Component Score = B/A		____ / ____ = ____
60-Point Conversion From Chart on Page 21		____/60

Appendix Q

TEACHER IMPROVEMENT PLAN FORM

Teacher: _____ Building(s): _____ Tenure Area: _____

Per SED Regulations, if a teacher is rated as Developing or Ineffective through the APPR Composite Score, they will be put on a Teacher Improvement Plan. The plan is to be mutually created between the building principal and the classroom teacher.

TIPs must be implemented as soon as practicable, but no later than 10 school days after the opening of classes in the school year following the Developing or Ineffective rating.

While TIPs will be reviewed by the teacher and building administrator every thirty (30) school days, Teacher Improvement Plans will be implemented for a school year until the next composite rating is available.

Place a check mark in the box next to any domain where support is required.

- | | |
|---------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Planning and Preparation | <input type="checkbox"/> Classroom Environment |
| <input type="checkbox"/> Instruction | <input type="checkbox"/> Professional Responsibilities |

Goals to address in areas identified above:	Activities to support improvement:	How will improvement be assessed?	Timeline: (include date to assess Plan progress and effectiveness)

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Name of Union Representative, if present, at meeting (print): _____

Please check the appropriate box: Plan Completed Plan Continued

Appendix R

GLOSSARY OF COMMONLY USED TERMS

Annual Professional Performance Review (APPR): Section 100.2 of the Commissioner's Regulations requires each district to conduct required annual teacher evaluations. An APPR plan must be updated annually. Beginning July 1, 2011, the following nine criteria are the performance criteria to be used to evaluate teachers of instructional services.

Appeals Procedure: According to section 3012-c of Education Law, as added by Chapter 103 of the Laws of 2010, each school district and BOCES is required to establish an appeals procedure through collective bargaining under which the evaluated teacher can challenge the substance of the APPR, the district's or BOCES' adherence to the standards and methodologies for such reviews, adherence to the Commissioner's regulations and locally negotiated procedures, and the issuance or implementation of a Teacher Improvement Plan.

Approved Student Assessment: Approved student assessment means a standardized student assessment on the list approved by the Commissioner for the locally selected measures subcomponent and/or the measures of student growth in non-tested subjects.

Artifacts: Artifacts are samples of student or teacher work that demonstrate knowledge, skills, and/ or dispositions related to a standard or goal. A student artifact could be an essay that shows progression from draft to final copy. A teacher artifact could be a lesson plan with annotation as to successes and areas to reexamine.

Assessment: Assessment refers to the process of gathering, describing, or quantifying information about an individual's performance. Different types of assessment instruments include (but are not limited to) achievement tests, minimum competency tests, developmental screening tests, aptitude tests, observation instruments, performance tasks, and authentic assessments.

For the purpose of teacher evaluations, assessment approaches are the methods that school districts or BOCES employ to assess student or teacher performance. The methods may include, but are not limited to, the following: classroom observation, videotape assessment, self-reflection, surveys, and portfolio review.

The effectiveness of a particular approach to assessment depends on its suitability for the intended purpose. For instance, multiple-choice, true-or-false, and fill-in-the-blank tests can be used to assess basic skills or to find out what students remember. To assess other abilities, performance tasks may be more appropriate.

Baseline Data: For purposes of measurement of student growth, baseline data is basic information gathered to provide a comparison for assessing individual student achievement at the beginning of instruction.

Building Principal: A principal is defined as an administrator in charge of an instructional program of a school district.

Classroom Observations: Observation of classroom teaching practice by a trained evaluator, administrator, or peer is one measure of teacher evaluation. To be a fair and valid assessment element, the observation requires a common standard and rubric of expectations for performance.

Classroom Teacher or Teacher: A classroom teacher is defined as a teacher in the classroom teaching service as defined in Section 80-1.1, as the *teacher of record* and exempts evening school teachers of adults enrolled in nonacademic, vocational subjects, and supplemental school personnel.

Collaboration: Demonstrate effective collaborative relationships with students, parents, or caregivers and appropriate support personnel to meet the learning needs of students.

Comparable Across Classrooms: Means that the same locally selected measures of student achievement or growth are used across a subject and/or grade level within the school district.

Comparable Measures: Chapter 103 of the Laws of 2010 specifies student achievement will comprise 40 percent of teacher evaluations. Initially, 20 percent will be based on student growth on State Assessments or “comparable measures.” In subsequent years following Regents’ approval of a Value-Added Model, 25 percent will be based on student growth on State Assessments or “comparable measures.”

Guidance on the definition of comparable measures may be obtained by examining the State Education Department’s criteria for alternative assessments. New York State Education Commissioner’s Regulations Part 100.2 (f) (l)-(6), states: “With the approval of the commissioner, assessments which measure an equivalent level of knowledge and skill may be substituted for Regents examinations.” Based on these criteria, examples of comparable measures are suggested below:

- Measure the state learning standards in the content area;
- Are as rigorous as state assessments;
- Are consistent with technical criteria for validity, reliability, and freedom from bias;
- and
- Administered and the results are interpreted by appropriately qualified school staff in accordance with described standards.

Component: This is the breakdown of the four Danielson domains into distinct aspects of the domains. There are twenty-two components in the Danielson rubric.

Composite Score of Teacher Effectiveness: According to Part 30 of the Rules of the Board of Regents, a composite score of teacher effectiveness means a score based on a 100-point scale that includes three subcomponents:

(1) Student growth — As measured on State assessments or other comparable measures, 0-20 points for the 2011-12 school year and 0-25 points in subsequent years for those grades/subjects where a Value-Added Growth Model is approved by the Board of Regents.

(2) Student achievement or Growth— Based on locally selected measures, 0-20 points for the 2011-12 school year and 0-15 points in subsequent years for those grades/subjects where a Value-Added Growth Model is approved by the Board of Regents.

(3) Teacher effectiveness--For the 2011-12 school year and all subsequent years, 0-60 points.

Conversion Chart: A component of the scoring methodology that translates teachers' total rating score (1-4) to a 0-60 point scale. Locals must negotiate the scale that will be used in the conversion chart in the new teacher evaluation system.

Domain: One of the four areas of the Danielson rubric – Planning and Preparation, The Classroom Environment, Instruction, Professional Practice.

Element: Describes the desired knowledge, skills, actions, and behaviors of teachers that advance a particular teaching standard. Elements define what teachers do in the classroom.

Evaluation: The measurement, comparison, and judgment of the value, quality, or worth of student's work and/or of their schools, teachers, or a specific educational program based upon valid evidence gathered through assessment.

Evaluator: An evaluator is an appropriately trained individual who conducts an evaluation of a classroom teacher or building principal. Evaluators may include school administrators, principals, or district office administrators.

Evidence: Refers to the data, information, artifacts and performances that teachers and evaluators review in order to accurately assess or determine teacher effectiveness. The evidence should be judged against specific teaching criteria *or* teaching standards, elements, *and* performance indicators.

Formative Assessment: Assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning are considered formative assessments. Formative assessment is used primarily to determine what students have learned in order to plan further instruction. By contrast, an examination used primarily to document students' achievement at the end of a unit or course is considered a summative test.

Growth Model: Means to measure the change in the performance of students on specified assessments over time. A key question in the design of a growth system is to determine how “academic progress” over time is to be measured and how much growth is “enough.” New York will adopt the use of the Common Core State Standards and the resulting assessments as they become available, and the growth system will be aligned concurrently.

HEDI: The four performance levels for teacher evaluation – Highly Effective, Effective, Developing, and Ineffective.

High Stakes Tests: One-shot exams administered to students with results used for determining consequences to students, teachers, and schools. Such tests include Regents Examinations, Teacher Certification Examinations, and the grades 3-8 English language arts and math state assessments.

Instructional Delivery: Demonstrate delivery of instruction that results in active student involvement, appropriate teacher/student interaction, and meaningful lesson plans resulting in student learning.

Inter-Rater Reliability: The extent to which two or more individuals (coders or raters) agree. Inter-rater reliability addresses the consistency of the implementation of a rating system. Ongoing training for all evaluators on the use of a teacher evaluation tool or protocol is one way to ensure continuous inter-rater reliability.

Interval of instructional time: Used as part of the creation of a SLO, this refers to the timeframe within which the learning content will be taught.

Lead Evaluator: The primary individual responsible for conducting and completing an evaluation of a classroom teacher or building principal is the lead evaluator. To the extent practicable, the building principal, or his or her designee, will be the lead evaluator of a classroom teacher.

Learning content: This is the content to be taught in the SLO. It identifies the course name and the source of the standards (Common Core, national, state, local) associated with this SLO, and specifies the exact standards, performance indicators, etc. that will be taught, learned, and assessed.

Mentor: An experienced, skilled teacher who helps or coaches primarily beginning teachers to strengthen their instructional and pedagogical skills. In New York State, the mentor’s role is confidential and non-evaluative, unless the negotiated collective bargaining agreement states otherwise. Ideally, a mentor will have certification and expertise in the same content area as the person being mentored. Generally, mentors and mentees may be located in the same building.

Multiple Measures: The array of different assessments and evaluation tools used to obtain evidence of a teacher’s knowledge, skills, and dispositions. The purpose of a measure or set of measures is to provide “strong and convincing” evidence of an individual’s performance in a way that results in professional growth and improved student learning. Multiple measures allow teachers to provide evidence of their wide-ranging skills and activities, and provide evaluators with useful and meaningful information and evidence of an individual teacher’s effectiveness (Little, Goe & Bell, 2009).

Multiple Measures of Student Growth: Two or more measures of assessments to obtain evidence of student learning. Some examples include observation, tests (state, district, grade level, classroom, standardized, criterion reference, norm referenced), essays, tasks, projects, laboratory work, presentations, and portfolios.

Multiple Measures of Teacher Effectiveness: Two or more measures of teaching effectiveness based on prescribed standards, including observation, creation of a professional evidence binder (portfolio), student achievement scores, parent and student surveys, self-reflection, and others.

Performance Indicator: Describes the observable and measurable aspects of teaching practice for a particular element of a teaching standard. Performance indicators describe how teachers accomplish the actions and behaviors performed in the classroom.

Performance levels: Refers to the four performance levels for teacher evaluation – Highly Effective, Effective, Developing, and Ineffective (HEDI).

Professional Development: A comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement. Professional development promotes collective responsibility for improved student performance and comprises professional learning that:

- Is aligned with rigorous state student learning standards;
- Is conducted among educators at the school and facilitated by well-prepared professional development coaches, mentors, master teachers, or other teacher leaders;
- Is ongoing and engages educators in a continuous cycle of improvement.

Professional development may be provided through courses, workshops, seminars, technology, networks of content-area specialists and other education organizations and associations.

Quality Rating Categories/Criteria: The performance of teachers evaluated on or after July 1, 2011, will be rated as one of the following categories based on a single composite effectiveness score:

- **Highly Effective** means a teacher is performing at a higher level than typically expected based on the evaluation criteria prescribed in regulations, including, but not limited to acceptable rates of student growth.

- **Effective** means a teacher is performing at the level typically based on the evaluation criteria prescribed in the regulations, including but not limited to acceptable rates of student growth.
- **Developing** means a teacher is not performing at the level typically expected and the reviewer determines that the teacher needs to make improvements based on the evaluation criteria prescribed in the regulations, including but not limited to less than acceptable rates of student growth.
- **Ineffective** refers to a teacher whose performance is unacceptable based on the evaluation criteria prescribed in the regulations, including but not limited to unacceptable or minimal rates of student growth.

Reliability: An estimate of how closely the results of a test would match if the tests were given repeatedly to the same student under the same conditions (and there was no practice effect). Reliability is a measure of consistency.

Rigorous: Means that locally selected measures are aligned to the New York State Learning Standards and to the extent practicable, are valid and reliable as defined by the Testing Standards.

Rubric: Describes a set of rules, guidelines, or benchmarks at different levels of performance, or prescribed descriptors for use in quantifying measures of program attributes and performance (adapted from Western Michigan University Evaluation Center).

Standardized Tests: Tests that are administered and scored under uniform (standardized) conditions. Because most machine-scored, multiple-choice tests are standardized, the term is sometimes used to refer to such tests, but other tests may also be standardized.

Student Achievement: As defined by federal policy, student growth is the change in student achievement for an individual student between two or more points in time. Student achievement in the tested grades and subject means: (1) a student's score on the state's assessments required under the federal Elementary and Secondary Education Act (ESEA); and, as appropriate, (2) other measures of student learning, such as those described for the non-tested grades and subjects, provided they are rigorous and comparable across classrooms. For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student Assessment: Implement assessment techniques based on appropriate learning standards designed to measure student progress in learning and successfully use analysis of available student performance data and other relevant information.

Student Development: Demonstrate knowledge of student development, an understanding and appreciation of diversity and regular application of developmentally appropriate instructional strategies for the benefit of all students.

Student Growth: A positive change in student achievement between at least two points in time as determined by the school district or BOCES, taking into consideration the unique abilities and/or disabilities of each student, including English language learners.

Student Growth Percentile Score: -A statistical calculation that compares student achievement on state assessments or comparable measures to similar students.

Summative Assessment: -A test given to evaluate and document what students have learned at the end of a period of instruction. The term is used to distinguish such tests from formative tests, which are used primarily to diagnose what students have learned in order to plan further instruction.

Target: In an SLO, this refers to the level of knowledge and skill that students are expected to achieve at the end of the interval of instructional time.

Teacher Improvement Plan (TIP): On or after July 1, 2011, Chapter 103 of the Laws of 2010 requires a teacher receiving a rating of “developing” or “ineffective” to receive a Teacher Improvement Plan. The TIP must be developed and implemented no later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year. The TIP is required to include, but is not limited to, identification of the needed area of improvement, a timeline for achieving improvement and the manner in which improvement will be assessed. Where appropriate, the TIP should also differentiate activities to support a teacher’s or principal’s improvement in those areas. The TIP is to be developed locally through negotiations and consistent with the regulations of the commissioner.

Validity: Means that scores obtained from an instrument (test) represent what they are intended to represent. Validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. For example, if a test is designed to measure achievement, then scores from the test really do represent various levels of achievement.

Value-Added Model: Aims to estimate fairly a teacher’s contribution to achievement growth of his/her students. The model compares class-wide achievement growth to expected growth. Statistical adjustments account for what each student brings to the classroom:

- Student’s previous achievement.
- Other student factors such as poverty, attendance, special education status, etc. In principle, it is the fairest way to use student achievement in teacher evaluation (Gill).