

**Oyster Bay – East Norwich Central School District  
ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN (APPR)**

**Table of Contents**

I. Introduction

- Preface
- Local Context
- Plan Requirements
- New York State Teaching Standards

II. Teacher Evaluations

- Student Growth Measures
- Locally-Selected Measures of Student Growth or Achievement
- Multiple Measures of Effective Teaching
- Scoring Bands with a Growth Measure
- Scoring Bands with a Value-Added Measure
- End-of-Year Evaluation
- Hold Harmless Provision

III. Teacher Improvement Plans

IV. Appeals

V. Training for Evaluators and Staff

- Inter-rater reliability

VI. Other Requirements of the District's APPR Plan

- Collection and Reporting of Teacher and Student Data
- Internal Assessments Development and Security

VII. Faculty Members Not Covered Under Section 3012-c

VIII. Annual Plan Review

Appendices

- A - Overview of the Danielson Framework for Teaching (2007)
- B - Danielson Framework for Teaching Rubric (2007)
- C - The New York State Teaching Standards
- D - Alignment of NYS Teaching Standards to Danielson's Framework for Teaching
- E - Rubric Subcomponent Conversion Chart
- F - Student Learning Objective Development Form
- G - Teacher Improvement Plan Form
- H - Unannounced Observation Form
- I - Formal Observation Form
- J - Teacher Performance Evidence Report
- K - Summative Evaluation Form for End-of-Year Evaluation
- L - Composite Score Report
- M - HEDI Point Conversions

# Introduction

## Preface

In accordance with Commissioner's Regulation relative to professional performance review, the Oyster Bay-East Norwich Central School District reviewed the District's Annual Professional Performance Review Plan. With successful learning and teaching as our primary premise, the Annual Professional Performance Review (APPR) Committee developed this APPR Plan which includes the criteria for both tenured and probationary staff, in accordance with applicable regulations.

The plan is intended to serve as a guide for district professionals as they engage in self-reflection and planning and for administrators as they guide and assess staff. It is the firm hope of the committee that the APPR Plan will help facilitate the one overriding objective we all share- the successful intellectual, social, and emotional growth of our students.

We understand that the purpose of evaluation is not only to monitor teacher practice, but also to enable teachers and administrators to become more reflective of their practice, learn more about their craft, and revise their practice accordingly.

We further understand that the goal of evaluation is improvement and accountability for individual teachers and for the system as a whole. Successful evaluation systems improve teacher/administrator communications as well as teacher/teacher communication. An effective professional growth model should also increase teacher awareness of instructional goals and classroom practices.

Members and meeting dates of the 2012 committee were as follows:

Anthony Caputo, teacher  
Gina Faust, principal  
Nancy Gaiman, principal  
Dr. Phyllis Harrington, Superintendent  
Keith Harrison, teacher  
Joanne Loring, teacher  
Timothy McCarthy, teacher  
Ann McDonald, teacher  
Dr. Lisa Mulhall, Assistant Superintendent  
Dr. Dennis O'Hara, principal  
Elisa Pellati, Assistant Business Official  
Alison Skoczopole, teacher

Meeting dates: July 9-12, 2012

## Local Context

The following principles will govern the APPR process:

- It is every teacher’s responsibility to grow professionally.
- It is the district’s responsibility to provide the resources and support for teachers to improve instruction and professional practice.
- The overarching goal of the evaluation process is that teachers and evaluators examine the evidence obtained by multiple measures of teaching practice and student achievement to plan for meaningful professional learning and improvement of instruction.
- Evaluations will be conducted openly and objectively with the full involvement of the teacher.

## Plan Requirements

Under Education Law §3012-c, each teacher must receive an APPR resulting in a single composite effectiveness score and a rating of “highly effective,” “effective,” “developing,” or “ineffective.” The composite score will be determined as follows:

- **Student Growth (20 points)** - student growth on state assessments or a comparable measure of student growth (25 points upon implementation of a value-added growth model);
- **Locally-Selected Measures (20 points)** - other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms (15 points following implementation of a value-added model), which are to be developed locally through collective bargaining; and
- **Multiple Measures of Effective Teaching (60 points)** - multiple measures of effective teaching practice aligned with the state’s teaching standards. At least a majority of the 60 points shall be based on multiple classroom observations by trained administrators, at least one of which must be unannounced. Observations must use a state-approved rubric to assess performance based on the teaching standards. The multiple measures are to be established locally through collective bargaining.

## Rating Scale

<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</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.

The APPR is required to be a significant factor in employment decisions including, but not limited to: retention, tenure determination, termination, and professional development. Each decision is to be made in accordance with locally developed procedures collectively bargained. However, the district retains the right to terminate probationers for lawful reasons other than classroom performance.

The District and the Association will form a joint labor-management APPR Committee. The district and the association will reassess the APPR plan by August 1 each school year. This committee will consist of a majority of association members selected by the association. This committee will be responsible for reviewing the policies and procedures related to the APPR annually. The committee will also be responsible for reviewing disputes concerning assignment of teacher of record. It is understood and agreed that the APPR will continue in effect until such time as there is a mutual agreement on any change. Either party may request that the joint committee review specific aspects of the APPR. Any changes to the evaluation procedures of teachers recommended by the APPR Committee would only be effective upon mutual written agreement of the Association and the District.

### **New York State Teaching Standards**

The professional performance review plan for teachers is based on the New York State Teaching Standards (see Appendix C):

- I. **Knowledge of Students and Student Learning** – Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.
- II. **Knowledge of Content and Instructional Planning** – Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.
- III. **Instructional Practice** – Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
- IV. **Learning Environment** – Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
- V. **Assessment for Student Learning** – Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

**VI. Professional Responsibilities and Collaboration** – Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

**VII. Professional Growth** – Teachers set informed goals and strive for continuous professional growth.

## **Teacher Evaluations**

### **Student Growth Measures (20 points, 25 points with VAM)**

For classroom teachers of grades 4-8 ELA and math, state assessments will be used for the growth component. For teachers of subjects where there is no state-provided measure of student growth on state assessments, SED has determined that these teachers will have a growth measure based on Student Learning Objectives (SLO). SLOs, by definition, require an understanding of local needs and objectives. Because of this, SLOs will need to be developed collaboratively between administrators and an individual teacher, or groups of teachers. A form has been included in the Appendix to assist teachers in the development of individual SLOs.

It is anticipated that SED will score and report the state-provided growth measure (or value-added measure after the VAM system is approved by the Regents) no later than September 1<sup>st</sup>, following the year the teacher is evaluated. Teachers will not be penalized in any way because of such data not being received in a timely manner, which results in an incomplete rating.

### **Procedure for Developing Student Learning Objectives (SLOs) for Student Growth Measures**

Administration will be responsible for informing the teacher as to which class or classes for which SLOs will be required. This information will be given to teachers by the end of the fifth full day of school. Roster changes may indicate a need to change the teacher's SLOs. If enrollment changes, the teacher must verify with his/her immediate supervisor whether or not his/her SLO has changed.

Time will be allocated for teachers during the first three Tuesday meetings to collaborate with colleagues and administrators in the development of SLOs. SLOs will be submitted no later than the end of the week following the third Tuesday faculty meeting of the year.

If a teacher's APPR utilizes a locally-, regionally-, or BOCES-developed assessment, the pre-assessment must be administered prior to the development of the SLOs. Upon the administration of the pre-assessment and the grading of student ability, teachers will then establish targets for their SLOs that are appropriate for their class composition(s).

Diagnostic data obtained from pre-assessments administered for the purposes of APPR shall not be made available to students or parents/guardians, nor shall it be incorporated into a student's grade for a course.

**Locally-Selected Measures of Student Growth or Achievement (20 points, 15 points with VAM)**

The District will implement local achievement targets for all subjects and grades. These local measures will be aligned with the student learning standards and performance indicators. Local achievement targets will be based on state assessments or locally, regionally, or BOCES developed assessments, depending on the grade level and subject. Targets will be developed locally by administrators and teachers and will correlate to the SED HEDI scale for Local Measures. Any locally-developed assessments will be developed collaboratively by committee with teacher representation. As per the regulations, the Superintendent will approve the rigor and comparability of all selections. Final selection of assessments for the purpose of this subpart shall be subject to the agreement between the District and the Association.

**Student Absenteeism**

If the locally-selected measure is determined in a manner that makes considerations for individual student attendance permissible, the following provision would apply. In the event that a teacher's class is negatively impacted by chronic (more than 15% of the school year) or severe absenteeism the teacher reserves the right to implement the following procedure to weight scores:

1. Multiply each individual student's assessment score by the number of days in attendance. Days in attendance is the official record in the student information system.
2. Add all the values created above for all together into one sum.
3. Add together total days all students were in attendance in the class.
4. Divide the value created in step 2 by the value created in step 3.
5. Sample:

Student	Days in attendance	Assessment	Calculation	Result
1	175	98	98*175	17150
2	100	94	94*100	9400
3	75	72	72*75	5400
	350	88		31950
			31950/350=	91.286

The district has a procedure for increasing student attendance. All procedures outlined in the district policy will be followed.

**Procedure for Developing Student Learning Objectives (SLOs) for Locally-Selected Measures**

The procedure for the development of student learning objectives for locally-selected measures shall be the same as the procedure for the development of Student Learning Objectives for Student Growth Measures.

### Automatic Review

The APPR Committee will periodically review the locally selected measures of student achievement to ensure their continued validity, reliability and appropriateness. The selection of other local measures of student achievement shall be the exclusive responsibility of the committee established pursuant to this section. The superintendent shall, to the extent practicable, provide all committee members with time during the contractual work day to meet. Committee work performed outside of the contractual work day shall be compensated consistent with the collective bargaining agreement in place at the time.

### Additional Readjustment of Established Targets for Student Growth or Achievement

During the course of the school year, teachers are also entitled to request a change to the established Targets for Student Growth or Achievement based on extenuating circumstances (e.g. student mobility, large number of students with IEPs, large number of students who are ELL, large number of AIS, etc). This consideration shall be at the discretion of the Superintendent, but shall not be unreasonably denied. The decision shall be made prior to the computation of this sub-component score. The evaluator may weight individual student's scores or add points to the teacher's total score for the local assessment portion of their APPR. Upon the request of either party, the teacher and evaluator shall meet to discuss extenuating circumstances. Documentation of such circumstances will be maintained by the teacher and evaluator.

### **Multiple Measures of Effective Teaching (60 points)**

Thirty-one (31) of the sixty (60) points shall be based on multiple classroom observations by a trained administrator. Twenty-nine (29) of the sixty (60) points shall be based on an Evidence Report.

### Teacher Rubric

Observations will use the Danielson Framework for Teaching (2007) rubric (see Appendix B). This is a research-based rubric approved by NYSED for use in teacher evaluations. In the Framework for Teaching, the complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains:

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

### Observations

All monitoring or observation of the work performance of a teacher shall be conducted openly with full knowledge of the teacher. The use of video for lesson observation is prohibited. Outside companies or agencies shall not be contracted by the District to conduct observations or any evaluations.

Where observations demonstrate a need for improvement, teachers retain the right to request an additional observation for the purposes of demonstrating professional growth. Such requests will be considered on a case by case basis.

If an observation identifies particular needs for a teacher, clear and constructive feedback shall be provided to address the teacher's needs prior to the next observation. In the event that similar concerns are noted in a subsequent observation prior to feedback having been received from the initial observation, the teacher may request a new observation to replace the second observation.

### Formal Announced Observations

*Number and Timing of Observations* – For probationary teachers there will be a minimum of:

Year 1 – Four (4)

Year 2 – Three (3)

Year 3 – Two (2)

formal observations per year. All tenured teachers will receive one (1) to three (3) formal observations per year with no more than two (2) such observations in one semester. For all teachers on a TIPS plan, the number of observations will be determined by the plan.

*Duration and Notification* - Formal observations will be at least thirty (30) minutes in duration and may include a pre-observation at the request of either the teacher or the administrator. Notification of formal observations must be given at least forty-eight (48) hours in advance.

While all evaluators are certified by the Superintendent per NYSED regulations, every effort will be made to align teachers with observers whose background and expertise have the greatest likelihood to lead to the most meaningful feedback.

*Formal Observation of the Lesson* - Evidence will be collected by the evaluator during the observation of the lesson using the form found in Appendix I.

*Post-Observation Conference* – A post-observation conference between the teacher and the administrator will occur within five (5) school days after the observation. The administrator shall cite evidence observed during the lesson. Commendations/recommendations/suggestions, as appropriate, should be included and bulleted on the Formal Observation Form (see Appendix I). It is an expectation that the summary report will reflect the information shared during the post-observation conference.

*Written Observation Report* - The teacher will receive a written report of an observation within ten (10) working days of the date of the observation. The teacher shall have the right to append his/her remarks to the report and sign the report as an indication of having seen the report within then (10) working days. Any such remarks will become an integral part of the report.

Since it is so valuable to receive effective and timely feedback, written reports not received within ten (10) working days will be, by default, considered null and void, though the teacher retains the right to waive the ten day requirement. Should this situation occur twice in one year for the same teacher, the teacher will inform the Association. The Association President and Superintendent will meet to discuss this.



### Unannounced Walk-through Observations

Although administrators have the right to be in classrooms to perform the duties of their jobs as per state law, unannounced observations (defined as an approximate ten minute visit to the classroom during which data will be collected) will be conducted in an equitable manner.

All teachers will receive between two (2) and four (4) unannounced observations each year. Any data gathered from unannounced observations which will be used for evaluation must be received by the individual being evaluated, in writing, within ten (10) working days of the date of observation. The teacher shall have the right to append his/her remarks to the Unannounced Observation Form (Appendix H) and shall sign the form as an indication of having seen the report within ten (10) working days. Any such remarks will become an integral part of the report. Any information not shared with the teacher within ten (10) working days will be ineligible for inclusion in the end-of-year evaluation.

### Instructional Rounds and Informal Walks

As the goal of Instructional Rounds (defined as a classroom visit of approximately twenty (20) minutes) is to look at school-wide or district-wide systems and they are not intended to be for purposes of evaluating individual teachers, visits for Instructional Rounds will not normally be considered observations.

While it is expected that in most cases data gathered during Instructional Rounds will not be used for teacher evaluation, administrators are not specifically exempt from using said data. Any data gathered from Instructional Rounds which will be used for evaluation must be received by the individual being evaluated, in writing, within ten (10) working days of the date of observation. Only in the event that a teacher receives written feedback on the Unannounced Observation Form, the Instructional Round will be considered an unannounced observation. Any information not shared with the teacher within ten (10) working days will be ineligible for inclusion in the end-of-year evaluation.

Informal walks are typically less than 20 minutes in duration and the same applies.

### Outcome of Observations

The Observation Rubric average score will be converted into a score using a methodology found in Appendix E. This score (out of 31 points) will be added to the points earned from the Evidence Report to determine the overall Multiple Measures of Effective Teaching score for the teacher's Composite Rating.

In the event that the agreed upon number of observations have been conducted and the district has good and compelling reason to conduct additional observations, the district shall confer with the Association president to discuss the additional observations prior to their occurrence.

### Evidence Report

Twenty-nine (29) of the sixty (60) points shall be earned using the Teacher Performance Evidence Report (Appendix J) based on NYS Teaching Standards V, VI, and VII. Using the Evidence Report, teachers will write a reflective statement or provide an evidentiary artifact for twelve (12) different performance indicators. The evidence must include a minimum of one (1) artifact for each of the three NYS Teaching Standards. Two (2) points will be earned for each statement or piece of evidence submitted.

The Evidence Report will include a section for a year-end teacher self-reflection. Five (5) points for the completion of this section will be added to the (up to) 24 points earned for the reflective statements/evidentiary artifacts.

The Evidence Report score (out of 29 points) will be added to the points earned from the Observation Rubric to determine the overall Multiple Measures of Effective Teaching score for the teacher's Composite Rating.

The Evidence Report will be requested by and submitted to the immediate supervisor. Supervisors may begin to request Evidence Reports beginning with the fourth quarter. Teachers will be afforded a minimum of two (2) weeks' notice prior to having to submit the Evidence Report.

**Scoring Bands with a Growth Measure**

The composite rating will be determined for teachers who are *not* affected by the Value-Added Model as follows:

<b>Rating Band</b>	<b>Student Growth (20 points)</b>	<b>Student Achievement - Locally Selected Measures (20 points)</b>	<b>Teacher Practice (60 points)</b>	<b>Overall Composite</b>
<b>Highly Effective</b>	18-20	18-20	59-60	91-100
<b>Effective</b>	9-17	9-17	57-58	75-90
<b>Developing</b>	3-8	3-8	50-56	65-74
<b>Ineffective</b>	0-2	0-2	0-49	0-64

**Scoring Bands with a Value-Added Measure**

The composite rating for teachers who are affected by the Value-Added Model (VAM) is as follows:

<b>Rating Band</b>	<b>Student Growth (25 points)</b>	<b>Student Achievement - Locally Selected Measures (15 points)</b>	<b>Teacher Practice (60 points)</b>	<b>Overall Composite</b>
--------------------	---------------------------------------	--	---	------------------------------

<b>Highly Effective</b>	22-25	14-15	59-60	91-100
<b>Effective</b>	10-21	8-13	57-58	75-90
<b>Developing</b>	3-9	3-7	50-56	65-74
<b>Ineffective</b>	0-2	0-2	0-49	0-64

### **End-of-Year Evaluation**

A *Summative Evaluation* including the ratings for the locally selected measures (20%) and Other Measures of Effectiveness (60%) shall be completed each year for every teacher and be presented to the individual no later than the last day of school. The teacher shall have the right to append his/her remarks to the report and will sign the report as an indication of having seen the report. Any such remarks will become an integral part of the report.

A written *Summative Evaluation* report will be fully completed to include the three Composite Scores and final rating and received by the Teacher as soon as practicable, but no later than September 1<sup>st</sup> of the following school year for which the teacher is being evaluated. The teacher shall again have the right to append his/her remarks to the report and will sign the report as an indication of having seen the report. Any such remarks will become an integral part of the report.

When a teacher receives a Composite Score that results in a *developing* or *ineffective* rating, evidence must be given. Those comments will come from claims and/or judgments that are backed by evidence through supporting documentation. Commendations may also be written under the *evidence* section.

### **Hold Harmless Provision**

For the 2012-2013 school year only, any teacher whose Measures of Effective Teaching rating falls into the Effective or Highly Effective range shall be held harmless if his/her Composite Score drops him/her below the effective range. A teacher receiving a Developing or Ineffective rating shall still receive a TIP.

## **Teacher Improvement Plans**

### **Teacher Improvement Plans**

Professional performance of all teachers is evaluated in writing each year. In the event that a teacher has not met professional standards, this is to be indicated, with explanation, through observations and on the end-of-year evaluation report. All teachers who receive a rating of “developing” or “ineffective,” shall be provided with a Teacher Improvement Plan (TIP).

Tenured teachers with a pattern of ineffective teaching or performance – defined by law as two consecutive annual “ineffective” ratings – may be charged with incompetence and considered for termination through an expedited 3020-a hearing process.

The parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The TIP shall be provided as soon as practicable, but in no case later than ten (10) school days after the opening of classes for the school year following the performance year.

The TIP shall be developed in consultation with the teacher, and Association representation shall be afforded at the teacher’s request. The teacher shall be advised of his/her right to such representation.

All plans shall be forwarded for review and approval to the principal and Assistant Superintendent for Instruction. The Association president or his/her designee shall be timely informed by the district whenever a teacher is placed on a TIP.

The TIP shall include, but is not limited to:

- identification of the specific deficiencies to be addressed
- stated objectives in response to the following questions to achieve an effective rating:
  - What does the teacher have to change?
  - What evidence will demonstrate that the teacher has changed?
- a timeline for accomplishing the change, with intermediate benchmarks
- identification of resources to help the teacher. Resources may include a mentor, coursework, conferences, inter-visitations, professional literature, and peer collaboration
- provide for periodic reviews of progress
- the manner in which the improvement will be assessed
- a statement of who will support the teacher and monitor progress in the change effort
- signatures by the teacher and administrator indicating agreement

If a mentor is assigned, all dealings between the mentor and the teacher will be confidential. If future disciplinary actions occur, the mentor will not be required to testify at any future hearing(s).

Any teacher involved must receive a copy of the TIP and has the right to append his/her remarks and sign the plan as an indication of having reviewed it within ten (10) working days. Any such remarks will become an integral part of the plan.

After the TIP is in place, the teacher, administrator, mentor (if one has been assigned) and an Association representative (if requested by the teacher) shall meet, according to the schedule identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of such assessment(s), the TIP shall be modified accordingly.

At the end of the TIP if the TIP goals are reached the TIP will terminate. The culmination of the TIP will be communicated in writing to the teacher. No disciplinary action shall be taken by the District against a teacher predicated on an ineffective rating who has met the performance expectations set by a TIP.

As the intent of the evaluation system is to ensure the continuous growth of professionals, the administrator's role is a key component for success. Failure by the District to meet its obligation to properly implement the terms or provide adequate support for achieving the goals of the TIP plan that results in any rating below "effective" shall be deemed to be invalid. This information will be expunged from the teacher's record and will also be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also prevent its use in any and all other employment decisions.

## Appeals

The purpose of the internal APPR appeals process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal.

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

Appeals shall be limited to those evaluations which have resulted in a rating of *developing* or *ineffective*. A teacher may not trigger the appeal process prior to receipt of his/her composite effectiveness score or rating.

Appeals shall be limited to the following:

- 1) the substance of the annual professional performance review;
- 2) the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
- 3) the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and
- 4) the school district's issuance and/or implementation of the terms of a Teacher Improvement Plan (TIP).

All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

Any appeals related to procedural violations of this agreement will be handled using the existing grievance procedures as outlined in the Collective Bargaining Agreement with the Oyster Bay – East Norwich Teachers Association and the District.

### Stage 1 – Principal/Evaluator

A teacher may initiate an appeal of the annual evaluation **within ten (10) school days** of its receipt by requesting a meeting with his/her Building Principal, the person who was responsible for the

final rating decision (if not the Principal), and an Association representative (if requested by the teacher). At this meeting the grounds for the appeal will be discussed. The person responsible for the evaluation shall communicate his/her decision on the merits of the appeal to the teacher within **ten (10) working days**. If the appeal is sustained, the reviewer 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.

## Stage 2 – Superintendent of Schools

If the teacher is not satisfied with the decision reached at Stage 1, he/she may submit a written appeal articulating, in detail, the basis of the appeal to the Superintendent of Schools or his/her designee **within ten (10) school days** after the conclusion of Stage 1. A Stage 2 Appeal may not be decided by the same individual who was responsible for making the final rating decision.

A written decision on the merits of the appeal shall be rendered no later than **ten (10) school days** from the date upon which the teacher filed his/her written Stage 2 appeal. The decision shall be based on a written record, comprised of the teacher's appeal request and any relevant documentary evidence.

The decision shall set forth 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 reviewer 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.

## Panel Review upon Second Rating of Ineffective

In the event a teacher receives a second consecutive annual evaluation of ineffective, the teacher shall be entitled to appeal his/her rating to a joint administration-association panel between Appeals Stage 1 and Stage 2. This will occur within ten (10) school days of the end of Stage 1. This may only occur if the maximum number of points gained by a successful appeal has the potential to result in the individual's rating being elevated. No hearing shall be held. The review shall be based solely upon the original appeal, supporting documentation submitted by the teacher, and/or the Stage 1 appeal summary.

This panel will consist of two administrators selected by the Superintendent and two teachers selected by the Association. The teachers on the panel shall not be from the teacher's building and the administrators shall not have been involved with either of the individual's evaluations which received ineffective ratings.

The panel may issue a recommendation to modify the TIP, or modify the rating, along with its rationale for the same. Panel review shall be completed within ten (10) school days of delivery of the written request for panel review to the Superintendent.

If the appeal is sustained, the panel may recommend setting 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. The panel's recommendation shall be transmitted to the Superintendent, Association, and appellant upon completion. The Superintendent shall issue a written decision with ten (10) school days of receipt of the written recommendation of the panel.

In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding until the appeal process is concluded.

The time frames referenced above may be extended by mutual agreement of the District and the Association.

### **Training for Evaluators and Staff**

Any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing regulations of the Commissioner of Education prior to conducting a teacher evaluation.

The association shall be furnished with a list of all administrators and supervisors who have been trained including the date of certification by the Board of Education. Training will be on-going throughout the year as provided by the District's Network Team at Nassau BOCES. It will include inter-rater reliability. Administrators will be recertified at the annual reorganization meeting.

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the district's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions.

#### **Inter-rater reliability**

The District will establish a process to ensure that lead evaluators maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

The Superintendent or his/her designee will ensure that lead evaluators participate in training as required by regulations. Any individual who fails to achieve required training or certification or recertification, as applicable, shall not conduct or complete evaluations.

To facilitate collaboration and clear understanding of the APPR process, members of the Association's APPR Committee may, at the Superintendent's discretion and District's expense, attend evaluator training attended by District administrators.

## **Other Requirements of the District's APPR Plan**

### **Collection and Reporting of Teacher and Student Data**

The District shall ensure that the State Education Department (the "SED") receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course and teacher/student linkage data necessary to comply with the Regulations of the Board of Regents by providing such data in a format and timeline prescribed by the Commissioner. The process shall also provide an opportunity for every teacher to verify the subjects and/or student rosters assigned to them prior to using student growth and/or achievement data in an APPR. Any teacher who believes that the list is incorrect and/or inconsistent with the standards established by the Commissioner's regulations for making teacher-of-record determinations shall notify the person designated by the district as the systems manager.

### **Data Verification Dates**

#### **Beginning of School Year**

- Verification of the student roster shall occur no later than the last day of the third week of the school year.
- The roster shall close one day prior to "BEDS" day.

#### **Throughout the School Year**

- Verification of subjects and/or student rosters shall take place no later than the last day of the third week of each marking period.
- Verification of subjects and/or student rosters shall take place throughout the year for new student entrants.
- In addition, teachers will also be notified, of all subsequent changes made by the State Education Department, as soon as practicable.
- Teachers shall receive confirmation from the District of any corrections or changes.

#### **Based on State Assessment Dates**

- District shall notify teachers of all student verification procedures and timelines.

### **Teacher of Record Review**

Each classroom teacher shall be given access to a list of all students for whom s/he is the teacher of record. Any classroom teacher who believes that the list is incorrect and/or inconsistent with the standards established by the Commissioner's regulations for making teacher-of-record determinations shall be entitled to seek review of this determination by the Superintendent or designee and APPR Committee. The District and the Association shall collaboratively develop a verification procedure to ensure that all teacher of record determinations have been made accurately and in a manner consistent with the standards established by the Commissioner's regulations prior to using student growth and/or achievement in an APPR.

### **Internal Assessment Development and Security**



### Assessment Development

Locally-developed and teacher-created assessments of student achievement provide opportunities for professional development and building local capacity. The District will encourage the development of assessments by individual or teams of teachers. Rubric tools will be used to verify comparability and rigor.

### Assessment Security

It is understood that any standardized assessments used for the purpose of teacher evaluation will not be disseminated in advance to students, teachers or principals. Scoring of assessments must be done by educators who do not have a vested interest in the assessments they score.

## **Faculty Members Not Covered Under Section 3012-c**

Any existing previously approved Annual Professional Development Performance Review (APPR) procedures pursuant to Section 100.2 of the Rules and Regulations of the Commissioner of Education remain in effect for teachers who are NOT subject to Section 3012-c of New York State Education law. This includes guidance counselors, social workers, psychologists, pre-kindergarten teachers, teachers performing support services for more than 40% of the time, and teaching assistants.

## **Annual Plan Review**

The Annual Professional Performance Review document will be available to all staff on the Opening Day of school and posted on the district's website by September 10<sup>th</sup> of each year.

This plan will be reviewed annually by the district APPR committee. The Parties agree that more frequent reviews may be necessary during the first year(s) of implementation. Any necessary revisions shall be accomplished through collective bargaining.

*Nothing herein shall be construed to limit the District's authority pertaining to non-performance issues such as those involving acts of insubordination or misconduct, physical or mental inability to perform job responsibilities, and failure to maintain certification.*

## Appendices

- A - Overview of the Danielson Framework for Teaching (2007)
- B - Danielson Framework for Teaching Rubric (2007)
- C - The New York State Teaching Standards
- D - Alignment of NYS Teaching Standards to Danielson's Framework for Teaching
- E - Rubric Subcomponent Conversion Chart
- F- Student Learning Objective Development Form
- G - Teacher Improvement Plan Form
- H - Unannounced Observation Form
- I - Formal Observation Form
- J - Teacher Performance Evidence Report
- K - Summative Evaluation Form for End-of-Year Evaluation
- L - Composite Score Report
- M - Locally-Selected Measures HEDI Point Conversions

**Appendix A**  
**Overview of the Danielson Framework for Teaching (2007)**

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

## Appendix B

### Danielson Framework for Teaching Rubric (2007)

Rubrics for

# Enhancing

## PROFESSIONAL PRACTICE:

### A FRAMEWORK FOR TEACHING

The rubrics in this document are from *Enhancing Professional Practice: A Framework for Teaching, 2nd ed.* by Charlotte Danielson (Alexandria, Va: ASCD, 2007). © 2007 by ASCD. All Rights Reserved. Used with permission. No part of this work may be reproduced or transmitted in any form or by any means without permission from ASCD.

Please visit [ASCD's website](#) for these additional Framework for Teaching resources:

- [ASCD Teacher Effectiveness Suite powered by iObservation\\* in partnership with Learning Sciences International\\*](#)
- [Publications, DVDs, and electronic products](#)
- [PD In Focus\\* online application](#)
- [Meet the Author – Charlotte Danielson](#)

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

<b>DOMAIN I: PLANNING AND PREPARATION</b> <b>Component Ib: Demonstrating Knowledge of Students</b> <small>Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Knowledge of child and adolescent development</b>	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.

<b>DOMAIN I: PLANNING AND PREPARATION</b> <b>Component 1b: Demonstrating Knowledge of Students (continued)</b> <small>Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Knowledge of the learning process</b>	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
<b>Knowledge of students' skills, knowledge, and language proficiency</b>	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
<b>Knowledge of students' interests and cultural heritage</b>	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
<b>Knowledge of students' special needs</b>	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

<b>DOMAIN I: PLANNING AND PREPARATION</b> <b>Component 1c: Setting Instructional Outcomes</b> <small>Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Value, sequence, and alignment</b>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
<b>Clarity</b>	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
<b>Balance</b>	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
<b>Suitability for diverse learners</b>	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

<b>DOMAIN 1: PLANNING AND PREPARATION</b> <b>Component 1d: Demonstrating Knowledge of Resources</b> <small>Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Resources for classroom use</b>	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<b>Resources to extend content knowledge and pedagogy</b>	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<b>Resources for students</b>	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students available through the school or district, in the community, and on the Internet.

<b>DOMAIN 1: PLANNING AND PREPARATION</b> <b>Component 1e: Designing Coherent Instruction</b> <small>Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Learning activities</b>	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
<b>Instructional materials and resources</b>	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
<b>Instructional groups</b>	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.

<b>DOMAIN I: PLANNING AND PREPARATION</b> <b>Component Ie: Designing Coherent Instruction (continued)</b> <small>Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Lesson and unit structure</b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

<b>DOMAIN I: PLANNING AND PREPARATION</b> <b>Component If: Designing Student Assessments</b> <small>Elements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Congruence with instructional outcomes</b>	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
<b>Criteria and standards</b>	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
<b>Design of formative assessments</b>	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
<b>Use for planning</b>	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.



<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b> <b>Component 2a: Creating an Environment of Respect and Rapport</b> <small>Elements: Teacher interaction with students • Student interactions with other students</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Teacher interaction with students</b>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
<b>Student interactions with other students</b>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b> <b>Component 2b: Establishing a Culture for Learning</b> <small>Elements: Importance of the content • Expectations for learning and achievement • Student pride in work</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Importance of the content</b>	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
<b>Expectations for learning and achievement</b>	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
<b>Student pride in work</b>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b> <b>Component 2c: Managing Classroom Procedures</b> Elements: Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of noninstructional duties • Supervision of volunteers and paraprofessionals				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Management of instructional groups</b>	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
<b>Management of transitions</b>	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
<b>Management of materials and supplies</b>	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
<b>Performance of noninstructional duties</b>	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
<b>Supervision of volunteers and paraprofessionals</b>	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b> <b>Component 2d: Managing Student Behavior</b> Elements: Expectations • Monitoring of student behavior • Response to student misbehavior				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Expectations</b>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<b>Monitoring of student behavior</b>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
<b>Response to student misbehavior</b>	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b> <b>Component 2e: Organizing Physical Space</b> <small>Elements: Safety and accessibility • Arrangement of furniture and use of physical resources</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Safety and accessibility</b>	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
<b>Arrangement of furniture and use of physical resources</b>	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

<b>DOMAIN 3: INSTRUCTION</b> <b>Component 3a: Communicating with Students</b> <small>Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Expectations for learning</b>	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear; including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
<b>Directions and procedures</b>	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
<b>Explanations of content</b>	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Use of oral and written language</b>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

<b>DOMAIN 3: INSTRUCTION</b> <b>Component 3b: Using Questioning and Discussion Techniques</b> <small>Elements: Quality of questions • Discussion techniques • Student participation</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Quality of questions</b>	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<b>Discussion techniques</b>	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<b>Student participation</b>	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

<b>DOMAIN 3: INSTRUCTION</b> <b>Component 3c: Engaging Students in Learning</b> <small>Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Activities and assignments</b>	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
<b>Grouping of students</b>	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
<b>Instructional materials and resources</b>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
<b>Structure and pacing</b>	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

<b>DOMAIN 3: INSTRUCTION</b> <b>Component 3d: Using Assessment in Instruction</b> <small>Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Assessment criteria</b>	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
<b>Monitoring of student learning</b>	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
<b>Feedback to students</b>	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
<b>Student self-assessment and monitoring of progress</b>	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

<b>DOMAIN 3: INSTRUCTION</b> <b>Component 3e: Demonstrating Flexibility and Responsiveness</b> <small>Elements: Lesson adjustment • Response to students • Persistence</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Lesson adjustment</b>	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
<b>Response to students</b>	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
<b>Persistence</b>	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b> <b>Component 4a: Reflecting on Teaching</b> <small>Elements: Accuracy • Use in future teaching</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Accuracy</b>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
<b>Use in future teaching</b>	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b> <b>Component 4b: Maintaining Accurate Records</b> <small>Elements: Student completion of assignments • Student progress in learning • Noninstructional records</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Student completion of assignments</b>	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
<b>Student progress in learning</b>	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
<b>Noninstructional records</b>	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b> <b>Component 4c: Communicating with Families</b> <small>Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Information about the instructional program</b>	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
<b>Information about individual students</b>	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
<b>Engagement of families in the instructional program</b>	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b> <b>Component 4d: Participating in a Professional Community</b> <small>Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Relationships with colleagues</b>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
<b>Involvement in a culture of professional inquiry</b>	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
<b>Service to the school</b>	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
<b>Participation in school and district projects</b>	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b> <b>Component 4e: Growing and Developing Professionally</b> <small>Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Enhancement of content knowledge and pedagogical skill</b>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
<b>Receptivity to feedback from colleagues</b>	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
<b>Service to the profession</b>	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b> <b>Component 4f: Showing Professionalism</b> <small>Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Integrity and ethical conduct</b>	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b> <b>Component 4f: Showing Professionalism (continued)</b> <small>Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations</small>				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Service to students</b>	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
<b>Advocacy</b>	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
<b>Decision making</b>	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
<b>Compliance with school and district regulations</b>	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.



## **Appendix C**

### **The New York State Teaching Standards**

#### **Standard I: Knowledge of Students and Student Learning**

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

Element I.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

Element I.2: Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

Element I.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

Element I.4: Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Element I.5: Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

Element I.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

#### **Standard II: Knowledge of Content and Instructional Planning**

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

Element II.1: Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

Element II.2: Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

Element II.3: Teachers use a broad range of instructional strategies to make subject matter accessible.

Element II.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

Element II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

Element II.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

### **Standard III: Instructional Practice**

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

Element III.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

Element III.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.

Element III.3: Teachers set high expectations and create challenging learning experiences for students.

Element III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.

Element III.5: Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

Element III.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

### **Standard IV: Learning Environment**

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

Element IV.1: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

Element IV.2: Teachers create an intellectually challenging and stimulating learning environment.

Element IV.3: Teachers manage the learning environment for the effective operation of the classroom.

Element IV.4: Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

### **Standard V: Assessment for Student Learning**

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

Element V.1: Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.

Element V.2: Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

Element V.3: Teachers communicate information about various components of the assessment system.

Element V.4: Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.

Element V.5: Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

**Standard VI: Professional Responsibilities and Collaboration**

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

Element VI.1: Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

Element VI.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

Element VI.3: Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

Element VI.4: Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

Element VI.5: Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

**Standard VII: Professional Growth**

**Teachers set informed goals and strive for continuous professional growth.**

Element VII.1: Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

Element VII.2: Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.

Element VII.3: Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

Element VII.4: Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

**Appendix D**  
**Alignment of NYS Teaching Standards to Danielson’s Framework for Teaching**

NY STATE STANDARDS/ELEMENTS/INDICATORS	FRAMEWORK DOMAIN, COMPONENTS	
<p><b>Standard I: Knowledge of Students and Student Learning</b></p> <p>Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.</p>	1b 1d 2a	2d 3c 4c
<p><b>Standard II: Knowledge of Content and Instructional Planning</b></p> <p>Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.</p>	1a 1b 1c 1d	1e 2b 3b 3c
<p><b>Standard III: Instructional Practice</b></p> <p>Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.</p>	1d 1e 1f 2b 3a	3b 3c 3d 3e
<p><b>Standard IV: Learning Environment</b></p> <p>Teachers work with all students to create a dynamic learning environment that supports achievement and growth.</p>	2a 2b 2c 2d 2e	3a 3b 3c 3e
<p><b>Standard V: Assessment for Student Learning</b></p> <p>Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.</p>	1f 3d 4a	
<p><b>Standard VI: Professional Responsibilities and Collaboration</b></p> <p>Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.</p>	2c 4a 4b 4c	4d 4e 4f
<p><b>Standard VII: Professional Growth</b></p> <p>Teachers set informed goals and strive for continuous professional growth.</p>	4a 4d 4e	

**Appendix E**  
**Rubric Subcomponent Conversion Chart (31 of 60 points)**

Total average rubric score	Conversion score for 31 of composite 60
Ineffective 0-25.3	
1.000	0
1.008	0.5
1.017	1.0
1.025	1.6
1.033	2.1
1.042	2.6
1.050	3.1
1.058	3.6
1.067	4.1
1.075	4.7
1.083	5.2
1.092	5.7
1.100	6.2
1.108	6.7
1.115	7.2
1.123	7.8
1.131	8.3
1.138	8.8
1.146	9.3
1.154	9.8
1.162	10.3
1.169	10.9
1.177	11.4
1.185	11.9
1.192	12.4
1.200	12.9
1.208	13.4
1.217	14.0
1.225	14.5
1.233	15.0
1.242	15.5
1.250	16.0
1.258	16.5
1.267	17.1
1.275	17.6
1.283	18.1
1.292	18.6
1.300	19.1
1.308	19.6

1.317	20.2
1.325	20.7
1.333	21.2
1.342	21.7
1.350	22.2
1.358	22.7
1.367	23.3
1.375	23.8
1.383	24.3
1.392	24.8
1.400	25.3
Developing: 25.8-29.1	
1.5	25.8
1.6	26.2
1.7	26.6
1.8	26.9
1.9	27.3
2	27.6
2.1	28.0
2.2	28.4
2.3	28.7
2.4	29.1
Effective: 29.5-30.4	
2.5	29.5
2.6	29.6
2.7	29.7
2.8	29.8
2.9	29.9
3	30.0
3.1	30.1
3.2	30.2
3.3	30.3
3.4	30.4
Highly Effective: 30.5-31.0	
3.5	30.5
3.6	30.6
3.7	30.7
3.8	30.9
3.9	31.0
4	31.0

**Appendix F**  
**Student Learning Objective Development Form**

**Oyster Bay – East Norwich Central School District**

School Year: \_\_\_\_\_

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

<b>Target(s)</b>	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i>																																								
<b>HEDI Scoring</b>	<i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i>																																								
	<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>					<b>INEFFECTIVE</b>																							
	20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0																				
<table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																																									
<b>Rationale</b>	<i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i>																																								

**Appendix G**  
**Teacher Improvement Plan Form**  
**Oyster Bay – East Norwich Central School District**

*(Based on informal, drop-in observations)* Date: \_\_\_\_\_

Teacher

Teacher Rep.

Asst. Supt.

Principal

Supervisor

Asst. Principal

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The Problem: \_\_\_\_\_ was informally observed. Observer #1 noted: \_\_\_\_\_

Observer #2 noted: \_\_\_\_\_

Performance Goals	Strategies, Activities, & Timetables	Support Structure	Data Collection/Method Sources	Evidence of Progress



**Appendix H**  
**Unannounced Observation Form**  
**Oyster Bay – East Norwich Central School District**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

DOMAIN 1: PLANNING AND PREPARATION	EVIDENCE
<input type="checkbox"/> 1a: Demonstrating Knowledge of Content and Pedagogy	
<input type="checkbox"/> 1b: Demonstrating Knowledge of Students	
<input type="checkbox"/> 1c: Setting Instructional Outcomes	
<input type="checkbox"/> 1d: Demonstrating Knowledge of Resources	
<input type="checkbox"/> 1e: Designing Coherent Instruction Elements	
<input type="checkbox"/> 1f: Designing Student Assessments	
DOMAIN 2: THE CLASSROOM ENVIRONMENT	
<input type="checkbox"/> 2a: Creating an Environment of Respect and Rapport	
<input type="checkbox"/> 2b: Establishing a Culture for Learning	
<input type="checkbox"/> 2c: Managing Classroom Procedures	
<input type="checkbox"/> 2d: Managing Student Behavior	
<input type="checkbox"/> 2e: Organizing Physical Space	
DOMAIN 3: INSTRUCTION	
<input type="checkbox"/> 3a: Communicating with Students	
<input type="checkbox"/> 3b: Using Questioning and Discussion Techniques	
<input type="checkbox"/> 3c: Engaging Students in Learning	
<input type="checkbox"/> 3d: Using Assessment in Instruction	
<input type="checkbox"/> 3e: Demonstrating Flexibility and Responsiveness	
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	
<input type="checkbox"/> 4a: Reflecting on Teaching	
<input type="checkbox"/> 4b: Maintaining Accurate Records	
<input type="checkbox"/> 4c: Communicating with Families	
<input type="checkbox"/> 4d: Participating in a Professional Community	
<input type="checkbox"/> 4e: Growing and Developing Professionally	
<input type="checkbox"/> 4f: Showing Professionalism	

Additional Comments:

Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Comments:

**Appendix I**  
**Formal Observation Form**

**OYSTER BAY-EAST NORWICH CENTRAL SCHOOL DISTRICT**

**NAME:**

**DATE:**

**SCHOOL:**

**GRADE/DEPT:**

**TIME/PERIOD:**

**PROBATIONARY** \_\_\_\_\_ **TENURED** \_\_\_\_\_

**POST-OBSERVATION:**

The information in the narrative is intended to reflect the highlights of the lesson. Factors relating to the New York State Teaching Standards will be considered. A pre-observation conference will be optional; however, a post observation conference will be scheduled.

**LESSON SUMMARY:**

**DOMAIN 1 – PLANNING AND PREPARATION:**

**DOMAIN 2 – THE CLASSROOM ENVIRONMENT:**

**DOMAIN 3 – INSTRUCTION:**

**DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES:**

**GENERAL COMMENTS:**

**TEACHER’S STATEMENT:**

TEACHER’S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

OBSERVER: \_\_\_\_\_

OBSERVER’S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

**Appendix J**  
**Teacher Performance Evidence Report**

**Teacher:** \_\_\_\_\_

**Building:** \_\_\_\_\_

**Assignment:** \_\_\_\_\_

Standard	Element	Performance Indicator	Artifact	Reflection
5			✓	N/A
6			✓	N/A
7			✓	N/A

<b>Artifacts and Reflections</b>	_____ x 2	<b>/24</b>
<b>Self-Reflection</b>	<b>5</b>	<b>/5</b>
<b>Total Score (out of 29)</b>		

This evidence report focuses on NYS Teaching Standards V, VI and VII. Each teacher is responsible to provide evidence of their work in these standards. The evidence report (which is worth a maximum of 29 of the 60 points towards your multiple measures of effective teaching) must include 12 examples of the teacher’s performance in these areas and an end of year self-reflection. The standards, elements and performance indicators are attached for your reference.

The report must contain:

- at least 1 artifact from standards V, VI and VII.
- the remaining 9 areas of evidence from these standards may be any combination of artifacts or brief reflections each reflecting a different performance indicator

*Please note that standards 1 through 4 will be addressed through teacher observations.*

Standard # ____	Element # ____	Performance Indicator ____
<b><u>Circle one:</u></b> “See Attached Artifact” or “Reflection Below”		

Standard # ____	Element # ____	Performance Indicator ____
<b><u>Circle one:</u></b> “See Attached Artifact” or “Reflection Below”		

Standard # ____	Element # ____	Performance Indicator ____
<b>Circle one:</b> “See Attached Artifact” or “Reflection Below”		

Standard # ____	Element # ____	Performance Indicator ____
<b><u>Circle one:</u></b> “See Attached Artifact” or “Reflection Below”		

Standard # ____	Element # ____	Performance Indicator ____
<b><u>Circle one:</u></b> “See Attached Artifact” or “Reflection Below”		

Standard # ____	Element # ____	Performance Indicator ____
<b><u>Circle one:</u></b> “See Attached Artifact” or “Reflection Below”		

Standard # ____	Element # ____	Performance Indicator ____
<b><u>Circle one:</u></b> “See Attached Artifact” or “Reflection Below”		

Standard # ____	Element # ____	Performance Indicator ____
<b><u>Circle one:</u></b> “See Attached Artifact” or “Reflection Below”		

Standard # ____	Element # ____	Performance Indicator ____
<b><u>Circle one:</u></b> “See Attached Artifact” or “Reflection Below”		

Standard # ____	Element # ____	Performance Indicator ____
<b><u>Circle one:</u></b> “See Attached Artifact” or “Reflection Below”		

Standard # ____	Element # ____	Performance Indicator ____
<b><u>Circle one:</u></b> “See Attached Artifact” or “Reflection Below”		

<b>Standard #</b> ____	<b>Element #</b> ____	<b>Performance Indicator</b> ____
------------------------	-----------------------	-----------------------------------

**Circle one:** “See Attached Artifact” or “Reflection Below”

**END OF YEAR SELF-REFLECTION**



# New York Teaching Standards V, VI and VII

## Standard V: Assessment for Student Learning

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

### Element V.1:

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

#### Performance Indicators:

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

### Element V.2:

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

#### Performance Indicators:

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

### Element V.3:

Teachers communicate information about various components of the assessment system.

#### Performance Indicators:

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

### Element V.4:

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

Performance Indicators:

- a. Teachers demonstrate an understanding of assessment measures, grading, and procedures.
- b. Teachers develop a plan for their overall assessment system.
- c. Teachers use their plans and assessment data to adjust teaching and assessment practices.

Element V.5:

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

Performance Indicators:

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

**Standard VI: Professional Responsibilities and Collaboration**

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

Element VI.1:

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

Performance Indicators:

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

Element VI.2:

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

Performance Indicators:

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

Element VI.3:

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

Performance Indicators:

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

Element VI.4:

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

Performance Indicators:

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

Element VI.5:

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

Performance Indicators:

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

## **Standard VII: Professional Growth**

### **Teachers set informed goals and strive for continuous professional growth.**

#### Element VII.1:

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

##### Performance Indicators:

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

#### Element VII.2:

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

##### Performance Indicators:

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

#### Element VII.3:

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

##### Performance Indicators:

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

#### Element VII.4:

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

##### Performance Indicators:

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

**Appendix K**  
**Summative Evaluation Form for End-of-Year Evaluation**

**Oyster Bay - East Norwich End-of-Year Evaluation**

Teacher Name			
School			
Grade Level/Subject			
School year			
Evidence	<b>Value</b>	<b>Points Awarded</b>	<b>HEDI Category</b>
State Growth Score	20 (25 with VAM)		
Local Score	20 (15 with VAM)		
Multiple Measures Observation	31		
Multiple Measures Evidence Report	29		
Multiple Measures Total	60		
<b>Overall Composite Score</b>			

<b>Multiple Measures of Teacher Effectiveness Rubric Score</b>		
Directions: Place each domain score in the appropriate HEDI column.		
Domain	Average Score	Comments
Domain 1: Planning and Preparation		Domain 1:
Domain 2: Classroom Environment		Domain 2:
Domain 3: Instruction		Domain 3:

Domain 4: Professional Responsibilities		Domain 4:
Overall Rubric Average		Overall Teacher Effectiveness Comments:
Conversion Score for Composite (out of 31)		

**Directions:** Place an "x" in the component rating to indicate a teacher's domain performance level. Rate only those areas observed. Leave unobserved areas blank.

<b>Domain 1: Planning and Preparation</b>				
Component	Ineffective	Developing	Effective	Highly Effective
1a Content/Pedagogy				
1b Knowledge of Students				
1c Instructional Outcomes				
1d Knowledge Resources				
1e Coherent Instruction				
1f Assessments				
				Average

### Domain 2: Classroom Environment

Component	Ineffective	Developing	Effective	Highly Effective
2a Creating an environment of respect and rapport				
2b Establishing a culture for learning				
2c Managing classroom procedures				
2d Managing student behavior				
2e Organizing physical space				

Average

### Domain 3: Instruction

Component	Ineffective	Developing	Effective	Highly Effective
3a Communicating with students				
3b Using questioning and discussion techniques				
3c Engaging students in learning				
3d Using assessment in instruction				
3e Demonstrating flexibility and responsiveness				

Average

### Domain 4: Professional Responsibilities

Component	Ineffective	Developing	Effective	Highly Effective
4a Reflecting on Teaching				
4b Maintaining Accurate Records				
4c Communicating with Families				
4d Participating in a Professional Community				
4e Growing and developing Professionally				
4f Showing Professionalism				

Average
---------

Lead Evaluator: \_\_\_\_\_

Lead Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Comments:



**Appendix L**  
**APPR Composite Scoring Sheet**

**Oyster Bay – East Norwich Central School District**

Teacher Name			
School			
Grade Level/Subject			
School year			
Evidence	<b>Value</b>	<b>Points Awarded</b>	<b>HEDI Category</b>
State Growth Score	20 (25 with VAM)		
Local Score	20 (15 with VAM)		
Multiple Measures Observation	31		
Multiple Measures Evidence Report	29		
<b>Overall Composite Score</b>			

HEDI Category	State Growth Measure	Local Measure	Other Measures of Effectiveness (60 pts)	Overall Composite score
Highly Effective	18-20 (22-25 with VAM)	18-20 (14-15 with VAM)	59-60	91-100
Effective	9-17 (10-21 with VAM)	9-17 (8-13 with VAM)	57-58	75-90
Developing	3-8 (3-9 with VAM)	3-8 (3-7 with VAM)	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

## Appendix M HEDI Point Conversion

### Oyster Bay - East Norwich Central School District HEDI Point Conversion Table (With VAM)

Note: The point values and ranges on the HEDI point scale (from zero to 15) are determined by SED regulations.

	HEDI Points	SLO Target or Percent Mastery Achieved	HEDI scores and Mastery Range (% of students reaching target)
Ineffective	0	0%	0% to 5%
	1	6%	6% to 12%
	2	13%	13% to 18%
Developing	3	19%	19% to 24%
	4	25%	25% to 30%
	5	31%	31% to 37%
	6	38%	38% to 43%
	7	44%	44% to 49%
Effective	8	50%	50% to 55%
	9	56%	56% to 62%
	10	63%	63% to 68%
	11	69%	69% to 74%
	<b>12</b>	<b>75%</b>	<b>75% to 75%</b>
Highly Effective	13	76%	76% to 82%
	14	83%	83% to 91%
	15	92%	92% to 100%

HEDI bands are defined by the established SLO "Target" within the "Effective" band (score of 12).

Each HEDI point in the "Effective" and "Highly Effective" bands, above the SLO Target score of 12, represents 1/3 of the difference between 100% and the SLO Target score.

Each HEDI point in the "Effective" band, below the SLO Target score of 12, represents 1/4 of the difference between 100% and the SLO Target score.

Each HEDI point in the "Ineffective" and "Developing" bands represents one eighth of the difference between zero (0) the lowest "Effective" score [HEDI score of nine (8)].

\*Mastery is defined as the percent of achievement required in the "Target" section of an SLO. The table will automatically adjust mastery ranges when SLO Target is modified.

Oyster Bay - East Norwich Central School District  
**HEDI Point Conversion Table (Without VAM)**

Note: The point values and ranges on the HEDI point scale (from zero to 20) are determined by SED regulations.

	HEDI Points	SLO Target or Percent Mastery Achieved	HEDI scores and Mastery Range (% of students reaching target)
Ineffective	0	0%	0% to 4%
	1	5%	5% to 9%
	2	10%	10% to 14%
Developing	3	15%	15% to 19%
	4	20%	20% to 24%
	5	25%	25% to 29%
	6	30%	30% to 34%
	7	35%	35% to 39%
	8	40%	40% to 44%
Effective	9	45%	45% to 49%
	10	50%	50% to 54%
	11	55%	55% to 59%
	12	60%	60% to 64%
	13	65%	65% to 69%
	14	70%	70% to 74%
	<b>15</b>	<b>75%</b>	<b>75% to 75%</b>
	16	76%	76% to 79%
Highly Effective	17	80%	80% to 84%
	18	85%	85% to 89%
	19	90%	90% to 94%
	20	95%	95% to 100%

HEDI bands are defined by the established SLO "Target" within the "Effective" band (score of 15).

Each HEDI point in the "Effective" and "Highly Effective" band, above and below a score of 15, represents 1/5 of the difference between 100% and the SLO Target score.

Each HEDI point in the "Ineffective" and "Developing" bands represents one ninth of the difference between zero (0) the lowest "Effective" score [HEDI score of nine (9)].

\*Mastery is defined as the percent of achievement required in the "Target" section of an SLO. The table will automatically adjust mastery ranges when SLO Target is modified.