

# ***UNIONDALE UFSD***

## ***Annual Professional Performance Review (APPR)***

### ***Teachers' Handbook 2014!&\$%***

# **UNIONDALE UFSD**

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### **Philosophy**

*The purposes of all our supervision and evaluation efforts, and specifically supervision and evaluation of our Annual Professional Performance Review process, are to enhance the abilities of our professional staff to attain and maintain an exemplary level of performance and to ensure that all our children receive the best instruction possible. In order to accomplish these purposes, we have developed an Annual Performance Review process based on the following criteria:*

- ✓ *Use clear, consistent review criteria*
- ✓ *Ensure teachers' input to process*
- ✓ *Use multiple measures*
- ✓ *Tie performance to district/school priorities*
- ✓ *Increase responsibility for self-improvement*
- ✓ *Provide support to teachers in need of improvement*

### **Mission Statement**

*Uniondale School District recognizes that all children are unique and must be guided to realize their full academic and social potential in a secure and stimulating environment.*

*Therefore, the Uniondale School District, its Board of Education, staff, students, parents, and community members, as stakeholders in the shared decision-making process, is committed to developing educational excellence and will ensure that students:*

1. *Are provided with a rigorous education that will prepare them to become problem-solvers, users of technology, and literate, productive citizens in a mosaic society.*
2. *Are challenged intellectually and academically in a stimulating environment in which high expectations and a passion for learning are priorities.*
3. *Work and learn in a safe and secure environment.*
4. *Develop and practice respect for cultural diversity and character.*
5. *Are given the opportunity to develop character and enhance their self-esteem.*
6. *Develop and practice respect for themselves, their peers, the staff, the educational setting, and the broader community.*

### **Vision Statement**

*The increasing level of diversity in American society makes it a necessity for individuals to broaden their understanding and acceptance of similarities and differences. The Uniondale Union Free School District is committed to our role in helping to build and refine the technological, social, economic, and academic skills individuals need to function in the complex and multi-faceted, global society of the future.*

Pursuant to sections 101, 207, 215, 305, 3012-c of the Education Law and Chapter 103 of the Laws of 2010, and the new Paragraph (1) of subdivision (o) of section 100.2 of the Regulations of the Commissioner of Education effective July 1, 2011, a new Annual Professional Performance Review System will be in effect for all classroom teachers. (Non-classroom members will continue to use the current system of assessment and evaluation per commissioner's Reg. 100.2)

### **Performance Review of Teachers**

The governing body of each school district shall annually review the performance of all teachers, as defined in Subpart 30-2 of this Title, according to procedures developed by such body in consultation with such teachers. Such procedures shall be filed in the district office and available for review by any individual no later than September 10<sup>th</sup> of each year.

**Classroom Teacher or Teacher** shall mean a teacher in the classroom teaching service as that term is defined in section 80-1.1 of this Title, who is a teacher of record as defined in this section, except evening school teachers of adults enrolled in nonacademic, vocational subjects, and supplemental school personnel as defined in section 80-5.6 of this Title.

**Common Branch** subjects shall mean common branch subjects as defined in section 80-1.1 of this Title.

### **Evaluation Statement**

The supervisor will be required to give a rating of highly effective, effective, developing or ineffective in all descriptive elements, as well as an overall evaluation. For these tools to be effective, all guidelines/criteria must be followed.

## **1) Rating Scale**

- **Highly Effective:** means a rating received by a teacher wherein the teacher receives a composite effectiveness score within the minimum and maximum scoring range for this rating category as prescribed by the Commissioner in section 30-2.6 of this Subpart.
- **Effective:** means a rating received by a teacher wherein the teacher receives a composite effectiveness score within the minimum and maximum scoring range for this rating category as prescribed by the Commissioner in section 30-2.6 of the Subpart.
- **Developing:** means a rating received by a teacher wherein the teacher receives a composite effectiveness score within the minimum and maximum scoring range for this rating category as prescribed by the Commissioner in section 30-2.6 of the Subpart.
- **Ineffective:** means a rating received by a teacher wherein the teacher receives a composite effectiveness score within the minimum and maximum scoring range for this rating category as prescribed by the Commissioner in section 30-2.6 of the Subpart.

**2) Composite Effective Score** shall mean the total effectiveness score out of 100 points assigned to a teacher for an evaluation conducted pursuant to this Subpart. This score shall be calculated based on the sum of the three subcomponent scores described below:

- **Student Growth** on State assessments or other comparable measures in English Language Arts and Mathematics in grades four through eight for general education, students with disabilities and English Language Learners. (0-20 points for the 2011-2012 school year and in subsequent school years for those grades/subjects where there is no value added growth model approved by the Board of Regents, and 0-25 points for the 2012-2013 school year and thereafter for those grades/subjects where a value-added growth model is approved by the Board of Regents). **Student Growth** means the change in student achievement/performance for an individual student between two or more points in time.
- **Locally Selected Measures of Student Achievement** (0-20 points for the 2011-2012 school year and in subsequent school years for those grades/subjects where there is no value-added growth model approved by the Board of Regents, and 0-15 points for the 2012-2013 school year and thereafter for those grades/subjects which a value-added growth model is approved by the Board of Regents). The State approved third-party assessment and other District created assessments comparable with State Learning Standards will be used for the Locally Selected Growth or Achievement score.
- **Other Measures of Effectiveness**  
New York State guidelines state that other measures will be based on state requirements, as follows:
  - Multiple measures
  - At least a majority (31) of the 60 points shall be based on multiple (at least 2) classroom observations by principal, or other trained administrator, at least one of which must be unannounced:
  - Observations may be conducted in-person or using video#
  - Any remaining points shall be allocated to one or more of the following
  - One or more observations by trained evaluators independent of school\*
  - Observations by trained in-school peer teachers\*
  - Feedback from students and/or parents using state approved tools\*
  - Structured review of lesson plans, student portfolios, and/or other teacher artifacts
  - Any remaining teaching standards not addressed in classroom observation must be assessed at least once a year.

Using the above parameters for the plan, the Uniondale Public Schools have designated the Other Measures of Effectiveness as follows: The Other Measures of Effectiveness (40 percent for the 2012-2013 school year and thereafter) will be based on New York State Teaching Standards as identified in Charlotte Danielson's Framework for Teaching Rubric. The remaining 20 percent will be based on teacher artifacts (See Appendix). Artifacts are determined by the teacher and self-assessed in collaboration with input from the supervisor. The artifacts will include a well-rounded array of evidence that supports student performance and professional responsibility as determined by the needs of the teacher in collaboration with the supervisor.

# Video not part of the plan

\* Not part of plan

**3. Rating Scores:**

**I. Overall Composite Rating Score:**

- a. **Highly Effective:** a composite effectiveness score of 91-100
- b. **Effective:** a composite effectiveness score of 75-90
- c. **Developing:** a composite effectiveness score of 65-74
- d. **Ineffective:** a composite effectiveness score of 0-64.

**II. Subcomponent Ratings (for State Assessments or Locally Selected Measures):**

- a. **Highly Effective 18-20**
- b. **Effective 9-17**
- c. **Developing 3-8**
- d. **Ineffective 0-2**

**III. Other Measures of Effectiveness (Scoring Range determined by District totaling 60 points):**

- a. **Highly Effective 59-60**
- b. **Effective 57-58**
- c. **Developing 50-56**
- d. **Ineffective 0-49**

**Subcomponent and Composite Scoring Ranges**

**TABLE 1**

<b>Level (There is no value-added measure)</b>	<b>Student Growth or Comparable Measures</b>	<b>Locally Selected Growth or Achievement</b>	<b>(60 Points) Other Measures of Effectiveness</b>	<b>Overall Composite Score</b>
<b>Highly Effective</b>	<b>18-20</b>	<b>18-20</b>	<b>59-60</b>	<b>91-100</b>
<b>Effective</b>	<b>9-17</b>	<b>9-17</b>	<b>57-58</b>	<b>75-90</b>
<b>Developing</b>	<b>3-8</b>	<b>3-8</b>	<b>50-56</b>	<b>65-74</b>
<b>Ineffective</b>	<b>0-2</b>	<b>0-2</b>	<b>0-49</b>	<b>0-64</b>

**TABLE 2**

<b>Level (Where value-added growth measures apply)</b>	<b>Student Growth or Comparable Measures</b>	<b>Locally Selected Growth or Achievement</b>	<b>(60 Points) Other Measures of Effectiveness</b>	<b>Overall Composite Score</b>
<b>Highly Effective</b>	<b>22-25</b>	<b>14-15</b>	<b>59-60</b>	<b>91-100</b>
<b>Effective</b>	<b>10-21</b>	<b>8-13</b>	<b>57-58</b>	<b>75-90</b>
<b>Developing</b>	<b>3-9</b>	<b>3-7</b>	<b>50-56</b>	<b>65-74</b>
<b>Ineffective</b>	<b>0-2</b>	<b>0-2</b>	<b>0-49</b>	<b>0-64</b>

#### **4. Evaluator**

- a. **Lead Evaluator:** is the primary person responsible for the teacher's evaluation. The lead evaluator is the person who completes and signs the summative annual professional performance review. The lead evaluator of a teacher should be the principal/educational leader.
- b. **Evaluator:** any individual who conducts an evaluation of a teacher including, any person who conducts an observation or assessment as part of a teacher's evaluation. An evaluator must be the teacher's supervisor or trained independent evaluator.

#### **5. Evaluator Training**

- a. Uniondale Public School District will ensure that all Lead evaluators/evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by certified Nassau BOCES, District APPR trainers, and/or outside training professionals. Evaluator training will replicate the recommended SED model certification process incorporating per the 3012c regulations. This training will include the following Requirements for Lead Evaluators:
  - New York State Teaching Standards and the related elements performance indicators
  - Evidence-based observation techniques that are grounded in research
  - Application and use of Student
  - Growth Percentile and Value Added Growth Model data
  - Application and use of the State-approved teacher rubrics
  - Application and use of any assessment tools used to evaluate teachers
  - Application and use of State-approved locally selected measures of student achievement
  - Use of Statewide Instructional Reporting System
  - Scoring methodology used to evaluate teachers
  - Specific considerations in evaluating teachers of ELLs and students with disabilities
  - Training methodology to ensure inter-rating reliability
- b. **Evaluation Team:** the team consists of those persons who may be involved in the input/evaluation process of the teacher.
- c. Periodic in-service sessions will be conducted to familiarize all members of the evaluation team with the procedures and materials used in the system.
- d. Inter-rater reliability will be ensured by consistent training, periodic joint observation visits and post-observation conferences as well as district-wide analysis of all observation and evaluation feedback and scores.

### **APPR IMPLEMENTATION**

#### **1. Formal Observation Report**

OASYS is the vehicle used for recording, sharing and acknowledging observations. In the area of supervision, the observation report for the teacher calls for statements as outlined in Charlotte Danielson's Framework for Teaching Rubric. The supervisor is expected to comment on what is observed in each category and then make appropriate recommendations when necessary. In completing this form, it is recommended that supervisors refer to the domain components as identified in the rubric. The supervisor is expected to make a global statement regarding the observation and provide an overall rating. The teacher acknowledges the report which is housed in the teacher's My Learning Plan OASYS account. Additionally, he/she has the opportunity to make comments. The teacher's acknowledgement does not constitute agreement but rather attests to the fact that he/she has read and received the completed report. Observations may be announced or unannounced.



## **2. Pre-Observation Conference**

*Pre-observation conferences will be conducted when the supervisor deems necessary. The evaluator-teacher discussion will include but will not be limited to:*

- *Goals and objectives of the lesson*
- *Congruency to District Curriculum Maps and State Standards*
- *Procedures and key questions*
- *Modifications/Accommodations*
- *Assessments*

*The teacher will also inform the evaluator of the situational dynamics and/or other areas he/she would like the evaluator to pay particular attention.*

## **3. Post-Observation Conference**

*The purpose of the post observation conference is for the teacher and evaluator to reflect upon the lesson/area observed. Topics for reflection may include but are not limited to:*

- *Overview of the lesson*
- *What went well/didn't go well*
- *What could have been done differently?*
- *Did the lesson achieve its goal?*
- *Evidence of student learning*

## **4. Other Measures of Effectiveness**

*The report must be completed no later than the last day of school. The report must be based on the four domains as defined by the Danielson Model using evidence from observations as well as other evidence.*

## **5. End-of-Year: Summative Evaluation**

*Commissioner's Regulations require that all teachers be evaluated annually. The end-of-year Summative Evaluation should be completed for all teachers by the end of the required period of time. When a teacher receives a developing or ineffective rating, an improvement plan will be generated. The improvement plan will be developed from claims and/or judgments that are backed by evidence through supporting documentation.*

*Timeline for feedback:*

*A written Summative Evaluation report will be fully completed to include the three Composite Scores and final rating and received by the teacher no later than September 1<sup>st</sup>. However, the Summative Evaluation including the ratings for the locally selected measures (20%) and (60%) shall be presented to the teacher no later than the last day of school.*

## **6. Observation/Evaluation Frequency**

*Non tenured teachers:*

- *Formal Observations (2 announced 2 unannounced) - Minimum four annually (with four highest average rubric scores counted towards 60 point composite)*
- *Mid-year Evaluation - One by mid-year point*
- *End-of-year Summative Evaluation - Annually (by September 1<sup>st</sup>)*

*Tenured teachers (not on TIP)*

- *Formal Observations - Minimum two annually (1 announced, 1 unannounced) (with 2 highest average rubric scores counted towards 60 point composite)*
- *End-of-year Summative Evaluation - Annually (by September 1<sup>st</sup>)*

7. **Routing Procedures**

All signed, original documents must be forwarded to the Personnel Office for placement in the personnel file. A copy of the document must be given to the teachers. A copy is kept on file in the teacher's home school. For subject special area teachers (i.e. math, art, science, physical education, special education, et c.) a copy is sent to the coordinator/director. For shared personnel, copies should also be sent to all buildings in which the member works.

8. **Professional Data Form**

This data form is designed for staff to provide the evaluation team with additional information relevant to his/her professional development, responsibilities, and service.

### **TEACHER IMPROVEMENT PLAN (TIP)**

The principal, in consultation with building and district level supervisors, initiates the teacher improvement plan.

Teachers whose performances are evaluated as **Ineffective or Developing** shall require the development of a Teacher Improvement Plan. The administration, in consultation with the teacher, shall develop this plan. The plan must be implemented within 10 school days of the initial return date of the next year following the **Ineffective or Developing** evaluation report.

The teacher shall be given two school days to review the TIP. If desired, the teacher may request that the district administrators reconvene with the teacher and union representative(s) before signing the document. Union representative(s) can accompany the teacher to all meetings related to the TIP.

The plan shall include identified domains and components in need of improvement: goals to address identified areas, activities/resources to support improvement, improvement assessment tools, and a timeline. The plan may include, but is not limited to, any of the following activities for the teacher (which shall be provided by the District):

- ✓ Identification of resources to help the educator including but not limited to mentors, BOCES, higher education, workshops, personal counselors, medical referrals, etc. (up to 15 additional hours for these activities will be conducted outside of the contractual day)
- ✓ Modeling experiences in which the teacher will have the opportunity to:
  - ❖ Visit and observe the classrooms of teachers who have expertise in the targeted needs
  - ❖ Observe demonstrations in the teacher's own classroom by teachers and/or administrators who have expertise in the areas of targeted needs
  - ❖ Participate in co-teaching assignments with teachers who have expertise in the areas of targeted needs

The teacher shall participate in activities for his/her improvement provided by the District during school hours. The teacher and principal shall meet three times a year to discuss the impact of the improvement activities on the teacher's professional performance. The principal will review and assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the TIP may be adjusted appropriately and meetings between the teacher and principal will continue on a regular basis during the second trimester. The teacher will receive an End-of-Year Evaluation (APPR) by the contractual deadline.

*The principal will provide the teacher with a mid-year evaluation, no later than January 30<sup>th</sup>, which will include, but not be limited to, written direction and guidance regarding areas of concern. If the teacher is rated highly effective in the mid-year evaluation, the Teacher Improvement Plan shall remain in effect for the remainder of the school year with modifications. Each meeting will result in written documentation from the principal to the teacher, no later than two (2) days after the meeting, detailing what was discussed and the guidance and suggestions offered, if any. The principal must provide the teacher with his/her end of the year evaluation no later than June 30<sup>th</sup>. The culmination of the TIP will be communicated in writing to the teacher. If at the end of the year the TIP goals are met or the teacher is rated effective the TIP will terminate. Both parties will sign the TIP at the end of the school year. If the teacher is rated as developing or ineffective for any school year in which a TIP was in effect and the teacher is to be retained, a new plan will be developed by the principal and the teacher according to these guidelines for the subsequent school year.*

## **APPEALS PROCESS**

### **APPEALS OF ANNUAL PERFORMANCE EVALUATION PROCEDURES**

*The following appeal process was negotiated between the Uniondale Union Free School District and the Uniondale Teachers Association.*

#### **Teacher Appeal Procedures**

*Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers, as well as the issuance and implementation of improvement plans for teachers whose performance is assessed as either developing or ineffective.*

*To the extent that a teacher wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure.*

*This appeal procedure is proposed to address a teacher's due process rights while ensuring that appeals are resolved in an expeditious manner.*

#### **Appeals Of All HEDI Ratings**

*Appeals of annual professional performance reviews will include all HEDI ratings. (Additional procedures may be adopted later if compensation decisions are linked to rating categories.)*

#### **What May Be Challenged In An Appeal**

*Appeals procedures will limit the scope of appeals under Education Law §3012C of the following subjects:*

- (1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- (2) the adherence to the Commissioner's regulations as applicable to such reviews;*
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- (4) the school district's issuance and/or implementation of the terms of a teacher improvement plan under Education Law §3012-c;*

#### **Prohibition Against More Than One Appeal**

*A teacher may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal.*

*Any grounds not raised at the time the appeal is filed shall be deemed waived.*

**Burden Of Proof**

*In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.*

**Timeframe For Filing Appeal**

*All appeals must be submitted in writing not later than 10 calendar days of the date when the teacher receives his/her annual professional performance review. If a teacher is challenging the issuance of a teacher improvement plan, an appeal must be filed within 10 calendar days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right of appeal and the appeal shall be deemed abandoned.*

*When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.*

**Decision-Maker On Appeal**

*A decision shall be rendered by advisory arbitration pursuant to the collective bargaining agreement.*

**Decision**

*A written decision on the merits of the appeal shall be rendered no later than 10 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.*

*The decision shall set for the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the review may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.*

**Exclusivity Of Section 3012-C Appeal Procedure**

*The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance or judicial procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.*

**V. Data Management**

*Uniondale will work with Nassau BOCES and the SED to develop a process that aligns its Student Information System (Power School), TEACH, and other data systems to ensure that the SED receives timely and accurate teacher, course, and student "linkage" data, as well as a process for teacher and principal verification of the courses and/or student rosters assigned to them.*

*Uniondale will work with Nassau BOCES and the SED to develop a process that aligns its data systems for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each applicable educator.*

*Uniondale will ensure that all state testing materials are placed in a safe/vault and access to these materials will be restricted. All state test booklets will be stored in a secure location under lock and key. All state test booklets, both used and unused, all scoring keys and rating guides, and all student answer papers will be secured during the entire test administration and make-up period designated by the SED so that assessments are not disseminated to students before administration. Training for scoring of all state exams and actual scoring of all exams are supervised by district administrators.*

***APPENDIX A***

***FORMS***

## Sample Focus Walks

Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Date/Time \_\_\_\_\_ Focus \_\_\_\_\_

### The Classroom Environment (Domain 2)

Yes No

- Room is neat and orderly
- Authentic student work is displayed
- Displays are current
- Teacher interaction with students
- Student to student interaction
- Managing classroom procedures
- Managing student behavior
- Physical space is organized

### Instruction (Domain 3)

Yes No

- Aim/objective posted or stated
- Lesson plans current and available
- Technology in use (teacher/student)
- Instruction resources and materials readily available
- Active engagement of students
- Differentiated instruction evidenced
- Whole class instruction
- Clear explanation of content
- Appropriate activities and assignments
- Higher order questions/discussions
- Monitoring student learning
- Assessment of student learning
- Demonstrates flexibility
- Responsiveness

Administrator's Comments:

Teacher's Reflection:

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## Sample Focus Walks

Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Date/Time \_\_\_\_\_ Focus \_\_\_\_\_

### The Classroom Environment (Domain 2)

Yes No

- Room is neat and orderly**
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### Instruction (Domain 3)

Yes No

- Aim/objective posted or stated**
- Lesson plans current and available**
- Technology in use (teacher/student)**
- Instruction resources and materials readily available**
- Active engagement of students**
- Differentiated instruction evidenced**
- Whole class instruction**
- Clear explanation of content**
- Appropriate activities and assignments**
- Higher order questions/discussions**
- Monitoring student learning**
- Assessment of student learning**
- Demonstrates flexibility**
- Responsiveness**

Administrator's Comments:

Teacher's Reflections:

## Pre-Observation Form

**Teacher Name:**

**Evaluator Name:**

**Date:**

**Based on your lesson plan, the observation form and the four domains of the Danielson rubric, please indicate the areas of focus for this particular lesson.**

<b>Domain 1: Planning and Preparation</b>		<b>Domain 2: Classroom Environment</b>	
1a. Demonstrating knowledge of content and pedagogy		2a. Creating an environment of respect and rapport	
1b. Demonstrating knowledge of students		2b. Establishing a culture for learning	
1c. Setting instructional outcomes		2c. Managing classroom procedures	
1d. Demonstrating knowledge of resources		2d. Managing student behavior	
1e. Designing coherent instruction		2e. Organizing physical space	
1f. Designing student assessments			
<b>Domain 4: Professional Responsibilities</b>		<b>Domain 3: Instruction</b>	
4a. Reflecting on teaching		3a. Communicating with students	
4b. Maintaining accurate records		3b. Using questioning and discussion techniques	
4c. Communicating with families		3c. Engaging student in learning	
4d. Participating in professional community		3d. Using assessment in learning	
4e. Growing and developing professionally		3e. Demonstrating flexibility & responsiveness	
4f. Showing professionalism			

**NOTES:**



## **Observation Rating Directions**

1. *Rate each of the categories using a 1-4 scale.*
  - a. *Categories*
    - i. *Physical Environment/Classroom Atmosphere*
    - ii. *Instructional Planning*
    - iii. *Instructional Delivery*
    - iv. *Classroom Management*
    - v. *Curriculum Mastery*
    - vi. *Teacher-Learner Interaction*
    - vii. *Evaluation of Student Learning*
2. *Add up the seven ratings*
3. *Divide the total number of points by seven, creating an average*
4. *Use the following conversions to determine the final score*
  - a. *Highly Effective: 3.5 - 4*
  - b. *Effective: 2.5 - 3.4*
  - c. *Developing: 1.5 – 2.4*
  - d. *Ineffective: 1 – 1.4*

## **Reflecting on the Lesson**

**Teacher** \_\_\_\_\_ **Date** \_\_\_\_\_

**Grade Level(s)** \_\_\_\_\_ **Subject** \_\_\_\_\_

1. *Compare your expectations for the lesson with how it actually went.*
2. *Explain how and to what extent were your instructional goals met.*
3. *What, if any, modifications did you make to your plan during the lesson? Why did you make them?*
4. *Describe any changes you would make if you were to teach this lesson again to the same group of students.*
5. *Did student work and/or assessment demonstrate understanding? Why or why not?*
6. *What can the observer do to enhance your professional development?*

# DANIELSON'S FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation	DOMAIN 2: The Classroom Environment
<b>1a. Demonstrating Knowledge of Content and Pedagogy</b> Knowledge of content Knowledge of prerequisite relationships Knowledge of content-related pedagogy <b>1b. Demonstrating Knowledge of Students</b> 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 <b>1c. Selecting instructional goals</b> Value Sequence Alignment Clarity   Balance Suitability for diverse students <b>1d. Demonstrating Knowledge of Resources</b> Resources for students Resources for classroom use Resources to extend content knowledge and pedagogy <b>1e. Designing Coherent Instruction</b> Learning activities Instructional materials and resources Instructional groups   Lesson and unit structure <b>1f. Assessing Student Learning</b> Congruence with Instructional Outcomes Criteria and Standards Design of formative assessments	<b>2a. Creating an Environment of Respect and Rapport</b> Teacher interaction with students Student interaction <b>2b. Establishing a Culture for Learning</b> Importance of content Student pride in work Expectations for learning and achievement <b>2c. Managing Classroom Procedures</b> Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties Supervision of volunteers and paraprofessionals <b>2d. Managing Student Behavior</b> Expectations Monitoring of student behavior Response to student misbehavior <b>2e. Organizing Physical Space</b> Safety and arrangement of furniture Accessibility to learning and use of physical resources
DOMAIN 4: Professional Responsibilities*	DOMAIN 3: Instruction
<b>4a. Reflecting on Teaching</b> Accuracy Use in future teaching <b>4b. Maintaining Accurate Records</b> Student Completion of Assignments Student progress in learning Non-instructional records <b>4c. Communicating with Families</b> Information about the instructional program Information about individual students Engagement of families in the instructional program <b>4d. Contributing to the School and District</b> Relationships with colleagues Service to the school Participation in school and district projects Involvement in a culture of professional inquiry <b>4e. Growing and Developing Professionally</b> Enhancement of content knowledge & pedagogical skill Service to the profession Receptivity to feedback from colleagues <b>4f. Showing Professionalism</b> Service to students   Advocacy Decision making   Integrity and ethical conduct	<b>3a. Communicating clearly and accurately</b> Directions/procedures   Oral & written language Expectations for learning   Explanation of content <b>3b. Using questioning and discussion techniques</b> Quality of Questions   Discussion techniques Student participation <b>3c. Engaging Students in Learning</b> Activities & assignments Grouping of students Instructional materials and resources Structure and pacing <b>3d. Using Assessment in Instruction</b> Assessment criteria   Monitoring of student learning Feedback to students Student self-assessment and monitoring or progress <b>3e. Demonstrating Flexibility and Responsiveness</b> Lesson adjustment Response to students Persistence

**Uniondale Public Schools  
Professional Data Form**

**Name:** \_\_\_\_\_

*The time for end-of-year evaluations is drawing near. Please complete this form so that an evaluator can give a complete evaluation and recognize your contributions. Feel free to use the back of this form.*

***Innovative Instructional Programs:***

***Service on District Committees:***

***School Committees:***

***Articles Published, Speeches Presented or Workshops Presented:***

***Services to Improve the Function of the Department:***

***Community Service/PTA:***

***After School Clubs/Teams:***

***Graduate or In-Service Courses:***

***Conferences/Workshops Attended:***

***Additional Comments:***

## ***End of Year Evaluation Rating Directions***

1. *Add up the final rating number for each observation conducted on the teacher*
2. *Divide the total points by the number of observations*
3. *Multiply the final average by 2*
4. *Determine the value of the artifacts using a one to four scale*
5. *Add the observation total from step three to the artifact total from step four*
6. *Divide the total by 3 to determine the final score*
7. *Use the rating chart on page 26 to determine the final score*
8. *Add the points (0-60) to the points earned on the state growth measure and the local measure*
9. *Convert the points to a HEDI rating using the state conversion below*
  - a. *Highly Effective: 91-100*
  - b. *Effective: 75-90*
  - c. *Developing: 65-74*
  - d. *Ineffective: 0-64*

**Uniondale Public Schools**  
**Mid-Year/End-of-Year Teacher Evaluation (APPR)**

Teacher \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

Subject and Grade Level \_\_\_\_\_

Tenure \_\_\_\_\_ Probationary \_\_\_\_\_ Temporary \_\_\_\_\_ Absences for Year \_\_\_\_\_

The annual teacher evaluation report is a summary of the staff member's overall performance for the year. Supervisors completing this form will assign a rating of (H) Highly Effective, (E) Effective, (D) Developing, (I) Ineffective

<b>DOMAIN 1: Planning and Preparation</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>	<b>COMMENTS/RECOMMENDATIONS/EVIDENCE</b>
<b>1a. Demonstrating Knowledge of Content and Pedagogy</b>					
Knowledge of content					
Knowledge of prerequisite relationships					
Knowledge of content-related pedagogy					
<b>1b. Demonstrating Knowledge of Students</b>					
Knowledge of child and adolescent development					
Knowledge of the learning process					
Knowledge of students skills, knowledge and language proficiency					
Knowledge of student' interests and cultural heritage					
Knowledge of students' special needs					
<b>1c. Selecting instructional goals</b>					
Value					
Sequence					
Alignment					
Clarity					
Balance					
Suitability for Diverse Population					
<b>1d. Demonstrating Knowledge of Resources</b>					
Resources for students					
Resources for classroom use					
Resources to extend content knowledge and pedagogy					
<b>1e. Designing Coherent Instruction</b>					
Learning Activities					
Instructional materials and resources					
Instructional groups					
Lesson and unit structure					
<b>1f. Assessing Student Learning</b>					
Congruence with Instructional Outcomes					
Criteria and Standards					
Design of formative assessments					

<b>DOMAIN 2: The Classroom Environment</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>	<b>COMMENTS/RECOMMENDATIONS/EVIDENCE</b>
<b>2a. Creating an Environment of Respect and Rapport</b>					
<i>Teacher interaction with students</i>					
<i>Student Interaction</i>					
<b>2b. Establishing a Culture for Learning</b>					
<i>Importance of content</i>					
<i>Student pride in work</i>					
<i>Expectations for learning and achievement</i>					
<b>2c. Managing Classroom Procedures</b>					
<i>Management of instructional groups</i>					
<i>Management of transitions</i>					
<i>Management of materials and supplies</i>					
<i>Performance of non-instructional duties</i>					
<i>Supervision of volunteers and paraprofessionals</i>					
<b>2d. Managing Student Behavior</b>					
<i>Expectations</i>					
<i>Monitoring of student behavior</i>					
<i>Response to student misbehavior</i>					
<b>2e. Organizing Physical Space</b>					
<i>Safety and arrangement of Furniture</i>					
<i>Accessibility to learning and use of physical resources</i>					
<b>DOMAIN 3. Instruction</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>	<b>COMMENTS/RECOMMENDATIONS/EVIDENCE</b>
<b>3a. Communicating clearly and accurately</b>					
<i>Directions/Procedures</i>					
<i>Expectations for learning</i>					
<i>Oral &amp; written language</i>					
<i>Explanation of content</i>					
<b>3b. Using questioning and discussion techniques</b>					
<i>Quality of Questions</i>					
<i>Discussion techniques</i>					
<i>Student participation</i>					
<b>3c. Engaging Students in Learning</b>					
<i>Activities and assignments</i>					
<i>Grouping of students</i>					
<i>Instructional materials and resources</i>					
<i>Structure and pacing</i>					
<b>3d. Using Assessment in Instruction</b>					
<i>Assessment criteria</i>					
<i>Monitoring of student learning</i>					
<i>Feedback to students</i>					
<i>Student self-assessment and monitoring or progress</i>					
<b>3e. Demonstrating Flexibility &amp; Responsiveness</b>					
<i>Lesson adjustment</i>					
<i>Response to students</i>					
<i>Persistence</i>					

<b>DOMAIN 4: Professional Responsibilities</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>	<b>COMMENTS/RECOMMENDATIONS/EVIDENCE</b>
<b>4a. Reflecting on Teaching</b>					
Accuracy					
Use in future teaching					
<b>4b. Maintaining Accurate Records</b>					
Student Completion of Assignments					
Student progress in learning					
Non-instructional records					
<b>4c. Communicating with Families</b>					
Information about the instructional program					
Information about individual students					
Engagement of families in the instructional program					
<b>4d. Contributing to the School and District</b>					
Relationships with colleagues					
Service to the school					
Participation in school and district projects					
Involvement in a culture of professional inquiry					
<b>4e. Growing and Developing Professionally</b>					
Enhancement of content knowledge and pedagogical skill					
Service to the profession					
Receptivity to feedback from colleagues					
<b>4f. Showing Professionalism</b>					
Service to students					
Advocacy					
Decision making					
Integrity and ethical conduct					

**IV. SUMMARY OF OVERALL PERFORMANCE, EVIDENCE OF PROFESSIONAL GROWTH AND DEVELOPMENT, CONTRIBUTIONS OR ACHIEVEMENT**

**TEACHER COMMENTS**

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Asst. Principal's Signature

\_\_\_\_\_  
Director/Admin.Asst. Signature

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date



## **Sample Artifacts for APPR**

- *Teacher journal*
- *Teacher Surveys to students*
- *Exit Cards*
- *Teacher documentation of implemented changes following post observation discussions*
- *Student learning logs*
- *Teacher self-assessment of lesson*
- *Monitoring students with IEP's, 504's, etc.*
- *Technology resources (i.e. Castle Learning, Quia, Edmodo)*
- *Participation charts*
- *Non-instructional records*
- *Parent Communication logs (telephone, e-mail, notes, etc.)*
- *Newsletters*
- *Teacher website*
- *Open House/Back to School Night presentations, letters*
- *Welcome back to school letters*
- *Class policies, syllabi*
- *Samples of written communication to families*
- *Participation in national, state and local professional organizations*
- *Attending professional conferences*
- *Membership in school-wide committees*
- *Participation in team planning, collegial groups*
- *Teaching and presenting workshops (handouts, presentations)*
- *My Learning Plan logs*
- *Taking graduate and in-service courses (MLP log)*
- *Presentations at department or faculty meeting*
- *Serving as a teacher mentor or cooperating teacher*
- *Team Leader agendas, work products*
- *Fund raising efforts*
- *Coordination of homework clubs, peer tutoring services*
- *Mentoring students/colleagues*
- *Membership on school/district-wide committees*
- *College Recommendations*
- *Fliers/Presentations from lessons or programs to promote a positive student culture*
- *Written feedback from students reflecting on what they've learned*
- *Copies of quizzes and tests, performance assessments*
- *Modification of lesson/handouts to improve instruction*
- *Using alternate resources for students with varying levels and learning styles*
- *Lesson Reflection Questionnaire*
- *Analyzing the Effectiveness of an Activity or Assignment*
- *Assessing Specific Aspects of a Lesson*
- *Reflecting on Professional Reading*
- *Action Planning and Reflection*
- *Plan Book*
  - *Up-to-date lessons*
  - *Up-to-date list of assignments*
- *Teacher Webpage – including:*
  - *Class Policies and expectations*
  - *Homework Assignments and Policies*
  - *Tests/Quizzes – upcoming dates*
  - *Extra Help Schedule*
  - *Contact Information*

- *Outside Resources*
  - *Upcoming events*
- *Grade Books*
  - *Current grades on tests and quizzes*
  - *Missing homework*
  - *Missing projects*
  - *Attendance*
- *Portfolios of student work*
- *Attendance – daily/period by period*
- *Lunch count*
- *Permission-slip collection & organization*
- *Class Database on Google Docs for student initiated record keeping*
- *IEP Writing*
- *IEP Progress Report Writing*
- *Strategies for Keeping Track of Non-Instructional Records*
- *Faculty Meetings*
- *Department Meetings*
- *Grade Level Meetings*
- *Team Meetings*
- *Participation in IST/CSE Meetings*
- *Teacher Representative for the PTA*
- *Coordinate/Assist in creation of school events*
- *Data/Inquiry Team Member*
- *Shared Decision Making Team Member*
- *Co-Planning (Inclusion Teachers/Grade Level Teachers)*
- *Curriculum Writing*
- *Participating member in good standing in a Professional Organization*
- *Taking course related to content area*
- *Reflections on journals, articles, educational periodicals*
- *Curriculum Mapping*
- *Writes Articles for Professional Journals*
- *Turn-Key Trainer*
- *Peer Partnering*
- *Creating a PLN (Professional Learning Network)*
- *Teaching Professional Development Courses*
- *Adjunct Professor at a college/university*
- *Coaching/Club Advisor (Paid Position)*
- *Chaperoning/Proctoring (Paid Position)*
- *IB Extended Essay Supervisor (Paid Position)*
- *Professional Growth Plan*
- *Professional Development Log*
- *Participation in Peer Mentoring Program*
- *Teacher member of SEPTA/PTA*
- *Presentations to the Faculty*
- *Volunteer work before/after school*
- *Ensure that student records are kept safe and confidential*
- *Maintain scrupulous records when collecting monies from students*
- *Being a Team Leader*
- *Initiating Parent/Student Meetings*
- *Etc.*

## Rubric to Sub-Component Conversion Chart

<i>Total Average Rubric Score</i>	<i>Category</i>	<i>Conversion Score for Composite</i>
<b><i>Ineffective 0-49</i></b>		
<b>1</b>		<b>0</b>
<b>1.1</b>		<b>12</b>
<b>1.2</b>		<b>25</b>
<b>1.3</b>		<b>37</b>
<b>1.4</b>		<b>49</b>
<b><i>Developing 50-56</i></b>		
<b>1.5</b>		<b>50</b>
<b>1.6</b>		<b>50</b>
<b>1.7</b>		<b>51</b>
<b>1.8</b>		<b>52</b>
<b>1.9</b>		<b>53</b>
<b>2</b>		<b>53</b>
<b>2.1</b>		<b>54</b>
<b>2.2</b>		<b>55</b>
<b>2.3</b>		<b>56</b>
<b>2.4</b>		<b>56</b>
<b><i>Effective 57-58</i></b>		
<b>2.5</b>		<b>57</b>
<b>2.6</b>		<b>57</b>
<b>2.7</b>		<b>57</b>
<b>2.8</b>		<b>58</b>
<b>2.9</b>		<b>58</b>
<b>3</b>		<b>58</b>
<b>3.1</b>		<b>58</b>
<b>3.2</b>		<b>58</b>
<b>3.3</b>		<b>58</b>
<b>3.4</b>		<b>58</b>
<b><i>Highly Effective 59-60</i></b>		
<b>3.5</b>		<b>59</b>
<b>3.6</b>		<b>59</b>
<b>3.7</b>		<b>60</b>
<b>3.8</b>		<b>60</b>
<b>3.9</b>		<b>60</b>
<b>4</b>		<b>60</b>

## TEACHER IMPROVEMENT PLAN (TIP)

**CAREER LEVEL**

- Non-tenured
- Tenured
- Leave Replacement
- Temporary
- Other \_\_\_\_\_

**STATUS**

- Permanent Substitute
- 1st Year Probationary
- 2nd Year Probationary
- 3rd Year Probationary

**Fall Conference Date:** \_\_\_\_\_

**Mid-Year Conference Date:** \_\_\_\_\_

**End of Year Conference Date:** \_\_\_\_\_

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Teacher: \_\_\_\_\_ Tenure Area: \_\_\_\_\_  
 Years of Service: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Position: \_\_\_\_\_

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

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

In the space below: a) list goals to address the components assessed as Developing or Ineffective; b) list differentiated activities to support the teacher's improvement in the areas listed above; c) describe the manner in which the improvement will be assessed; d) provide a timeline for achieving improvement.

Goals to address area(s) checked off above	Activities/resources to support improvement	How will the improvement be assessed?	Timeline

Teacher's Signature \_\_\_\_\_  
 Supervisor's Signature \_\_\_\_\_ Supervisor's Signature \_\_\_\_\_  
 cc: Personnel File

# **State and Local Measures**

### 15 Point Conversion Chart

<b>HEDI Points</b>	<i>Target or Percent Mastery Achieved; this can be used for growth or for achievement targets</i>
	<b>Ineffective (0% - 19%)</b>
<b>0</b>	0% to 5%
<b>1</b>	6% to 12%
<b>2</b>	13% to 19%
	<b>Developing (20% - 59%)</b>
<b>3</b>	20% to 27%
<b>4</b>	28% to 35%
<b>5</b>	36% to 43%
<b>6</b>	44% to 51%
<b>7</b>	52% to 59%
	<b>Effective (60% - 91%)</b>
<b>8</b>	60% to 64%
<b>9</b>	65% to 69%
<b>10</b>	70% to 74%
<b>11</b>	75% to 79%
<b>12</b>	80% to 85%
<b>13</b>	86% to 91%
	<b>Highly Effective (92 – 100%)</b>
<b>14</b>	92% to 95%
<b>15</b>	96% to 100%

### 20 Point Conversion Chart

<b>HEDI Points</b>	<i>Target or Percent Mastery Achieved; this can be used for growth or for achievement targets</i>
	<b>Ineffective (0% - 19%)</b>
<b>0</b>	0% to 5%
<b>1</b>	6% to 12%
<b>2</b>	13% to 19%
	<b>Developing (20% - 59%)</b>
<b>3</b>	20% to 25%
<b>4</b>	26% to 31%
<b>5</b>	32% to 38%
<b>6</b>	39% to 45%
<b>7</b>	46% to 52%
<b>8</b>	53% to 59%
	<b>Effective (60% - 91%)</b>
<b>9</b>	60% to 62%
<b>10</b>	63% to 65%
<b>11</b>	66% to 68%
<b>12</b>	69% to 71%
<b>13</b>	72% to 75%
<b>14</b>	76% to 79%
<b>15</b>	80% to 83%
<b>16</b>	84% to 87%
<b>17</b>	88% to 91%
	<b>Highly Effective (92 – 100%)</b>
<b>18</b>	92% to 93%
<b>19</b>	94% to 96%
<b>20</b>	97% to 100%

*SLO/State and Local Chart*

Elementary

<i>Grade Level/Subject</i>	<i>SLO/State</i>	<i>Local</i>
<i>K-2</i>	<i>Linked to building score</i>	<i>Achievement on district-created summative assessment/project</i>
<i>3</i>	<i>District-created pre-test; NYS exam post-test</i>	<i>Achievement on district-created summative assessment/project</i>
<i>4-5</i>	<i>NYS growth score</i>	<i>Achievement on district-created summative assessment/project</i>
<i>AIS linked to grades K-2 3-5 (if no value added)</i>	<i>Linked to building score</i>	<i>Achievement on district-created summative assessment/project</i>
<i>ESL linked to grades K-2</i>	<i>Linked to building score and the NYSESLAT</i>	<i>Achievement on district-created summative assessment/project</i>
<i>AIS linked to grade 3 (if value added)</i>	<i>District-created pre-test; NYS exam post-test</i>	<i>Achievement on district-created summative assessment/project</i>
<i>ESL linked to grade 3</i>	<i>District-created pre-test; NYS exam post-test and NYSESLAT</i>	<i>Achievement on district-created summative assessment/project</i>
<i>AIS and ESL linked to grades 4-5 (if value added)</i>	<i>NYS growth score</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Bilingual K-2</i>	<i>Linked to building score and the NYSESLAT</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Bilingual 3</i>	<i>District-created pre-test; NYS exam post-test and the NYSESLAT</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Bilingual 4 and 5</i>	<i>NYS growth score</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Special Area Teachers: Music, Art, Library, Physical Education, FLES, Science Specialists</i>	<i>Linked to building score</i>	<i>Achievement on district-created summative assessment/project</i>



Middle School

<i>Grade Level/Subject</i>	<i>SLO/State</i>	<i>Local</i>
<i>6-8 ELA, AIS and ESL</i>	<i>NYS growth score</i>	<i>Achievement on district-created summative assessment/project</i>
<i>6-8 Math and AIS</i>	<i>NYS growth score</i>	<i>Achievement on district-created summative assessment/project</i>
<i>6-8 Social Studies</i>	<i>Linked to building core</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Science 6 and 7</i>	<i>Linked to building score</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Science 8</i>	<i>District-created pre-test; NYS exam post-test</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Integrated Algebra</i>	<i>District-created pre-test; NYS Regents post-test</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Foreign Language 6 and 7</i>	<i>District-created pre and post-test</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Foreign Language 8</i>	<i>District-created pre-test; Checkpoint A post-test</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Art, Music, PE, and other elective courses</i>	<i>Linked to building score</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Bilingual Teachers</i>	<i>Same as their content area peers</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Library N/A</i>		<i>N/A</i>

*High School:*

<i>Grade Level/Subject</i>	<i>SLO/State</i>	<i>Local</i>
<i>Regents English Courses</i>	<i>District-created pre-test; NYS Regents post-test</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Non-Regents English Courses</i>	<i>District-created pre- and post-assessment</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Regents Math Courses</i>	<i>District-created pre-test; NYS Regents post-test</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Non-Regents Math Courses</i>	<i>District-created pre- and post-assessment</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Regents Social Studies Courses</i>	<i>District-created pre-test; NYS Regents post-test</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Non-Regents Social Studies Courses</i>	<i>District-created pre- and post-assessment</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Social Studies 12 and Electives</i>	<i>District-created pre- and post-assessment</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Regents Science Courses</i>	<i>District-created pre-test; NYS Regents post-test</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Non-Regents Science Courses</i>	<i>District-created pre- and post-assessment</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Checkpoint Foreign Language Courses</i>	<i>District-created pre-test; Checkpoint B post-test</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Non-Checkpoint Foreign Language Courses</i>	<i>District-created pre- and post-assessment</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Art, Music, PE, and other elective courses</i>	<i>District-created pre- and post-assessment</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Bilingual Teachers</i>	<i>Same as their content area peers</i>	<i>Achievement on district-created summative assessment/project</i>
<i>ESL District-created</i>	<i>pre- and post-test (must use English Regents where applicable) and NYSESLAT</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Reading</i>	<i>District-created pre and post- test (must use English Regents where applicable)</i>	<i>Achievement on district-created summative assessment/project</i>
<i>Library N/A</i>		<i>N/A</i>

## **GLOSSARY**

### **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 an assessment on the list of standardized student assessments approved by the Commissioner or a BOCES/ District developed assessment for the locally selected measures subcomponent and/or the measures of student growth in non-tested subjects.

### **Approved Teacher Practice Rubric**

An Approved teacher practice rubric must broadly cover the New York State Teaching Standards and their related elements. The rubric must be grounded in research about teaching practice that supports positive student learning outcomes. Four performance rating categories – “Highly Effective,” “Effective,” “Developing,” and “Ineffective” – must be identified, or the rubric's summary ratings must be easily convertible to the four rating categories that New York State has adopted. The rubric must clearly define the expectations for each rating category. The “Highly Effective” and “Effective” rating categories must encourage excellence beyond a minimal acceptable level of effort or compliance.

The rubric shall be applicable to all grades and subjects; or if designed explicitly for specific grades and/or subjects, they will be approved only for use in the grades or subjects for which they are designed. It must use clear and precise language that facilitates common understanding among teachers and administrators; it must be specifically designed to assess the classroom effectiveness of teachers. To the extent possible, the rubric should rely on specific, discrete, observable, and/or measurable behaviors by students and teachers in the classroom with direct evidence of student engagement and learning. The rubric must include descriptions of any specific training and implementation details that are required for the rubric to be effective.

### **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 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.

### **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 or BOCES.

**Classroom Teacher or Teacher**

A classroom teacher is defined as a teacher in the classroom teaching services 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. (Part 80-1.1 excludes pupil personnel services from the definition.)

**Classroom Observations**

Observation of classroom teaching practice by a trained evaluator/administrator 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.

**Co-Evaluator**

A certified administrator under Part 80 who has authority, management, and instructional leadership responsibility for all or a portion of a school or instructional program in which there is more than one designated administrator.

**Common Branch Subjects**

Means common branch subjects as defined in 80-1.1 (any or all subjects usually included in the daily program of an elementary classroom).

**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 or BOCES

**Comparable Measures**

Chapter 103 of the Laws of 2012 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) (1)-(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.

**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 2011-2012 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 – Based on locally selected measures, 0-20 points for the 2011-2012 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 2011-2012 school and all subsequent years, 0-60 points.

### **District-Based Mentoring**

Section 100.2 (dd) of the Commissioner's Regulations requires that every school district and BOCES provide mentored experience for holders of initial teaching certificates. The goal of mentoring is to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools and to increase the skill of new teachers in order to improve student achievement in accordance with state learning standards. Mentoring programs should be developed and implemented consistent with any collective bargaining obligation negotiated under Article 14 of the Civil Service Law. The mentoring program must also be described in the district's Professional Development Plan (PDP). Participation in mentoring is a requirement for an individual to receive a professional certificate.

### **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 on 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, outside evaluators, and teacher peer reviewers.

### **Evidence**

Evidence includes concrete proof or examples that document student learning or teacher effectiveness and/or improvement. Evidence may be included as part of a portfolio or summarized in a report.

### **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.

### **Formative Evaluation**

A formative evaluation provides a teacher with feedback on how to improve their teaching practice to advance student learning. It is a critical component of career professional growth. Data from formative evaluation also can identify specific professional development opportunities for teachers that will facilitate student learning (e.g., instructional techniques that meet the needs of diverse learners, effective classroom management strategies, and the use of student assessments).

### **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.

**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.

**Lead Evaluator**

The primary individual responsible for conducting and completing an evaluation of a classroom of 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.

**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.

**Portfolio Assessment**

A collection of work, which when subjected to objective analysis, becomes an assessment tool – This occurs when (1) the assessment purpose is defined; (2) criteria or methods are made clear for determining what is put into the portfolio, by whom, and when; and (3) criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about student learning (CCSS)).

**Portfolio of Teacher Work/Evidence Binder**

A collection of items, exhibits, and artifacts intended to show a teacher's or student's accomplishments and abilities, including an increase in knowledge and skill - Teacher portfolios when used as a method of evaluation, involve goal-setting, collection of artifacts, self-reflection, and self-reporting.

**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 students 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, 2012, 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).

Rubrics:

- Promote learning by giving clear performance targets based on agreed-upon learning goals.
- Are used to make subjective judgments about work or status more objective through clearly articulated criteria for performance.
- Can be used to understand next steps in learning or how to improve programs (adapted from CCSSO).

### **Rubric to Evaluate Teacher Effectiveness**

Describes performance for each criteria at the level of effectiveness: "Highly Effective," "Effective," "Developing," and "Ineffective."

### **Standardized Tests**

Tests that are administered and scored under uniform (standardized) conditions

### **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 subjects 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 such as those described for the non-tested grades and subjects, provided they are rigorous and comparable across classrooms.

**Student Growth**

Student growth is the change in student achievement for an individual student between two or more points in time. A state may also include other measures that are rigorous and comparable across classrooms.

**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.

**Summative Evaluation for Teachers**

Assessment of whether a standard has been met – It can be used for tenure decisions, intensive assistance decisions, dismissal decisions, career path decisions and compensation decisions.

**Teaching Standards**

Establish a framework and definition of specific expectations for what teachers should know and be able to do

Teaching Standards:

- Provide a clear definition of effective instructional practice;
- Define teacher competencies and describe what teachers should know and be able to do
- Promote student learning;
- Serve as the base for teacher evaluation; and
- Inform professional learning and development.

**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 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 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 Growth Score**

The result of a statistical model that incorporates a student’s academic history and other demographics and characteristics, school characteristics and/or teacher characteristics to isolate statistically the effect on student growth from those characteristics not in the teacher’s or principal’s control.



**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, et c. In principal, it is the fairest way to use student achievement in teacher evaluation (Gill).*

**Weighting**

*Determining teacher effectiveness requires that the evidence of multiple measures – classroom observations, parent surveys, student test scores, and other evidence of student learning – be incorporated in a single composite score. In calculating the composite score, all evidence may not have equal value or significance to the specific purpose(s) of the evaluation. Weighting refers to assigning different levels of value to the evidence obtained by classroom observations, parent and student surveys, and to student work.*

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