

Mahopac Central School District

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

Revised, October 18, 2012

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Development

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## Section 1: Overview of APPR Process

### What is the Annual Professional Performance Review (APPR)?

The New York State Board of Regents has committed to the transformation of the preparation, support, and evaluation of all teachers and school leaders in New York State. Chapter 21 of the Laws of 2012 amended Education Law §3012-c to fundamentally change the way teachers and principals are evaluated. The purpose of the evaluation system is to ensure that there is an effective teacher in every classroom and an effective leader in every school. The evaluation system will also foster a culture of continuous professional growth for educators to grow and improve their instructional practices.

Under the new law, New York State is requiring school districts to rate teacher and principal effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective. The school district is required to negotiate with the unions representing the professionals being evaluated to develop a process whereby a single composite effectiveness score is achieved, incorporating multiple measures of effectiveness. New York State Education Law §3012-c requires that the composite score for each professional be used as a factor in employment decisions, including but not limited to retention, tenure determinations, and termination. Accordingly, school districts and the union representing professionals within the district have spent a great deal of time developing the process by which the composite score will be achieved and used. The negotiated process is contained in this Annual Professional Performance Review (“APPR”).

New York State Education Law specifies that student achievement will comprise 40% of teacher and principal evaluations, as follows:

- For the 2011-2012 school year and thereafter, for teachers and principals in subjects and grades where there is no “value-added” model approved by the Board of Regents for such subject and grade: 20% on student growth on State assessments or comparable measures, and 20% on other locally-selected measures that are rigorous and comparable across classrooms in accordance with standards prescribed by the Commissioner.
- For the 2012-2013 school year and thereafter, for teachers and principals in subjects and grades where there is an approved “value-added” model by the Board of Regents for such subject and grade: 25% on student growth on State assessments or comparable measures, and 15% on other locally-selected measures that are rigorous and comparable across classrooms, in accordance with standards prescribed by the Commissioner.

The remaining 60% of teacher and principal evaluations shall be based on multiple measures of teacher/principal effectiveness consistent with standards prescribed by the Commissioner in regulation. This will include the extent to which the educator demonstrates proficiency in meeting New York State’s teaching or leadership standards.

The law provides further that all evaluators must be appropriately trained consistent with standards prescribed by the Commissioner and that appeals procedures must be locally developed in each school district and BOCES.

If a teacher or principal is rated “Developing” or “Ineffective,” the school district is required to develop and implement a teacher or principal improvement plan (TIP or PIP). Tenured teachers and principals with a pattern of ineffective teaching or performance – defined by law as two consecutive annual “Ineffective” ratings – may be subjected to an expedited disciplinary procedure pursuant to New York State Law, based upon their alleged ineffectiveness.

### HEDI Descriptions

<b>Standards for Rating Categories</b>	<b>Growth or Comparable Measures</b>	<b>Locally-selected Measures of growth or achievement</b>	<b>Other Measures of Effectiveness (Teacher and Leader standards)</b>
<b>Highly Effective</b>	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.
<b>Effective</b>	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.
<b>Developing</b>	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.
<b>Ineffective</b>	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.

In Sum:

20% (25% with the approval of the Value-Added Growth Model) of a Teacher's Composite Score will come from **student growth** between two points in time (i.e., the beginning of the course to the end of a course)

20% (15% with the approval of the Value-Added Growth Model) of a Teacher's Composite Score will come from student achievement measured against expected standards-based outcomes at or near the end of a course.

60% of a Teacher's Composite Score will come from other measures of teacher effectiveness (observations, evidence of effectiveness, end of year composite.)

## **Section 2: Student Growth on State Assessments or Other Comparable Measures**

### **New York: Student growth for teachers in grades 4-8 ELA and/or math:**

20% on student growth on State assessments or comparable measures until the Value-Added Growth Model is in place; 25% with Value-Added Growth Model in place

Student growth is a measure between two points in time.

The New York State Education Department will provide teacher and principal growth scores for all teachers and principals in grades 4-8 ELA and/or Math.

Growth scores will be calculated as follows:

- For each student in grade 4-8, a student growth percentile (SGP) will be calculated based on his or her ELA and Math State assessment results.
- The calculated SGP will compare each student's current year's results with his/her previous year's results on the same subject assessment to determine how much growth has occurred.
- Each student's growth will then be compared to the growth of students with similar academic test history.
- Student test history will include up to three years of assessment data, with adjustments made to account for test measurement error.
- The mean student growth percentile (MGP) score will then be determined for each applicable teacher and principal—the MGP is simply the average of the student SGPs for that teacher or school.

### **New York: Student growth goal-setting for all other teachers:**

A Student Learning Objective (SLO) is an academic goal for an educator's students that is set at the start of a course. It represents the most important learning for the year (or semester, 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 to any other school and district priorities as listed below. SLOs must include the following Basic Elements:

Student Population  
Learning Content  
Interval of Instructional Time  
Evidence  
Baseline  
Target and HEDI Criteria:  
HEDI Criteria  
Rationale

### **Mahopac: Student growth goal setting in Mahopac Central Schools.**

#### **Development of the Student Learning Objectives**

The Superintendent of Schools, or his/her designee, will oversee the Student Learning Objective development process to ensure rigor and comparability.

The development of Student Learning Objectives (SLOs) will be a collaborative process, and will be different at each level.

**K–3:** SLO by grade level with a literacy focus

A grade level representative team\* will meet with elementary and/or central office administrators to develop deeper understandings of each element of the SLO. The team will collaboratively articulate the grade level learning content. Teachers will establish baselines and set targets with administrator’s approval ensuring literacy is a content component. Training by building and/or district-level administration will support teachers in understanding the elements of the SLOs.

\*Grade level representative team will be comprised of (at minimum) one grade level teacher from each building, a special education teacher (one of the grade level teachers from the building may or may not be a special education teachers as well), and a specials-area teacher, with the input of the Mahopac Teachers Association as to members.

**6–8:** SLO will be by course/ grade and must reference literacy within the content area.

Training by building and/or district-level administration will support teachers in understanding the elements of the SLOs. Thereafter teachers will meet with administrators to create SLOs. Teachers will establish baselines and set targets with administrator’s approval ensuring literacy is a content component. Teachers will use approved “Mahopac-Developed” assessments and pre-assessments, which are developed by the teachers.

**9–12:** SLO is referenced to standards/content

Training by building and/or district-level administration will support teachers in understanding the elements of the SLOs. Thereafter, teachers will meet with administrators to create SLOs. Teachers will establish baselines and set targets with administrator’s approval. Teachers will use approved “Mahopac-Developed” assessments and pre-assessments, which are developed by the teachers.

**Elements of Student Learning Objectives**

**Student Population:** Predetermined by scheduling

**Learning Content:** See above levels; must be consistent across grades and/or courses; defined by teacher/teachers by grade/course/teacher representatives by grade/course

**Interval of Instructional Time:** predetermined; either year or semester depending on length of course

**Evidence:**

1) For all courses that end in a NYS Assessment (NYSTP gr 3\* ELA and Math, NYSTP Gr 4\*\* and Gr 8 Science, all Regents, NYSESLAT, NYSAA) the evidence must be the respective NYS Assessment.

- \* For grade 3, the Baseline will include the STAR Assessments, but the evidence must be the spring NYS gr 3 Assessment in those areas.
- \*\* For grade 4 science, only teachers who are departmentalized, teach science, and do not teach ELA and/or math will need to develop a grade 4 science SLO.

2) K-2

Grade	ELA	Math
K	STAR Early Literacy	STAR Early Literacy
1	STAR Reading Enterprise	STAR Math Enterprise
2	STAR Reading Enterprise	STAR Math Enterprise

3) For all other grades/courses, the evidence will be “Grade/course specific, Mahopac developed assessments”

**Baseline:** A review of relevant data will be conducted for the students in a classroom or course. Mahopac Central School District will use a data management system to ensure that this process enables teachers to conduct a thorough and efficient analysis of students’ strengths and weaknesses with regard to state standards.

Pre-assessments will be administered and provide additional baseline data. Following a review of baseline data, appropriate targets will be established for all students. At the end of the learning interval, a summative assessment will provide the final piece of evidence used to determine if students have met targets. The chart below outlines the points teachers will receive when the given percentages of students reach or exceed their targets.

**Target and HEDI Criteria:** Using baseline data, teachers will determine the targets for their student populations, which must be approved by building principals.

**HEDI Criteria:** District Conversion Chart

Highly Effective			Effective									Developing						Ineffective		
20-95-100	19-90-94	18-85-89	17-84	16-83	15-82	14-81	13-79-80	12-77-78	11-75-76	10-73-74	9-70-72	8-66-69	7-62-65	6-58-61	5-54-57	4-52-53	3-50-51	2-30-49	1-15-29	0-0-14
85-100% of students met or exceeded the learning target			70-84% of students met or exceeded the learning target									50-69% of students met or exceeded the learning target						0-49% of students met or exceeded the learning target		

**Rationale:** Teachers must describe why the learning content, baselines and targets are a focal point for the student populations they serve.

Teachers will be permitted to verify the student roster two (2) times per year; once at the beginning of the school year and at a time prior to the administration of the final assessment.



### **Section 3: Local Achievement**

20% on student growth on comparable measures until the Value-Added Growth Model is in place; 15% with Value-Added Growth Model in place

Local Achievement is a measure of how students perform against expected standards-based outcomes as measured at or near the end of a course.

Teachers will be scored on locally-selected measures of student achievement using regulatory standards and scoring bands. The information below sets forth the assessments selected for measurement of student achievement and the related scoring bands for each assessment. This section also includes the conversion chart to convert the locally selected measurement score to point values for use in the teacher's composite scoring.

#### **Mahopac Locally-Selected Measures of Student Achievement:**

Common grade and course specific final/post- assessments will be developed by the teachers, with approval of the administration to insure only rigor and comparability. The District-wide Administrator for Curriculum, Instruction and Staff Development will train building and central administrators to insure comparability across the district.

#### **MCSD Local Achievement Grid**

Using the Achievement Chart, a cross-reference of the class average and the percentage of students passing will produce a score reflective of the HEDI points categories.

Passing is 65% for students in general education programs. For a student with disabilities and/or a ELL student seven (7) points will be added to the student's raw score.

### 20 Point Grid

	0-9	10-19	20-29	30-39	40-49	50-59	60-64	65-69	70-79	80-89	90-100	%passing
0-9	0	1	2	3	4	5	6	7	8	9	10	
10-19	1	2	3	4	5	6	7	8	9	10	11	
20-29	2	3	4	5	6	7	8	9	10	11	12	
30-39	3	4	5	6	7	8	9	10	11	12	13	
40-49	4	5	6	7	8	9	10	11	12	13	14	
50-59	5	6	7	8	9	10	11	12	13	14	15	
60-64	6	7	8	9	10	11	12	13	14	15	16	
65-69	7	8	9	10	11	12	13	14	15	16	17	
70-79	8	9	10	11	12	13	14	15	16	17	18	
80-89	9	10	11	12	13	14	15	16	17	18	19	
90-100	10	11	12	13	14	15	16	17	18	19	20	

Class Average



### 15 point Grid

	0-9	10-19	20-29	30-39	40-49	50-59	60-64	65-69	70-79	80-89	90-100
0-9	0	1	2	2	3	4	5	5	6	7	8
10-19	1	2	2	3	4	5	5	6	7	8	8
20-29	2	2	3	4	5	5	6	7	8	8	9
30-39	2	3	4	5	5	6	7	8	8	9	10
40-49	3	4	5	5	6	7	8	8	9	10	11
50-59	4	5	5	6	7	8	8	9	10	11	11
60-64	5	5	6	7	8	8	9	10	11	11	12
65-69	5	6	7	8	8	9	10	11	11	12	13
70-79	6	7	8	8	9	10	11	11	12	13	14
80-89	7	8	8	9	10	11	11	12	13	14	14
90-100	8	8	9	10	11	11	12	13	14	14	15

Class Average

## Section 4: Other Measures of Teacher Effectiveness

60% based on multiple measures of teacher effectiveness consistent with standards prescribed by the Commissioner in regulation.

### New York State Teaching Standards

- 1) **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.
- 2) **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.
- 3) **Instructional Practice:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
- 4) **Learning Environment:** Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
- 5) **Assessment for Student Learning:** Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
- 6) **Professional Responsibilities and Collaboration:** Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.
- 7) **Professional Growth:** Teachers set informed goals and strive for continuous professional growth.

All of the above standards must be evaluated for teachers covered by Education Law §3012-c each year.

### Mahopac: Other Measures of Teacher Effectiveness

In the Mahopac Central School District, teacher effectiveness will be evaluated through the Danielson Framework for Instruction, 2011 (See Appendix)

#### Observation Details:

##### Probationary Teachers

- Observation period is between October 1 and March 1
- Focuses on Danielson Domains 2 and 3
- 1 long, full-period observation (announced)
  - Includes a pre- observation conference
    - Within 3 days of observation
  - Written evaluation will be provided to teacher with 5 days following observation
  - Includes a post-observation conference
    - Within 10 days of observation
- 4 Short observations
  - two announced – these observations will be prior to the mid-year conference

- two unannounced
- Written evaluation will follow each observation
  - Provided to teacher within 5 days of observation
  - HEDI rating for each component of Domains 2 and 3 observed will be set forth on a form given to the teacher after the observation
- Mid-year Conference
  - With primary evaluator
  - Following 2 short announced observations
  - No later than February 28
  - Reviews details from observations and teacher-presented evidence of Danielson Domains 1 and 4.
  - Teacher to receive an overall HEDI assessment rating of how the teacher is progressing to that point in time towards the subdomains in Domains 1 and 4 on second observation form.

### **Tenured Teachers**

- Observation period is between October 1 and May 15
- Focuses on Danielson Domains 2 and 3
- 4 Short observations
  - two announced – these observations will be prior to the mid-year conference
  - two unannounced
- Written evaluation will follow each observation
  - Provided to teacher within 5 days of observation
  - HEDI rating for each component of Domains 2 and 3 observed will be set forth on a form given to the teacher after the observation
- Mid-year Conference
  - With primary evaluator
  - Following 2 short observations
  - No later than February 28
  - Reviews details from observations and highlights teacher-presented evidence of Danielson Domains 1 and 4.
  - Teacher to receive an overall HEDI assessment rating of how the teacher is progressing to that point in time towards the subdomains in Domains 1 and 4 on second observation form.

### **Notes:**

- Each teacher will be assigned a primary evaluator who will conduct at least one of the announced observations and participate in the mid-year conference. However, any Mahopac certified evaluator may perform the observation of a teacher (see “Who Evaluates...” below).
- Numbers of observations listed are minimums
- Conferences following each short observation is optional and may be requested by either the evaluator or teacher
- Full period is defined as follows:
  - Elementary is 30 – 40 minutes
  - Secondary is one instructional period
- Short is defined as minimum of 5 minutes, maximum of 20 minutes
- Notification of all announced observations will be consistent with the practice of notification used in each school building in the 2011-2012 school year.

### Evaluation (End of Year):

- For the end of year evaluation, an average will be computed for each Danielson component in domains 2 and 3 that were observed. For subdomains in Domains 1 and 4, a HEDI rating will be provided based upon evidence demonstrating achievement of the component as observed by the evaluator or by evidence presented by the teacher to the primary evaluator.
- Teachers will receive score out of 60 for Other Measures of Teacher Effectiveness (see appendix for rubric points conversion)

### Danielson Rubric Points

<b>Domain 1: Planning and Preparation</b>				
	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
1a: Demonstrating Knowledge of Content and Pedagogy	12	9	6	3
1b: Demonstrating Knowledge of Students	12	9	6	3
1c: Setting Instructional Outcomes	8	6	4	2
1d: Demonstrating Knowledge of Resources	8	6	4	2
1e: Designing Coherent Instruction	8	6	4	2
1f: Designing Student Assessment	8	6	4	2
<b>Domain 2: Classroom Environment</b>				
2a: Creating and Environment of Respect and Rapport	16	12	8	4
2b: Establishing a Culture for Learning	12	9	6	3
2c: Managing Classroom Procedures	16	12	8	4
2d: Managing Student Behavior	16	12	8	4
2e: Organizing Physical Space	8	6	4	2
<b>Domain 3: Instruction</b>				
3a: Communicating with Students	16	12	8	4
3b: Using Questioning and Discussion Techniques	12	9	6	3
3c: Engaging Students in Learning	16	12	8	4
3d: Using Assessment in Instruction	12	9	6	3
3e: Demonstrating Flexibility and Responsiveness	16	12	8	4
<b>Domain 4: Professional Responsibilities</b>				
4a: Reflecting on Teaching	8	6	4	2
4b: Maintaining Accurate Records	8	6	4	2
4c: Communication with Families	8	6	4	2
4d: Participating in a Professional Community	8	6	4	2
4e: Growing and Developing Professionally	16	12	8	4
4f: Showing Professionalism	8	6	4	2

**Conversion:** (This chart outlines the details – see Appendix for full chart.)

HEDI Rating	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
Conversion Points	55-60	45-54	39-44	0-38
Points Earned	221-252	158-220	35-157	0-34

## **Who Evaluates MCSD Teachers as part of the APPR System?**

As per the MTA contract, certified administrators are the only personnel who are responsible for conducting formal observations and professional evaluations in the district for the purposes of the APPR System. Each administrator has a background, through coursework and experience, to conduct evaluation procedures. Additional training is provided through in-district training, professional conferences, BOCES courses, research proven strategies, and other professional development activities.

All administrators are consistently being trained in observing and analyzing teaching. All administrators will be engaged in training regarding “best practice” for conducting performance evaluations. This training will ensure inter-rater reliability, fair evaluations, and validity of the evaluative process.

In the Mahopac Central School District, trained evaluators include the following:

- Superintendent of Schools
- Assistant Superintendents
- District Directors
  - Curriculum
  - Pupil Personnel
- Building Principals
- Assistant Principals and House Principals
- Other District Administrators
  - Athletic Director
  - Building-level Pupil Personnel Administrators/Special Education Administrators

## **Teacher Improvement Plans**

### **Annual Composite Scores resulting in Developing or Ineffective**

Upon rating a teacher as Developing or Ineffective through an annual professional performance review, a school district must, as per NYSED, formulate and commence implementation of a teacher or principal improvement plan (TIP) for that teacher. Implementation of the TIP must begin no later than 10 school days from the opening of classes in the school year following the school year in which the teacher is rated Developing or Ineffective. The MTA President shall be notified if a teacher is placed on a TIP.

## **Section 5: Composite Score**

In accordance with the New York State Education Department, teachers will receive a composite score, in writing, before September 1 of the subsequent school-year based on:

- Student Growth: 20% (25% with approval of the State Value-Added Growth Model)
- Local Achievement: 20% (15% with approval of the State Value-Added Growth Model)
- Other Measures of Teacher Effectiveness: 60% based on multiple measures

A delay in the release of the Student Growth component score by the New York State Education Department may result in a delay of the release of a teacher's composite score by the District. In any event, the District will make efforts to provide composite scores in accordance with the timeline above. Teachers will receive their scores for the Other Measures of Teacher Effectiveness and Local Achievement components by June 30<sup>th</sup> of the school year, via electronic mail to the teacher's Mahopac e-mail address.

# Appendix



## Mahopac Central School District Student Learning Objective Process and Conversion Scale: Teachers

A review of relevant data will be conducted for the students in a classroom or course. Mahopac Central School District will use a (data management system) to ensure that this process enables teachers to conduct a thorough and efficient analysis of students' strengths and weaknesses with regard to state standards.

Pre-assessments will be administered and provide additional baseline data. Following a review of baseline data, appropriate targets will be established for all students. At the end of the learning interval, a summative assessment will provide the final piece of evidence used to determine if students have met targets. The chart below outlines the points teachers will receive when the given percentages of students reach or exceed their targets.

The Superintendent of Schools, or his designee, will oversee the Student Learning Objective development process to ensure rigor and comparability.

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	90-94	85-89	84	83	82	81	79-80	77-78	75-76	73-74	70-72	66-69	62-65	58-61	54-57	52-53	50-51	30-49	15-29	0-14
85-100% of students met or exceeded the learning target			70-84% of students met or exceeded the learning target									50-69% of students met or exceeded the learning target						0-49% of students met or exceeded the learning target		

## MCSD Local Achievement Grid

Using the Achievement Chart, a cross-reference of the class average and the percentage of students passing will produce a score reflective of the HEDI points categories.

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40-49	4	5	6	7	8	9	10	11	12	13	14	
50-59	5	6	7	8	9	10	11	12	13	14	15	
60-64	6	7	8	9	10	11	12	13	14	15	16	
65-69	7	8	9	10	11	12	13	14	15	16	17	
70-79	8	9	10	11	12	13	14	15	16	17	18	
80-89	9	10	11	12	13	14	15	16	17	18	19	
90-100	10	11	12	13	14	15	16	17	18	19	20	

Class Average



### 15 point Grid

	0-9	10-19	20-29	30-39	40-49	50-59	60-64	65-69	70-79	80-89	90-100
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30-39	2	3	4	5	5	6	7	8	8	9	10
40-49	3	4	5	5	6	7	8	8	9	10	11
50-59	4	5	5	6	7	8	8	9	10	11	11
60-64	5	5	6	7	8	8	9	10	11	11	12

65-69	5	6	7	8	8	9	10	11	11	12	13
70-79	6	7	8	8	9	10	11	11	12	13	14
80-89	7	8	8	9	10	11	11	12	13	14	14
90-100	8	8	9	10	11	11	12	13	14	14	15
Class Average											

## Danielson Framework for Teaching, 2011

### A Framework for Teaching: Components of Professional Practice

<p style="text-align: center;"><b>Domain 1: Planning and Preparation</b></p> <p>1a. Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> <li>• <i>knowledge of content and the structure of the discipline</i></li> <li>• <i>knowledge of prerequisite of relationships</i></li> <li>• <i>knowledge of content-related pedagogy</i></li> </ul> <p>1b. Demonstrating knowledge of students</p> <ul style="list-style-type: none"> <li>• <i>knowledge of child and adolescent development</i></li> <li>• <i>knowledge of learning process</i></li> <li>• <i>knowledge of students' skills, knowledge and language proficiency</i></li> <li>• <i>knowledge of students' interests and cultural heritage</i></li> <li>• <i>knowledge of students' special needs</i></li> </ul> <p>1c. Setting instructional outcomes</p> <ul style="list-style-type: none"> <li>• <i>value, sequence and alignment</i></li> <li>• <i>clarity</i></li> <li>• <i>balance</i></li> <li>• <i>suitability for diverse learners</i></li> </ul> <p>1d. Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> <li>• <i>resources for classroom use</i></li> <li>• <i>resources to extend content knowledge and pedagogy</i></li> <li>• <i>resources for students</i></li> </ul> <p>1e. Designing coherent instruction</p> <ul style="list-style-type: none"> <li>• <i>learning activities</i></li> <li>• <i>instructional materials and resources</i></li> <li>• <i>instructional groups</i></li> <li>• <i>lesson and unit structure</i></li> </ul> <p>1f. Designing student assessments</p> <ul style="list-style-type: none"> <li>• <i>congruence with instructional outcomes</i></li> <li>• <i>criteria and standards</i></li> <li>• <i>design of formative assessments</i></li> <li>• <i>use for planning</i></li> </ul>	<p style="text-align: center;"><b>Domain 2: Classroom Environment</b></p> <p>2a. Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> <li>• <i>teacher interaction with students</i></li> <li>• <i>student interactions with one another</i></li> </ul> <p>2b. Establishing a culture for learning</p> <ul style="list-style-type: none"> <li>• <i>importance of the content</i></li> <li>• <i>expectations for learning and achievement</i></li> <li>• <i>student pride in work</i></li> </ul> <p>2c. Managing classroom procedures</p> <ul style="list-style-type: none"> <li>• <i>management of instructional groups</i></li> <li>• <i>management of transitions</i></li> <li>• <i>management of materials and supplies</i></li> <li>• <i>performance of non-instructional duties</i></li> <li>• <i>supervision of volunteers and para-professionals</i></li> </ul> <p>2d. Managing student behavior</p> <ul style="list-style-type: none"> <li>• <i>expectations</i></li> <li>• <i>monitoring of student behavior</i></li> <li>• <i>responses to student misbehavior</i></li> </ul> <p>2e. Organizing physical space</p> <ul style="list-style-type: none"> <li>• <i>safety and accessibility</i></li> <li>• <i>arrangement of furniture and use of physical resources</i></li> </ul>
<p style="text-align: center;"><b>Domain 4: Professional Responsibilities</b></p> <p>4a. Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>• <i>accuracy</i></li> <li>• <i>use in future teaching</i></li> </ul> <p>4b. Maintaining accurate records</p> <ul style="list-style-type: none"> <li>• <i>student completion of assignments</i></li> <li>• <i>student progress in learning</i></li> <li>• <i>non-instructional records</i></li> </ul> <p>4c. Communicating with families</p> <ul style="list-style-type: none"> <li>• <i>information about the instructional program</i></li> <li>• <i>information about individual students</i></li> <li>• <i>engagement of families in the instructional program</i></li> </ul>	<p style="text-align: center;"><b>Domain 3: Instruction</b></p> <p>3a. Communicating with students</p> <ul style="list-style-type: none"> <li>• <i>expectations for learning</i></li> <li>• <i>directions and procedures</i></li> <li>• <i>explanations of content</i></li> <li>• <i>use of oral and written language</i></li> </ul> <p>3b. Using questioning and discussion techniques</p> <ul style="list-style-type: none"> <li>• <i>quality of questions</i></li> <li>• <i>discussion techniques</i></li> <li>• <i>student participation</i></li> </ul> <p>3c. Engaging students in learning</p> <ul style="list-style-type: none"> <li>• <i>activities and assignments</i></li> </ul>

<p>4d. Participating in a professional community</p> <ul style="list-style-type: none"> <li>• <i>relationships with colleagues</i></li> <li>• <i>involvement in a culture of professional inquiry</i></li> <li>• <i>service to school</i></li> <li>• <i>participation in school and district projects</i></li> </ul> <p>4e. Growing and developing professionally</p> <ul style="list-style-type: none"> <li>• <i>enhancement of content knowledge and pedagogical skill</i></li> <li>• <i>receptivity to feedback from colleagues</i></li> <li>• <i>service to profession</i></li> </ul> <p>4f. Demonstrating professionalism</p> <ul style="list-style-type: none"> <li>• <i>integrity and ethical conduct</i></li> <li>• <i>service to students</i></li> <li>• <i>advocacy</i></li> <li>• <i>decision making</i></li> <li>• <i>compliance with school and district regulations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>grouping of students</i></li> <li>• <i>instructional materials and resources</i></li> <li>• <i>structure and pacing</i></li> </ul> <p>3d. Using assessment in instruction</p> <ul style="list-style-type: none"> <li>• <i>assessment criteria</i></li> <li>• <i>monitoring of student learning</i></li> <li>• <i>feedback to students</i></li> <li>• <i>student self-assessment and monitoring of progress</i></li> </ul> <p>3e. Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> <li>• <i>lesson adjustment</i></li> <li>• <i>response to students</i></li> <li>• <i>persistence</i></li> </ul>
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### Danielson Rubric Points

<b>Domain 1: Planning and Preparation</b>				
	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
1a: Demonstrating Knowledge of Content and Pedagogy	12	9	6	3
1b: Demonstrating Knowledge of Students	12	9	6	3
1c: Setting Instructional Outcomes	8	6	4	2
1d: Demonstrating Knowledge of Resources	8	6	4	2
1e: Designing Coherent Instruction	8	6	4	2
1f: Designing Student Assessment	8	6	4	2
<b>Domain 2: Classroom Environment</b>				
2a: Creating and Environment of Respect and Rapport	16	12	8	4
2b: Establishing a Culture for Learning	12	9	6	3
2c: Managing Classroom Procedures	16	12	8	4
2d: Managing Student Behavior	16	12	8	4
2e: Organizing Physical Space	8	6	4	2
<b>Domain 3: Instruction</b>				
3a: Communicating with Students	16	12	8	4
3b: Using Questioning and Discussion Techniques	12	9	6	3
3c: Engaging Students in Learning	16	12	8	4
3d: Using Assessment in Instruction	12	9	6	3
3e: Demonstrating Flexibility and Responsiveness	16	12	8	4
<b>Domain 4: Professional Responsibilities</b>				
4a: Reflecting on Teaching	8	6	4	2
4b: Maintaining Accurate Records	8	6	4	2
4c: Communication with Families	8	6	4	2
4d: Participating in a Professional Community	8	6	4	2
4e: Growing and Developing Professionally	16	12	8	4
4f: Showing Professionalism	8	6	4	2

### Danielson Rubric Conversion Chart

Highly Effective 252-221 60-55		Effective 220-210 54-45		Developing 157-95 44-39		Ineffective 94-63 38-0	
252	60	220	54	157	44	94	38
251	60	219	54	156	44	93	37
250	60	218	54	155	44	92	35
249	60	217	54	154	44	91	34
248	59	216	53	153	44	90	33
247	59	215	53	152	44	89	32
246	59	214	53	151	44	88	30
245	59	213	53	150	43	87	29
244	59	212	53	149	43	86	28
243	59	211	53	148	43	85	27
242	58	210	53	147	43	84	25
241	58	209	52	146	43	83	24
240	58	208	52	145	43	82	23
239	58	207	52	144	43	81	22
238	58	206	52	143	43	80	20
237	58	205	52	142	43	79	19
236	57	204	52	141	43	78	18
235	57	203	52	140	43	77	16
234	57	202	51	139	43	76	15
233	57	201	51	138	42	75	14
232	57	200	51	137	42	74	13
231	57	199	51	136	42	73	11
230	56	198	51	135	42	72	10
229	56	197	51	134	42	71	9
228	56	196	51	133	42	70	8
227	56	195	50	132	42	69	6
226	56	194	50	131	42	68	5
225	56	193	50	130	42	67	4
224	55	192	50	129	42	66	3
223	55	191	50	128	42	65	1
222	55	190	50	127	42	64	0
221	55	189	49	126	42	63	0
		188	49	125	41		
		187	49	124	41		
		185	49	123	41		
		184	49	122	41		
		183	49	121	41		
		182	48	120	41		
		181	48	119	41		
		180	48	118	41		
		179	48	117	41		
		177	48	115	41		
		176	48	114	41		
		175	47	113	40		
		174	47	112	40		

		173	47	111	40		
		172	47	110	40		
		171	47	109	40		
		170	47	108	40		
		169	47	107	40		
		167	46	106	40		
		166	46	105	40		
		165	46	104	40		
		164	46	103	40		
		163	46	102	40		
		162	46	101	39		
		161	45	100	39		
		160	45	99	39		
		159	45	98	39		
		158	45	97	39		
				96	39		
				95	39		

**MAHOPAC CENTRAL SCHOOL DISTRICT  
ANNUAL PROFESSIONAL PERFORMANCE REVIEW  
TEACHER IMPROVEMENT PLAN: Phase I - Implementation**

Staff Member: \_\_\_\_\_ Building: \_\_\_\_\_  
 Building Administrator/Supervisor: \_\_\_\_\_  
 TIP Creation Date: \_\_\_\_\_ TIP Effective Date: \_\_\_\_\_  
 Individuals Involved in Creation of Plan: \_\_\_\_\_

With the rating of Developing or Ineffective through an Annual Professional Performance Review, a Teacher Improvement Plan (TIP) must be in place no later than 10 school days after the opening of classes for the school year.

Specific areas/ standards-based goals in which teacher requires improvement (Domains/Subcomponents)	Professional learning activities the teacher must complete	Support and resources available	Benchmarks of improvement	Timeline and checkpoints

Notes/Comments

Building Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

District Administrator's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Date of when notification was made to MTA President: \_\_\_\_\_

**MAHOPAC CENTRAL SCHOOL DISTRICT**  
**ANNUAL PROFESSIONAL PERFORMANCE REVIEW**  
**TEACHER IMPROVEMENT PLAN: Phase II - Review**

Staff Member:

Building:

Building Administrator/Supervisor:

TIP Creation Date:

TIP Effective Date:

Individuals Involved in Creation of Plan:

Specific areas/standards-based goals indicated for teacher improvement (Domains/Subcomponents)	Evidence Presented	Teacher's Reflections/Notes	Improvement Demonstrated?

Teacher Comments:

Administrator's Review Statement:

Building Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

District Administrator's Signature \_\_\_\_\_ Date: \_\_\_\_\_