



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

September 19, 2012

Michael F. Ring, Superintendent
Rocky Point Union Free School District
90 Rocky Point-Yaphank Road
Rocky Point, NY 11778

Dear Superintendent Ring:

Congratulations. I am pleased to inform you that your multi-year Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the July 1, 2012 – June 30, 2015 school years. As a reminder, we are relying on the certification and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

c: Dean T. Lucera

NOTE: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 03, 2012

Updated Friday, September 07, 2012

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Disclaimers

The Department will review the contents of each school district's or BOCES' APPR plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law section 3012-c and subpart 30-2 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in a district's or BOCES' plan.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

If the Department reasonably believes through investigation or otherwise that statements made in this APPR plan are not true or accurate, it reserves the right to reject this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

If this is not your BEDS Number, please enter the correct one below

580209020000

1.2) School District Name:

If this is not your school district, please enter the correct one below

Rocky Point UFSD

1.3) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

(No response)

1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

(No response)

1.5) Assurances

Please check all of the boxes below:

1.5) Assurances Assure that the content of this form represents the district/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents	Checked
1.5) Assurances Assure that this APPR plan will be posted on the district or BOCES website by September 10, or within 10 days after approval, whichever is later	Checked
1.5) Assurances Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked

1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

Re-submission to address deficiencies

1.7) Is this submission for an annual or multi-year plan?

If the plan is multi-year, please write the years that are included.

July 1, 2012-June 30, 2015

2. Growth on State Assessments or Comparable Measures (Teachers)

Created Thursday, May 17, 2012

Updated Thursday, September 13, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a value-added growth score. That score will incorporate students' academic history compared to similarly academically achieving students and will use special considerations for students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses in addition where there is no state-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See guidance for more detail on teachers with State-provided measures AND SLOs.)

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

2.1) Assurances Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for teachers in the following grades and subjects. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:

State assessments (or Regents or Regent equivalents), *required if one exists*

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

School- or BOCES-wide, group or team results based on State assessments

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	ELA	Assessment
K	State-approved 3rd party assessment	AIMSweb
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	AIMSweb

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Using baseline data, we will set growth targets and HEDI scores that will be assigned based upon the percentage of students
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	reaching these targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers achieving an educator evaluation score of 18-20.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers achieving an educator evaluation score of 9-17.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers achieving an educator evaluation score of 3-8.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers achieving an educator evaluation score of 0-2.

2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	Math	Assessment
K	State-approved 3rd party assessment	AIMSweb
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	AIMSweb

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data, we will set growth targets and HEDI scores that will be assigned based upon the percentage of students reaching these targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers achieving an educator evaluation score of 18-20.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers achieving an educator evaluation score of 9-17.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers achieving an educator evaluation score of 3-8.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers achieving an educator evaluation score of 0-2.

2.4) Grades 6-8 Science

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

Science	Assessment
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6	District, regional or BOCES-developed assessment	RPUFSD developed Gr 6 Science Assessment based on State Standarnds
7	District, regional or BOCES-developed assessment	RPUFSD developed Gr 7 Science Assessment based on State Standarnds
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	RPUFSD developed assessment for Grades 6-7 will be rigorous, comparable across classrooms and the same assessment will be used by same subjects taught by multiple teachers. Grade 8 will be a state assessment. Student pre-test scores will be compared to the final assessment scores and at least 65% of the students are expected to show growth as evidenced by a gap-closing of greater than 50%. (see attached)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Greater than 79% of the students will achieve a gap-closing of greater than 50%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-79% of the students will achieve a gap-closing of greater than 50%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-64% of the students will achieve a gap-closing of greater than 50%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-49% of the students will achieve a gap-closing of greater than 50%

2.5) Grades 6-8 Social Studies

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	RPUFSD developed Gr 6 Social Studies Assessment based on State Standarnds
7	District, regional or BOCES-developed assessment	RPUFSD developed Gr 7 Social Studies Assessment based on State Standarnds
8	District, regional or BOCES-developed assessment	RPUFSD developed Gr 8 Social Studies Assessment based on State Standarnds

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	RPUFSD developed assessment for Grades 6-8 will be rigorous, comparable across classrooms and the same assessment will be used by same subjects taught by multiple teachers. Student
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2.11, below.	pre-test scores will be compared to the final assessment scores and at least 65% of the students are expected to show growth as evidenced by a gap-closing of greater than 50%. (see attached)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Greater than 79% of the students will achieve a gap-closing of greater than 50%
Effective (9 - 17 points) Results meet District goals for similar students.	65-79% of the students will achieve a gap-closing of greater than 50%
Developing (3 - 8 points) Results are below District goals for similar students.	50-64% of the students will achieve a gap-closing of greater than 50%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of the students will achieve a gap-closing of greater than 50%

2.6) High School Social Studies Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

		Assessment
Global 1	District, regional, or BOCES-developed assessment	RPUFSD developed Gr 9 Social Studies Assessment based on State Standards

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	RPUFSD-developed assessment will be rigorous, comparable across classrooms and the same assessment will be used by same subjects taught by multiple teachers. Student pre-test scores will be compared to the final assessment scores and at least 65% of the students are expected to show growth as evidenced by a gap-closing of greater than 50%. (see attached)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Greater than 79% of the students will achieve a gap-closing of greater than 50%
Effective (9 - 17 points) Results meet District goals for similar students.	65-79% of the students will achieve a gap-closing of greater than 50%
Developing (3 - 8 points) Results are below District goals for similar students.	50-64% of the students will achieve a gap-closing of greater than 50%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of the students will achieve a gap-closing of greater than 50%

2.7) High School Science Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	RPUFSD-developed pre-test will be rigorous, comparable across classrooms and the same assessment will be used by same subjects taught by multiple teachers. Student pre-test scores will be compared to the Regents scores and at least 65% of the students are expected to show growth as evidenced by a gap-closing of greater than 50%. (see attached)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Greater than 79% of the students will achieve a gap-closing of greater than 50%
Effective (9 - 17 points) Results meet District goals for similar students.	65-79% of the students will achieve a gap-closing of greater than 50%
Developing (3 - 8 points) Results are below District goals for similar students.	50-64% of the students will achieve a gap-closing of greater than 50%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of the students will achieve a gap-closing of greater than 50%

2.8) High School Math Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	RPUFSD developed pre-test will be rigorous, comparable across classrooms and the same assessment will be used by same subjects taught by multiple teachers. Student pre-test scores will be compared to the Regents scores and at least 65% of the students are expected to show growth as evidenced by a gap-closing of greater than 50%. (see attached)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Greater than 79% of the students will achieve a gap-closing of greater than 50%
Effective (9 - 17 points) Results meet District goals for similar students.	65- 79% of the students will achieve a gap-closing of greater than 50%
Developing (3 - 8 points) Results are below District goals for similar students.	50- 64% of the students will achieve a gap-closing of greater than 50%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of the students will achieve a gap-closing of greater than 50%

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	RPUFSD developed Gr 9 ELA Assessment based on Common Core
Grade 10 ELA	District, regional or BOCES-developed assessment	RPUFSD developed Gr 10 ELA Assessment based on Common Core
Grade 11 ELA	Regents assessment	ELA Regents Exam Gr 11

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	RPUFSD developed assessments for Grades 9-10 will be rigorous, comparable across classrooms and the same assessment will be used by same subjects taught by multiple teachers. Grade 11 will be a state assessment. Student pre-test scores will be compared to the final assessment scores and at least 65% of the students are expected to show growth as evidenced by a gap-closing of greater than 50%. (see attached)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Greater than 79% of the students will achieve a gap-closing of greater than 50%
Effective (9 - 17 points) Results meet District goals for similar students.	65- 79% of the students will achieve a gap-closing of greater than 50%
Developing (3 - 8 points) Results are below District goals for similar students.	50- 64% of the students will achieve a gap-closing of greater than 50%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of the students will achieve a gap-closing of greater than 50%

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
All other secondary ELA courses	District, Regional or BOCES-developed	RPUFSD developed Mixed Gr level ELA Assessment based on Common Core
All other secondary Social Studies courses	District, Regional or BOCES-developed	RPUFSD developed Mixed Gr level Social Studies Assessment based on State Standards or Common Core when available
All other secondary Science courses	District, Regional or BOCES-developed	RPUFSD developed Mixed Gr level Science Assessment based on State Standards or Common Core when available
All other secondary Math courses	District, Regional or BOCES-developed	RPUFSD developed Mixed Gr level Math Assessment based on Common Core
All Business courses	District, Regional or BOCES-developed	RPUFSD developed Mixed Gr level Business Assessment based on State Standards
All Art courses	District, Regional or BOCES-developed	RPUFSD developed Mixed Gr level Art Assessment based on State Standards
Family & Consumer Science courses	District, Regional or BOCES-developed	RPUFSD developed Mixed Gr level FACS Assessment based on State Standards
All Music courses	District, Regional or BOCES-developed	RPUFSD developed Mixed Gr level Music Assessment based on State Standards
All Tech courses	District, Regional or BOCES-developed	RPUFSD developed Mixed Gr level Tech Assessment based on State Standards or Common Core when available
All PE and Health courses	District, Regional or BOCES-developed	RPUFSD developed Mixed Gr level PE and Health Assessment based on State Standardss
All World Languages	District, Regional or BOCES-developed	RPUFSD developed Mixed Gr level WL Assessment based on State Standards
ESL Grade 11	State Assessment	ELA Regents Gr 11
ESL Grades 3-8	State Assessment	Grade Level ELA Assessment
ESL Other Grades	District, Regional or BOCES-developed	RPUFSD developed Mixed Gr level ELA Assessment grade appropriate final based on the Common Core Curriculum
All other teachers of record	District, Regional or BOCES-developed	RPUFSD developed Mixed Gr level Assessment based on State Standards

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	RPUFSD developed assessment using Common Core and State Standards will be rigorous, comparable across classrooms and the same assessment will be used by same subjects
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Greater that 79% of the students will achieve a gap-closing of greater than 50%

Effective (9 - 17 points) Results meet District goals for similar students.	65- 79% of the students will achieve a gap-closing of greater than 50%
Developing (3 - 8 points) Results are below District goals for similar students.	50-64% of the students will achieve a gap-closing of greater than 50%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% of the students will achieve a gap-closing of greater than 50%

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

(No response)

2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5364/130890-TXEttx9bQW/Task 2 Documents--AIMsWeb State Growth Chart.pdf

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

Evaluators and teachers will set targets for Comparable Growth Measures that will consider adjustments for students with disabilities and English language learners. Adjustments will also be made for Regents classes required for Advanced Regents Diplomas--Algebra II/Trig, Geometry, Physics, Earth Science, and Chemistry. Factors in setting targets will include pre-assessment data and district and state historical Regents data.

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Friday, May 18, 2012

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Page 1

Locally Selected Measures of Student Achievement or Growth

"Comparable across classrooms" means that the same locally-selected measures of student achievement or growth must be used across all classrooms in the same grade/subject in the district or BOCES.

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 3.1 through 3.11, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, the district does not have certain grades, the district does not offer a specific subject, etc.

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

.Please note: Only one locally-selected measure is required for teachers in the same grade/subject across the district, but some districts may prefer to have more than one measure for all teachers within a grade/subject. Also note: Districts may use more than one locally-selected measure for **different** groups of teachers **within a grade/subject** if the district/BOCES verifies comparability based on Standards of Educational and Psychological Testing. This APPR form only provides space for one measure for teachers in the same grade/subject across the district. Therefore, if more than one locally-selected measure is used for all teachers in any grades or subject, districts must complete additional copies of this form and upload as attachments for review.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.

The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause

- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 4 ELA assessment using Common Core
5	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 5 ELA assessment using Common Core

6	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 6 ELA assessment using Common Core
7	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 7 ELA assessment using Common Core
8	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 8 ELA assessment using Common Core

For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	District-developed assessments will be rigorous, comparable across classrooms and the same assessment will be used by same subjects taught by multiple teachers. Student pre-test scores will be compared to the final assessment scores and at least 70% of the teacher’s students will achieve a 65% or better. (see attached)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85-100% of their students scoring 65 or better on the final assessment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70-84% of their students scoring 65 or better on the final assessment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69% of their students scoring 65 or better on the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55% of their students scoring 65 or better on the final assessment

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 4 Math assessment using Common Core
5	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 5 Math assessment using Common Core
6	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 6 Math assessment using Common Core
7	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 7 Math assessment using Common Core

8	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 8 Math assessment using Common Core
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For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	RPUFSD developed assessments will be rigorous, comparable across classrooms and the same assessment will be used by same subjects taught by multiple teachers. Grade 11 will be a state assessment. Student pre-test scores will be compared to the final assessment scores and at least 70% of the teacher’s students will achieve a 65 or better. (see attached)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85-100% of their students scoring 65 or better on the final assessment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70-84% of their students scoring 65 or better on the final assessment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69% of their students scoring 65 or better on the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55% of their students scoring 65 or better on the final assessment

3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5139/131090-rhJdBgDruP/wout 25 pt Rubric for Determining the Teacher’s Score for the State and Local20% - Sheet1.pdf

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER TEACHERS (20 points)

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.

The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above

- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr K ELA assessment based on the Common Core

1	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 1 ELA assessment based on the Common Core
2	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 2 ELA assessment based on the Common Core
3	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 3 ELA assessment based on the Common Core

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	On the final assessment for each course of a teacher, at least 70% of the teacher’s students will achieve 65% or better
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85-100% of their students scoring 65 or better on the final assessment
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70-84% of their students scoring 65 or better on the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69% of their students scoring 65 or better on the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55% of their students scoring 65 or better on the final assessment

3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr K Math assessment
1	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 1 Math assessment
2	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 2 Math assessment
3	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 3 Math assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	On the final assessment for each course of a teacher, at least 70% of the teacher's students will achieve 65% or better
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85-100% of their students scoring 65 or better on the final assessment
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70-84% of their students scoring 65 or better on the final assessment
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69% of their students scoring 65 or better on the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55% of their students scoring 65 or better on the final assessment

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 6 Science assessment
7	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 7 Science assessment
8	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 8 Science assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	On the final assessment for each course of a teacher, at least 70% of the teacher's students will achieve 65% or better
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85-100% of their students scoring 65 or better on the final assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70-84% of their students scoring 65 or better on the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69% of their students scoring 65 or better on the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55% of their students scoring 65 or better on the final assessment

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 6 Social Studies assessment
7	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 7 Social Studies assessment
8	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 8 Social Studies assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	On the final assessment for each course of a teacher, at least 70% of the teacher’s students will achieve 65% or better
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85-100% of their students scoring 65 or better on the final assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70-84% of their students scoring 65 or better on the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69% of their students scoring 65 or better on the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55% of their students scoring 65 or better on the final assessment

3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 9 Global 1 assessment
Global 2	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 10 Global 2 assessment
American History	5) District, regional, or BOCES–developed assessments	RPUFSD developed Grade 11 American History assessment

For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	On the final assessment for each course of a teacher, at least 70% of the teacher's students will achieve 65% or better
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85-100% of their students scoring 65 or better on the final assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70-84% of their students scoring 65 or better on the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69% of their students scoring 65 or better on the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55% of their students scoring 65 or better on the final assessment

3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES-developed assessments	RPUFSD developed Gr 9 Living Env assessment
Earth Science	5) District, regional, or BOCES-developed assessments	RPUFSD developed Gr 10 Earth Science assessment
Chemistry	5) District, regional, or BOCES-developed assessments	RPUFSD developed Gr 11 Chemistry assessment
Physics	5) District, regional, or BOCES-developed assessments	RPUFSD developed Gr 11/12 Physics assessment

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	On the final assessment for each course of a teacher, at least 70% of the teacher's students will achieve 65% or better
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85-100% of their students scoring 65 or better on the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69% of their students scoring 65 or better on the final assessment
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70-84% of their students scoring 65 or better on the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55% of their students scoring 65 or better on the final assessment

3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 9 Algebra 1 assessment
Geometry	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 10 Geometry assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 11 Algebra 2 assessment

For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	On the final assessment for each course of a teacher, at least 70% of the teacher's students will achieve 65% or better
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85-100% of their students scoring 65 or better on the final assessment

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70-84% of their students scoring 65 or better on the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69% of their students scoring 65 or better on the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55% of their students scoring 65 or better on the final assessment

3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 9 ELA assessment based on the Common Core
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 10 ELA assessment based on the Common Core
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	RPUFSD developed Gr 11 ELA assessment based on the Common Core

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	On the final assessment for each course of a teacher, at least 70% of the teacher’s students will achieve 65% or better
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85-100% of their students scoring 65 or better on the final assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70-84% of their students scoring 65 or better on the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69% of their students scoring 65 or better on the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	Teachers achieving below 55% of their students scoring 65 or better on the final assessment

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Other ELA Courses	5) District/regional/BOCES–developed	RPUFSD developed mixed grade level ELA final assessment based on Common Core
All Other Social Studies Courses	5) District/regional/BOCES–developed	RPUFSD developed mixed grade level Social Studies final assessment based on State Standards
All Other Science Courses	5) District/regional/BOCES–developed	RPUFSD developed mixed grade level Science final assessment based on State Standards
All Other Math Courses	5) District/regional/BOCES–developed	RPUFSD developed mixed grade level Math mixed grade level final assessment based on Common Core
All Business Courses	5) District/regional/BOCES–developed	RPUFSD developed mixed grade level Business final assessment based on State Standards
All Art Courses	5) District/regional/BOCES–developed	RPUFSD developed mixed grade level Art mixed grade level final assessment based on State Standards
All Family and Consumer Science Courses	5) District/regional/BOCES–developed	RPUFSD developed mixed grade level FACS final assessment based on State Standards
All Music Courses	5) District/regional/BOCES–developed	RPUFSD developed mixed grade level Music final assessment based on State Standards
All Tech Courses	5) District/regional/BOCES–developed	RPUFSD developed mixed grade level Tech final assessment based on State Standards
All PE and Health Courses	5) District/regional/BOCES–developed	RPUFSD developed mixed grade level PE and Health final assessment based on State Standards
World Language Courses	5) District/regional/BOCES–developed	RPUFSD developed mixed grade level World Languages final assessment based on State Standards
ESL Grade 11	5) District/regional/BOCES–developed	RPUFSD developed mixed grade level ELA final assessment based on Common Core
ESL Grades 3-8	5) District/regional/BOCES–developed	RPUFSD developed mixed grade level ELA final assessment based on Common Core standards
ESL All Other Grades	5) District/regional/BOCES–developed	RPUFSD developed grade level final assessment based on Common Core

All other teachers of record	5) District/regional/BOCES-developed	RPUFSD developed grade level final assessment based on State Standards

For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	On the final assessment for each course of a teacher, at least 70% of the teacher's students will achieve 65% or better
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85-100% of their students scoring 65 or better on the final assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70-84% of their students scoring 65 or better on the final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69% of their students scoring 65 or better on the final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55% of their students scoring 65 or better on the final assessment

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 3.12. (MS Word)

(No response)

3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

(No response)

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

For teachers of students with disabilities and ELL learners, adjustments will be made to the percentages. Adjustments will also be made for Regents classes required for Advanced Regents Diplomas--Algebra II/Trig, Geometry, Physics, Earth Science, and Chemistry. Factors in setting targets will include pre-assessment data and district and state historical Regents data.

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

For those teachers teaching multiple courses, the percentage will be proportionally calculated and one score will result.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Friday, May 18, 2012

Updated Sunday, September 09, 2012

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4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on NYS Teaching Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list.

(Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review.

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)

4.4) Assurances

Please check all of the boxes below:

4.4) Assurances Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
4.4) Assurances Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
4.4) Assurances Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
4.4) Assurances Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district.	Checked

4.5) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the teacher practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

*Two separate rubrics--portfolio/observation
Numbers assigned (see attached)
Scores combined to create one composite score that is used for HEDI rating
All forms attached*

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A teacher earns highly effective if his/her performance and results exceed NYS Teaching Standards with a score of 59 or higher.
Effective: Overall performance and results meet NYS Teaching Standards.	A teacher earns effective if his/her performance and results meet NYS Teaching Standards with a score of 57-58.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A teacher earns developing if his/her performance and results need improvement to meet NYS Teaching Standards with a score of 49-56.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A teacher earns ineffective if his/her performance and results do not meet NYS Teaching Standards with a score of 0-48.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

4.6) Observations of Probationary Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	4
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of probationary teachers be done in person, by video, or both?

-
- In Person
-

Will informal/short observations of probationary teachers be done in person, by video, or both?

-
- In Person
-

4.7) Observations of Tenured Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of tenured teachers be done in person, by video, or both?

-
- In Person
-

Will informal/short observations of tenured teachers be done in person, by video, or both?

-
- In Person
-

5. Composite Scoring (Teachers)

Created Friday, May 18, 2012

Updated Sunday, September 09, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

Effective

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results meet NYS Teaching Standards.

Developing

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet NYS Teaching Standards.

Ineffective

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness subcomponent (same as question 4.5), from 0 to 60 points

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

5.2) The 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Saturday, May 12, 2012

Updated Sunday, September 09, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

6.1) Assurances -- Improvement Plans Assure that teachers who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
6.1) Assurances -- Improvement Plans Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

assets/survey-uploads/5265/128826-Df0w3Xx5v6/Teacher TIP Final Submission My Review Room 6_2012.pdf

6.3) Appeals Process

Pursuant to Education Law section 3012-c, a teacher may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

A. A Teacher who receives an ineffective or developing overall rating on his/her APPR shall be entitled to appeal his/her annual APPR rating and no appeal may be submitted regarding an APPR for which the overall rating is either highly effective or effective.

B. Teacher's evaluation(s) shall be conducted by a principal/administrator, who shall be trained in accordance with the requirements of statute and regulations and also possess an administrative certification.

C. The Teacher shall receive a draft at a meeting to be held between the Principal and the Teacher prior to the end of that school year.

D. Within ten (10) school days of receipt of the draft annual evaluation, the Teacher may submit information, artifacts and/or evidence, in writing, to the Superintendent of Schools or his/her designee, in support of any argument, challenge, or disagreement or dispute that the teacher may have with his/her draft evaluation.

E. Within five (5) school days of receipt of the materials, the Superintendent of Schools or his/her designee shall issue a final evaluation taking into consideration the material produced by the Teacher. The decision of the Superintendent or his/her designee as to the substance of the annual professional performance review shall be final and binding in all regards and shall not be subject to grievance, arbitration, challenge before any administrative agency or in any court of law.

6.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

The Rocky Point Union Free School District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's performance review.

Evaluator training will be conducted by certified Eastern Suffolk BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended SED model certification process. Turnkey training will also be scheduled throughout the year.

The Rocky Point Union Free School District will work with the Eastern Suffolk BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive 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 regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked

6.7) Assurances -- Data | Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements. Checked

7. Growth on State Assessments or Comparable Measures (Principals)

Created Monday, May 21, 2012

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7.1) STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved Value-Added Measure)

For principals in buildings with Grades 4-8 ELA, Math and/or High School courses with State or Regents assessments, (or principals of programs with any of these assessments), NYSED will provide value-added measures. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

In order for a principal to receive a State-provided value-added measure, at least 30% of the students in the principal's school or program must take the applicable State or Regents assessments. This will include most schools in the State.

Value-Added measures will apply to schools or principals with the following grade configurations in this district (please list, e.g., K-5, PK-6, 6-8, 6-12, 9-12):

3-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

7.2) Assurances -- State-Provided Measures of Student Growth

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

7.3) STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed using the assessment covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Please remember that State assessments must be used with SLOs if applicable to the school or program type.

School or Program Type	SLO with Assessment Option	Name of the Assessment
Grades K-2	State-approved 3rd party assessment	AIMSweb

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	For the majority of the District's principals (3 out of 4), NYSED will provide value-added measures. NYSED will also provide a HEDI sub-component rating category and score from 0 to 25 points. For the remaining principal of the K-2 building, a HEDI score of 0-20 will be assigned based upon the State-approved 3rd party assessment--AIMSweb. The students' pretest scores will be compared with the final scores using AIMSweb. The principal will be awarded an educator evaluation score which will correlate to their HEDI score as per the attached.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principals achieving an educator evaluation score of 18-20 utilizing the teacher AIMS conversion table.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principals achieving an educator evaluation score of 9- 17 points utilizing the teacher AIMS conversion table.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principals achieving an educator evaluation score of 3-8 points utilizing the teacher AIMS conversion table.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principals achieving an educator evaluation score of 0-2 points utilizing the teacher AIMS conversion table.

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

[assets/survey-uploads/5365/131493-lha0DogRNw/AIMsWeb Stat.pdf](#)

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

Principals will set targets for Comparable Growth Measures that will consider adjustments for students with disabilities and English language learners. Factors in setting targets will include pre-assessment data and district and state historical Regents data.

7.5) Principals with More Than One Growth Measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI category and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Principals of K-8 schools with growth measures for ELA and Math grades 4-8.)

If Principals have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points and Districts will weight each in proportion to the number of students covered by the SLO to reach a combined score for this subcomponent.

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Monday, June 04, 2012

Updated Sunday, September 09, 2012

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Locally-Selected Measures of Student Achievement or Growth

Locally comparable means that the same locally-selected measures of student achievement or growth must be used for all principals in the same or similar programs or grade configurations across the district or BOCES.

Please note: only one locally-selected measure is required for principals in the same or similar programs or grade configurations, but some districts may prefer to have more than one measure for principals in the same or similar programs or grade configurations. This APPR form therefore provides space for multiple locally-selected measures for each principal in the same or similar program or grade configuration across the district. Therefore, if more than one locally-selected measure is used for all principals in the same or similar program or grade configuration, districts must complete additional copies of this form and upload as attachments for review.

Also note: districts may use more than one locally-selected measure for **different** groups of principals **within the same or similar programs or grade configurations** if the district/BOCES prove comparability based on Standards of Educational and Psychological Testing. If a district is choosing different measures for different groups of principals within the same or similar programs or grade configurations, they must complete additional copies of this form and upload as attachments for review.

8.1) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS WITH AN APPROVED VALUE-ADDED MEASURE (15 points)

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

The options in the drop-down menus below are abbreviated from the following list:

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(d) measures used by district for teacher evaluation	Locally-developed assessment
6-8	(d) measures used by district for teacher evaluation	Locally-developed assessment
9-12	(d) measures used by district for teacher evaluation	Locally-developed assessment

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	RPUFSD developed assessments (SLO) will be rigorous, comparable across classrooms and the same assessment will be used by same subjects taught by multiple teachers. Student pre-test scores will be compared to the final assessment scores and at least 70% of all students in an individual building (k-2, 3-5, 6-8, 9-12) will achieve a 65% or better (average). See attached teacher rating tables that will be used by principals using the building average as the measure.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals achieving 85-100% of their students scoring 65 or better on the final assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals achieving 70-84% of their students scoring 65 or better on the final assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals achieving 55-69% of their students scoring 65 or better on the final assessment.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Principals achieving below 55% of their students scoring 65 or better on the final assessment.

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word)

(No response)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

(No response)

8.2) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER PRINCIPALS (20 points)

In the table below, list all of the grade configurations used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

The options in the drop-down menus below are abbreviated from the following list: <!--

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)

(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th

grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	Locally-developed assessment

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	RPUFSD developed assessments (SLO) will be rigorous, comparable across classrooms and the same assessment will be used by same subjects taught by multiple teachers. Student pre-test scores will be compared to the final assessment scores and at least 70% of all students in an individual building (k-2, 3-5, 6-8, 9-12) will achieve a 65% or better (average). See attached teacher rating tables that will be used by principals using the building average as the measure.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals achieving 85-100% of their students scoring 65 or better on the final assessment.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals achieving 70-84% of their students scoring 65 or better on the final assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals achieving 55-69% of their students scoring 65 or better on the final assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals achieving below 55% of their students scoring 65 or better on the final assessment.

If you need additional space, upload a copy of "Form 8.2: Locally Selected Measures for All Other Principals" as an attachment for review. Click here for a downloadable copy of Form 8.2. (MS Word)

(No response)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

For principals of students with disabilities and ELL learners, adjustments will be made to the percentages using the attached tables. Adjustments will be made for CTD classes and self-contained classes.

8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

Not applicable

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Friday, May 18, 2012

Updated Sunday, September 09, 2012

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the points assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following points assignment for all principals?

Yes

If you checked "no" above, fill in the group of principals covered:

(No response)

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

9.4) Sources of Evidence (if applicable)

If you indicated above that one or more points will be assigned to the "ambitious and measurable goals" measure, identify at least two of the following sources of evidence that will be utilized as part of assessing every principal's goal(s):

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

9.5) Survey Tool(s) (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

9.6) Assurances Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
9.6) Assurances Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction	Checked
9.6) Assurances Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
9.6) Assurances Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

9.7) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the principal practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

*The process for assigning points and determining HEDI ratings was as follows:
The Kim Marshall rubric was selected and points were assigned to each of the HEDI categories. For highly effective ratings the principal earned 4 points for each; for effective, 3.75 points for each; for developing, 2.5 points each; and for ineffective, zero (0) points for each. As a result, a principal was able to earn any number from 0 to 240. (There were 60 individual ratings on the Marshall rubric.) The raw score shall be converted using the "Principal APPR 60 Points Conversion Chart" attached. "Developing" rating in any sub-domain must be supported by at least one piece of factual evidence/artifact as well as a detailed explanation, for each "developing" rating that must include a specific and factually supported rationale behind the "developing" rating. "Ineffective" in any sub-domain must be supported by at least two pieces of factual evidence/artifacts as well as a detailed explanation, for each "ineffective" rating, that must include a specific and factually supported rationale behind the "ineffective" rating.*

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

[assets/survey-uploads/5143/131159-pMADJ4gk6R/Principal Marshall Rubric Conversion Chart My Review Room 9_2012.pdf](#)

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed standards.	A principal earns highly effective if his/her performance and results exceed a score of 59 or higher.
Effective: Overall performance and results meet standards.	A principal earns effective if his/her performance and results with a score of 57-58.
Developing: Overall performance and results need improvement in order to meet standards.	A principal earns developing if his/her performance and results need improvement with a score of 49-56.
Ineffective: Overall performance and results do not meet standards.	A principal earns ineffective if his/her performance and results with a score of 0-48.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	49-56

9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

Probationary Principals

By supervisor	8
By trained administrator	0
By trained independent evaluator	0
Enter Total	8

Tenured Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

Created Tuesday, May 22, 2012

Updated Thursday, June 28, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES- adopted expectations for growth or achievement for grade/subject.

Overall performance and results exceed ISLLC leadership standards.

Effective

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results meet ISLLC leadership standards.

Developing

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet ISLLC leadership standards.

Ineffective

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results do not meet ISLLC leadership standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness Subcomponent (same as question 9.7), from 0 to 60 points

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

10.2) The 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, May 22, 2012

Updated Friday, June 29, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

11.1) Assurances -- Improvement Plans Assure that principals who receive a Developing or Ineffective rating will receive a Principal Improvement Plan (PIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
11.1) Assurances -- Improvement Plans Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas	Checked

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/131902-Df0w3Xx5v6/Principal PIP Final Submission My Review Room 6_2012.pdf](#)

11.3) Appeals Process

Pursuant to Education Law section 3012-c, a principal may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

A. A principal who receives an ineffective or developing rating on his/her APPR shall be entitled to appeal his/her annual APPR rating. Principal's evaluation(s) shall be conducted by a Central Office administrative designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possess an administrative certification.

B. The principal shall receive a draft at a meeting to be held between the Central Office administrative designee of the Superintendent of Schools and the Principal that will be held prior to the end of that school year.

C. Within ten (10) school days of receipt of the draft annual evaluation, the Principal may submit information, artifacts and/or evidence, in writing, to the Central Office administrative designee of the Superintendent of Schools, as well as to the Superintendent of Schools, in support of any argument, challenge, disagreement, or dispute the Principal may have with his/her draft evaluation.

D. Within five (5) school days of receipt of the materials, the Central Office administrative designee of the Superintendent of Schools shall issue a final evaluation taking into consideration the material produced by the Principal. The final evaluation must be accompanied with a detailed response to each objection raised to the draft evaluation. The written response shall include any and all additional support of the Central Office designee's final evaluation relevant to the resolution of any potential appeal.

E. Within five (5) school days of receipt of the final annual evaluation the Principal may appeal to the Superintendent of Schools and request that a hearing be held with the Superintendent of Schools. The hearing shall be held within five (5) school days of the Superintendent's receipt of the written appeal and request for hearing. At the hearing, the Principal shall have the right to union representation, of his/her choosing, and be allowed to present any material, information and/or argument to the Superintendent in regards to his/her evaluation. If the Principal is out on vacation or sick leave when the final evaluation is issued, the five (5) days for appeal provided herein shall not commence until the principal returns.

F. Within five (5) school days from the date of the hearing, the Superintendent shall make his or her decision in writing regarding the appeal. The decision of the Superintendent as to the substance of the annual professional performance review shall be final and not grievable, arbitrable, or reviewable in any other forum.

Procedural issues that are/or will be set forth in the Article shall be subject to the grievance machinery of the contract.

11.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

The Rocky Point Union Free School District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's performance review.

Evaluator training will be conducted by certified Eastern Suffolk BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended SED model certification process. Turnkey training will also be scheduled throughout the year.

The Rocky Point Union Free School District will work with the Eastern Suffolk BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive 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 this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

12. Joint Certification of APPR Plan

Created Friday, May 18, 2012

Updated Thursday, September 13, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

assets/survey-uploads/5581/131054-3Uqgn5g9Iu/Assurances 9_13_12.pdf

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

RPUFSD State Growth Student Target Goal Chart

The RPUFSD State Growth calculation is based on a gap closing measure. For example, if a student scores a 40 on the pre-test, the student has a gap of 60 points between a perfect score and their pre-test score. Therefore, their gap is 60 points. The students 50% gap closing target is 70.

Student Pre-Test Score	Target Score on Final Assessment to show 50% gap closing.	Student Pre-Test Score	Target Score on Final Assessment to show 50% gap closing.	Student Pre-Test Score	Target Score on Final Assessment to show 50% gap closing.	Student Pre-Test Score	Target Score on Final Assessment to show 50% gap closing.
0	50						
1	51	26	63	51	76	76	88
2	51	27	64	52	76	77	89
3	52	28	64	53	77	78	89
4	52	29	65	54	77	79	90
5	53	30	65	55	78	80	90
6	53	31	66	56	78	81	91
7	54	32	66	57	79	82	91
8	54	33	67	58	79	83	92
9	55	34	67	59	80	84	92
10	55	35	68	60	80	85	93
11	56	36	68	61	81	86	93
12	56	37	69	62	81	87	94
13	57	38	69	63	82	88	94
14	57	39	70	64	82	89	95
15	58	40	70	65	83	90	95
16	58	41	71	66	83	91	96
17	59	42	71	67	84	92	96
18	59	43	72	68	84	93	97
19	60	44	72	69	85	94	97
20	60	45	73	70	85	95	98
21	61	46	73	71	86	96	98
22	61	47	74	72	86	97	99
23	62	48	74	73	87	98	99
24	62	49	75	74	87	99	100
25	63	50	75	75	88	100	100

AIMSweb Step By Step Process

Mapping Students' Native Scores to Teacher and Principal Evaluation Metric

Universal Screening: Occurs in Fall, Winter, and Spring

The first three steps in this procedure involve administering the AIMSweb measure and accessing the student's raw score on the assessment.

Step 1 Establishing an Independent Examiner and/or Scorer

For AIMSweb Reading Curriculum-Based Measurement, Test of Early Literacy, and Test of Early Numeracy—which are administered *individually* to students—the school or LEA will provide an independent examiner. Typically a classroom teacher administers and scores these measures, but criteria for the Teacher and Principal evaluation require an educator other than the classroom teacher or principal being evaluated to administer and score the measures. The other AIMSweb measures, which are group administered, could either be given by the teacher but scored by an independent scorer in accord with NYS APPR guidelines or administered and scored by an independent examiner.

Step 2 Administering and Scoring the Measure

- Group administration (Spelling, Written Expression, M-CAP, and M-COMP)

For group-administered measures, the teacher or other examiner will administer the measure to an entire class at one time. Each student will write his or her responses on a printed test form or test booklet. After the completed test materials are collected, the independent examiner will score the measures using the scoring criteria provided in each measure's Administration and Scoring manual. After completing the scoring, the examiner will enter the raw scores online (see below).

- Individual administration (Reading-CBM, Test of Early Literacy, Test of Early Numeracy, and MIDE [Spanish Early Literacy])

Each of these measures is administered one-on-one to a student by an independent examiner. Either the paper-and-pencil or Browser-Based Scoring method may be used.

- Paper-and-pencil

The independent examiner will present the test material (either with a printed page or through oral presentation) to the student and will record the student's correct and incorrect responses on a printed answer key as the student completes the task. After administration, the examiner will calculate the student's raw score and will enter the raw score online (see below).

- Browser-Based Scoring

The independent examiner and the student will be situated so that the AIMSweb input screen is not visible to the student. The Manager of the account will have

AIMSweb Step By Step Process

Mapping Students' Native Scores to Teacher and Principal Evaluation Metric

already uploaded student rosters and created logins for the independent examiners. The independent examiner will login to the AIMSweb system, view the Class list, and select the "Assess now" link for a particular student. This accesses the Browser-Based Scoring option for the assessment. The student will read the test content on a printed form or hear the test stimulus spoken by the examiner (depending on the measure) and will respond orally. The examiner will record the student's responses as they are given by clicking on the input screen. After administering the measure, the independent examiner will return to the Class list online.

Step 3 Accessing the Scoring System

If the examiner is not using Browser-Based Scoring, the examiner will enter the raw score online. The Manager of the account will have already uploaded student rosters and created logins for the independent examiners. The independent examiner will login to the AIMSweb system, view the Class list, and select the "Assess now" link for a particular student to enter the raw score.

If the examiner is using Browser-Based Scoring, the score will automatically be uploaded at the completion of the test administration.

Step 4 Calculating Rate of Improvement (ROI)

Each student's rate of improvement (ROI) and growth percentile on an AIMSweb measure would be computed in four steps.

1. **Subtracting the fall screening raw score from the spring screening raw score;**
2. **Dividing the result by 36 weeks and rounding to 2 decimal places;**
3. **Converting the result to a growth (ROI) percentile rank using AIMSweb growth norms; and**
4. **Converting the growth percentile to a point value to be used in calculating the educator evaluation score.**

For a school that conducts AIMSweb universal screening (benchmarking) during fall, winter, and spring, the following procedure would be used to map students' native scores for growth to metrics for educator evaluation.

If a student lacks a fall or a spring score, ROI would be computed by subtracting the fall raw score from the winter raw score or the winter raw score from the spring raw score. The result is then divided by 18 weeks.

AIMSweb Step By Step Process

Mapping Students' Native Scores to Teacher and Principal Evaluation Metric

Here's an example of how to do the calculation from the student's raw scores to an evaluation score for the educator, for a Grade 3 student being assessed with Reading-CBM.

1. A student's raw score on the fall benchmark might be 95 (58th percentile on National Norms) followed by a raw score of 140 on the spring benchmark (64th percentile). Subtracting the fall score from the spring score gives a result of 45.

$$140 - 95 = 45$$

2. This result is divided by 36, providing an answer of 1.25 for the student's ROI.

$$45/36 = 1.25 \text{ as student's ROI}$$

3. From the AIMSweb growth norms, each student's ROI is converted to a national percentile rank.

$$1.25 = 65^{\text{th}} \text{ percentile for student growth (per AIMSweb growth norms)}$$

That is, this student improved faster than about two-thirds of Grade 3 students whose initial (fall) score was at a similar level.

Note: the AIMSweb data management system makes these calculations for you.

4. The student's growth percentile is converted to a point value as shown in the "crosswalk" below.

Student Growth Percentile	Points	
	0-20 scale	0-15 scale
80-99	20	15
60-79	15	11.25
40-59	10	7.5
20-39	5	3.75
1-19	0	0

Step 5 Finding the Educator Evaluation Score

The teacher's evaluation score would be the average point value for students in the class.

Find the average point value for students in the class by

1. Summing the individual students' point values,
2. Dividing by the number of students, and
3. Rounding to one decimal place.

This recommended mapping method applies to principals as well as to teachers. For a principal, the evaluation score would be the average point score for all the students in the school.

AIMSweb Step By Step Process

Mapping Students' Native Scores to Teacher and Principal Evaluation Metric

Step 6 Interpreting the Educator Evaluation Score

This educator score has a possible range from 0 (if all students' ROIs are in the bottom 20% of national norms) to 20 or 15 (if all students have ROIs in the top 20%). The educator score can be interpreted by referring to the associated percentile ranges in the crosswalk table above.

For example, a teacher score of 11.8 would indicate that ROIs for this educator's students tend to be somewhat above the national average.

This procedure would allow for the possibility of being based on New York State data in the future, if sufficient AIMSweb screening data are collected from the state to support the construction of state-specific growth norms.

For teacher evaluation, AIMSweb measures that are individually administered (Reading Curriculum-Based Measurement, Tests of Early Literacy, and Test of Early Numeracy) would be given by an independent examiner. The other AIMSweb measures, which are group administered, could either be given by the teacher but scored by an independent scorer in accord with NYS APPR guidelines or administered and scored by an independent examiner.



ROCKY POINT UNION FREE SCHOOL DISTRICT

90 Rocky Point - Yaphank Road

Rocky Point, New York 11778

Telephone: (631) 744-1600

Fax: (631) 849-7557

ANNUAL TEACHER EVALUATION COMPOSITE SCORE

Teacher's Name: _____ Teach ID# _____

Position: _____ Building: _____

For the 2011-12 school year, the Commissioner has set the following scoring ranges for the overall rating categories and the rating categories for the State assessment and other comparable measures subcomponent and the locally selected measures subcomponent.

Level	State Assessments (Ranges set by NYS)	Local Assessment (Local assessment negotiated; scale ranges set by NYS)	Professional Practice (Locally negotiated)	Overall Composite Score (Ranges set by NYS)
Ineffective	0-2	0-2	0-48	0-64
Developing	3-8	3-8	49-56	65-74
Effective	9-17	9-17	57-58	75-90
Highly Effective	18-20	18-20	59-60	91-100

Teacher Points

State Assessment Score (20 Points)	Local Assessment Score (20 Points)	Professional Practice Score (60 Points)

Overall Composite Score

(Total State, Local, and Professional Practice Points)

Evaluation Rating

(Check one)

91-100 Highly Effective 75-90 Effective 65-74 Developing 0-64 Ineffective

If overall composite score is Ineffective or Developing, a Teacher Improvement Plan (TIP) should be developed no later than 10 days after the first day of school.

Signature of Evaluator _____ Date _____

Signature of Teacher _____ Date _____

This annual evaluation must be completed and discussed with the teacher no later than the end of the school year.



ROCKY POINT UNION FREE SCHOOL DISTRICT

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Rocky Point, New York 11778

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Annual Professional Practice Review for Tenured and Non-Tenured Teachers

YEAR _____

STATUS

- Contract Substitute
 1st Year Probationary
 2nd Year Probationary
 3rd Year Probationary
 Tenured Teacher
 Other

OBSERVATIONS (31 Points)

Highly Effective Effective Developing Ineffective
 4 points 3.5 points 2 points 0 points

I. Planning and Preparation (xx out of 18)				
A. Knowledge of content & pedagogy (NYS Standards I, II)				
B. Demonstrating knowledge of students (NYS Standard II)				
C. Setting instructional outcomes (NYS Standard II)				
D. Demonstrating knowledge of resources (NYS Standard II)				
E. Designing coherent instruction (NYS Standard II)				
F. Designing students assessments (NYS Standards II, V)				
II. Classroom Environment (xx out of 15)				
A. Creating an environment of respect & rapport (NYS Standard IV)				
B. Establishing a culture for learning (NYS Standard IV)				
C. Managing classroom procedures (NYS Standards I, IV)				
D. Managing student behavior (NYS Standards IV, V)				
E. Organizing physical space (NYS Standard IV)				
III. Instruction (xx out of 15)				
A. Communicating with students (NYS Standard III)				
B. Using questioning & discussion techniques (NYS Standard III)				
C. Engaging students in learning (NYS Standard III)				
D. Using assessment in instruction (NYS Standard III)				
E. Demonstrating flexibility & responsiveness (NYS Standard III)				

Overall Observation Rubric Score: _____

PORTFOLIO EVALUATION (29 Points)

Highly Effective Effective Developing Ineffective
 4 points 3.5 points 2 points 0 points

IV. Professional Responsibilities (xx out of 24)				
A. Reflecting on teaching (NYS Standard VI)				
B. Maintaining accurate records (NYS Standard VI)				
C. Communicating with families (NYS Standard VI)				
D. Participating in a professional community (NYS Standard VI)				
E. Growing and developing professionally (NYS Standards VI, VII)				
F. Showing professionalism (NYS Standard VI)				

Overall Portfolio Rubric Score: _____



ROCKY POINT UNION FREE SCHOOL DISTRICT

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Rocky Point, New York 11778

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New York State Teaching Standards

Planning Tool

60 points of a teacher’s 100 point composite score is based on other measures of a teacher’s effectiveness.

NYS Teaching Standards	Description	Alignment to the Danielson Framework (Domain and Component)
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.	1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning
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.	1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Selecting Instructional Goals 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Assessing Student Learning
III. Instructional Practice	Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.	3a: Communicating Clearly and Accurately 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Providing Feedback to Students 3e: Demonstrating Flexibility and Responsiveness
IV. Learning Environment	Teachers work with all students to create a dynamic learning environment that supports achievement and growth.	2a: Creating and Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space
V. Assessment for Student Learning	Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.	1f: Assessing Student Learning 3d: Providing Feedback to Students
VI. Professional Responsibilities and Collaboration	Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.	4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families 4d: Contributing to the School and District 4e: Growing and Developing Professionally 4f: Showing Professionalism
VII. Professional Growth	Teachers set informed goals and strive for continuous professional growth.	4e: Growing and Developing Professionally

APPR 60% Checklist

31 Points Classroom Observation Process (Procedure)

- Pre and post conferences
- Pre and post observation form
- Classroom Observation Form
- Critical conversations with teachers about teaching
- Summative Review
- Professional development opportunities
- Classroom walk-through unannounced
- Data collection

29 Points Other Measures

- Portfolio (documentation and support of professional growth)

ROCKY POINT UNION FREE SCHOOL DISTRICT
INSTRUCTIONAL STAFF PORTFOLIO RUBRIC
SCHOOL YEAR: 2012-2013

Teacher: _____ Grade Level/Subject Area: _____
 Date of Observation: _____ Length of Observation: _____
 Time/Period: _____ Building: _____

CHARLOTTE DANIELSON'S STANDARDS OF TEACHING
A FRAMEWORK FOR TEACHING: COMPONENTS OF PROFESSIONAL PRACTICE

Domain IV: Professional Responsibilities	Highly Effective 4 points	Effective 3.5 points	Developing 2 points	Ineffective 0 points
A. Reflecting on teaching (<i>NYS Standard VI</i>)				
B. Maintaining accurate records (<i>NYS Standard VI</i>)				
C. Communicating with families (<i>NYS Standard VI</i>)				
D. Participating in a professional community (<i>NYS Standard VI</i>)				
E. Growing and developing professionally (<i>NYS Standards VI, VII</i>)				
F. Showing professionalism (<i>NYS Standard VI</i>)				

TEACHER'S COMMENTS (optional)

Signature of Teacher _____ Date: _____
 Name of Teacher

Signature of Evaluator _____ Date: _____
 Name of Evaluator

Signature of Principal _____ Date: _____
 Name of Principal

District Office Review

Signature of Assistant Superintendent _____ Date: _____

Signature of Superintendent _____ Date: _____

The signature of the teacher on this form does not indicate agreement with its contents but merely shows awareness of this report. The teacher may submit comments on a separate sheet, to be included in his/her personnel file with this evaluation. The teacher shall sign and return this form within three (3) working days of receipt.

ROCKY POINT UNION FREE SCHOOL DISTRICT

INSTRUCTIONAL STAFF PORTFOLIO GUIDANCE

(INCLUDING EXCERPTS FROM THE DANIELSON RUBRIC)

A. Reflecting on Teaching (NYS Standard VI)

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors, coaches and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.

Recommended Artifacts:

- ◆ Narrative Post-Observation Lesson Reflection
- ◆ Complete the Charlotte Danielson Post Observation Form

B. Maintaining Accurate Records (NYS Standard VI)

An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This includes student completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital, as these records inform interactions with students and parents, and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically, using spreadsheets and databases, allowing for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

Recommended Artifacts:

- ◆ eSchool Grade Books (secondary)
- ◆ Group planning notes (team, grade level, subject area)
- ◆ Daily/Yearly Attendance
- ◆ Non-Instructional Records
 - *Examples are such things as knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures.*

C. Communicating with Families (NYS Standard VI)

Although the ability of families to participate in their child's learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, about individual students and they invite them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys an essential caring on the part of the teacher, valued by families of students of all ages.

Recommended Artifacts:

- ◆ Parent communications (notes, letters, e-mails, phone call logs, surveys, forms, etc.)
- ◆ eBoard
- ◆ Classroom newsletter and take-home folder
- ◆ Welcome letter
- ◆ Student notebook communication (elementary)
- ◆ Student-created materials for "Back to School" night that outline the approach for learning (elementary)

D. Participating in a professional community (NYS Standard VI)

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, and recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees, or engagement with the parent teacher organization. With experience, teachers assume leadership roles in these activities.

☒ Recommended Artifacts: 3-5 of the following (minimum)

- ◆ Serving on district and building committees such as PDP, CSE, IST, Assembly, Author's Day, textbook committee
- ◆ Committee agendas/minutes/attendance sheets
- ◆ Chaperoning timesheets
- ◆ Presentations at meetings
- ◆ Participation in a Teacher Mentor Program as a mentor including training, meetings, and observations providing related documentation
- ◆ Leadership of a study group, a grade level team, or department (PD calendars)
- ◆ Delivering professional development: conducting workshops or planning/running professional conferences
- ◆ Writing a grant: Federal, State, Local / Teacher Center/Business Affiliation
- ◆ Serving as a cooperating teacher for a student teacher or field internship including attending meetings and related processes; provide letter from college or student application form (6 or 12 week placement)

E. Growing and developing professionally (NYS Standards VI, VII)

As in other professions, the complexity of teaching requires continued growth and development, in order to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleague through such activities as joint planning, study groups, and lesson study provide opportunities for teachers to learn from one another. These activities allow for job embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

☒ Recommended Artifacts: 3-5 of the following (minimum)

- ◆ Elected officer in a professional educational organization and/or sitting on a Policy Board of a Profession Educational Organization
- ◆ Publishing an article in a professional journal
- ◆ Conducting and planning for special parent nights
- ◆ Participation in courses, conferences, workshops (in-district, out-of-district)
- ◆ Professional readings

F. Showing professionalism (NYS Standard VI)

Expert teachers demonstrate professionalism in both service to students as well as to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this might challenge long-held assumptions, past practice or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism is displayed in a number of ways. For example, interactions with colleagues are conducted with honesty and integrity. Student needs are known and teachers access resources to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. Professionalism is also displayed in the ways teachers approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective.

☒ Recommended Artifacts:

- ◆ Teacher statements in a narrative form. (Refer to Danielson for criteria)

ROCKY POINT UNION FREE SCHOOL DISTRICT

INSTRUCTIONAL STAFF OBSERVATION FORM

SCHOOL YEAR: _____

Teacher: _____ Grade Level/Subject Area: _____

Date of Observation: _____ Length of Observation (*minutes*): _____

Time/Period: _____ Building: FJC JAE MS HS

Type of Observation Announced Observation Unannounced Observation

Status: Probationary Tenured Annual Appointment Other

CHARLOTTE DANIELSON'S STANDARDS OF TEACHING A FRAMEWORK FOR TEACHING: COMPONENTS OF PROFESSIONAL PRACTICE

Domain 1: Planning and Preparation	Highly Effective	Effective	Developing	Ineffective	Not Observed
A. Knowledge of content & pedagogy (<i>NYS Standards I, II</i>)					
B. Demonstrating knowledge of students (<i>NYS Standard II</i>)					
C. Setting instructional outcomes (<i>NYS Standard II</i>)					
D. Demonstrating knowledge of resources (<i>NYS Standard II</i>)					
E. Designing coherent instruction (<i>NYS Standard II</i>)					
F. Designing students assessments (<i>NYS Standards II, V</i>)					
Domain 2: Classroom Environment	Highly Effective	Effective	Developing	Ineffective	Not Observed
A. Creating an environment of respect & rapport (<i>NYS Standard IV</i>)					
B. Establishing a culture for learning (<i>NYS Standard IV</i>)					
C. Managing classroom procedures (<i>NYS Standards I, IV</i>)					
D. Managing student behavior (<i>NYS Standards IV, V</i>)					
E. Organizing physical space (<i>NYS Standard IV</i>)					
Domain 3: Instruction	Highly Effective	Effective	Developing	Ineffective	Not Observed
A. Communicating with students (<i>NYS Standard III</i>)					
B. Using questioning & discussion techniques (<i>NYS Standard III</i>)					
C. Engaging students in learning (<i>NYS Standard III</i>)					
D. Using assessment in instruction (<i>NYS Standard III</i>)					
E. Demonstrating flexibility & responsiveness (<i>NYS Standard III</i>)					

OBSERVER'S COMMENTS:

PROGRESS TOWARDS TENURE (FOR PROBATIONARY, NON-TENURED TEACHERS ONLY)

- The teacher is making appropriate progress towards tenure
- The teacher must address the preceding recommendations in this evaluation to make appropriate progress towards tenure
- The teacher is not making appropriate progress towards tenure

Note: It is incumbent upon the teacher to seek administrative and supervisory assistance whenever:

- ◆ He/she is below minimum standards in any area;
- ◆ Professional growth over previous observation is not evident; and/or
- ◆ Ratings decrease from previous observations

TEACHER'S COMMENTS

Signature of Teacher _____ Date: _____

Signature of Evaluator _____ Date: _____

Signature of Principal _____ Date: _____

District Office Review

Signature of Assistant Superintendent _____ Date: _____

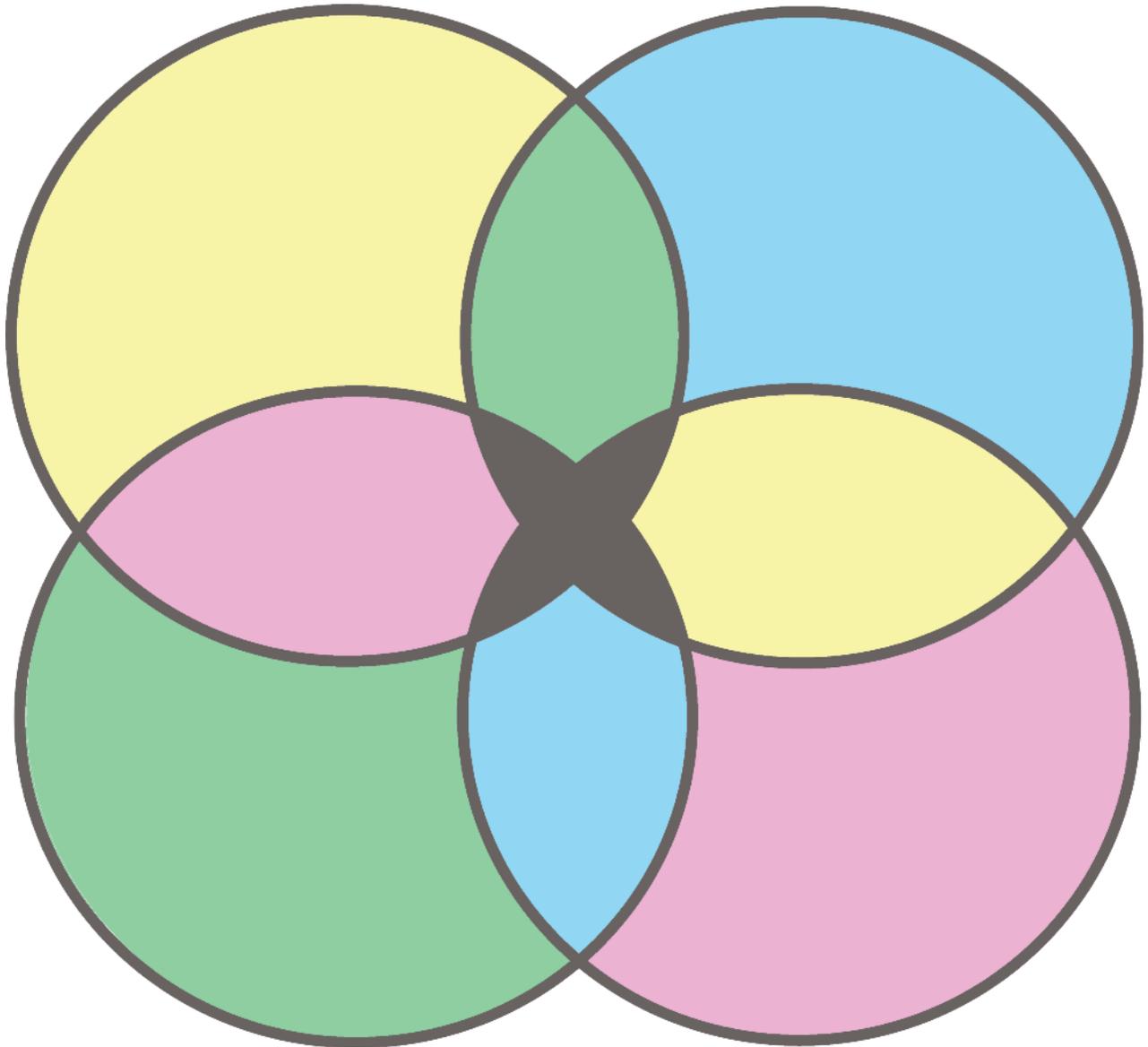
Signature of Superintendent _____ Date: _____

The signature of the teacher on this form does not indicate agreement with its contents but merely shows awareness of this report. The teacher may submit comments on a separate sheet, to be included in his/her personnel file with this evaluation. The teacher shall sign and return this form within three (3) working days of receipt.

The Framework for Teaching Evaluation Instrument

2011 Edition

by Charlotte Danielson



The Danielson Group

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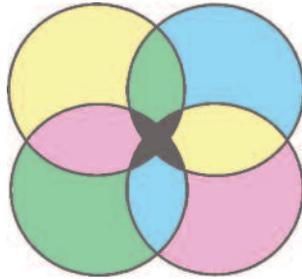
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The Framework for Teaching Evaluation Instrument

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Introduction

The Framework for Teaching identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. Although not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

The 1996 Edition

Enhancing Professional Practice: A Framework for Teaching was first published by ASCD in 1996. It built on the research compiled by ETS in its development of *Praxis III: Classroom Performance Assessments*, an observation-based evaluation of first-year teachers that is used for the purpose of licensing. The Framework extended this work (examining current research) to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well.

The Framework quickly found wide acceptance by teachers, administrators, policymakers, and academics as a comprehensive description of good teaching, including levels of performance: unsatisfactory, basic, proficient, and distinguished for each of its 22 components.

The 2007 Edition

The 2007 edition of The Framework, also published by ASCD as *Enhancing Professional Practice: A Framework for Teaching*, incorporated several important enhancements, reflecting findings from the previous decade. Most importantly, it incorporated educational research that had been conducted since 1996, fully described in the appendix, The Research Foundation. Moreover, the 2007 edition included frameworks for nonclassroom specialist positions, such as school librarians, nurses, and counselors. These individuals, while typically part of the teacher bargaining unit in a school district, have very different responsibilities from those of classroom teachers. Therefore, they need their own frameworks, tailored to the details of their work. These frameworks were written to reflect the recommendations of their professional organizations, such as the American Association of School Librarians, but organized according to the same structure as that of The Framework for Teaching: Planning and Preparation, The Environment, Delivery of Service (the equivalent of Instruction), and Professional Responsibilities.

The 2007 edition of The Framework for Teaching retained the architecture of the 1996 edition; in both cases, the complex work of teaching is divided into 4 domains and 22 components. Furthermore, each component is composed of several smaller elements, which serve to further define the component. A few of the components were renamed: 1c (“Selecting Instructional Goals”) was changed to “Setting Instructional Outcomes”; 1f (“Assessing Student Learning”) was revised to “Designing Student Assessments”; 3a (“Communicating Clearly and Accurately”) was changed to “Communicating with Students”; and 3d (“Providing Feedback to Students”) was altered to “Using Assessment in Instruction.” In Domain 4, 4d (“Contributing to the School and District”) was changed to “Participating in a Professional Community.” Of these revisions, most were simple changes in language done for the sake of clarity. In the case of 4d, for example, the original name, “Contributing to the School and District,” implied to some people that it was an additional responsibility, not integral to the work of teaching, whereas the new name, “Participating in a Professional Community,” suggests that it is an essential professional obligation.

However, the revisions to 1f and 3d were significant: the 2007 edition clearly assigned the design of student assessments (1f) to Domain 1 (“Planning and Preparation,”) and 3d (“Using Assessment in Instruction”) is clearly part of teaching. These distinctions were not as clear in the 1996 edition.

The 2011 Edition

In 2009, the Bill and Melinda Gates Foundation embarked on the large research project “Measures of Effective Teaching (MET),” which entailed the video capture of over 23,000 lessons, analyzed according to five observation protocols, with the results of those analyses (together with other measures) correlated to value-added measures of student learning. The aim of the study was to determine which aspects of a teacher’s practice were most highly correlated with high levels of student progress.

The Framework for Teaching was one of the models selected for this study, which, because of its size, entailed the (online) training and certification of hundreds of observers for the purpose of rating the quality of teaching in the lessons. In order to fulfill this obligation, it became necessary to supply additional tools to aid in the training of observers, so that they could make accurate and consistent judgments about teaching practice as demonstrated in the large numbers of videotaped lessons.

The tools required were of several types:

- Rubric language tighter even than that of the 2007 edition of The Framework for Teaching. Furthermore, the levels of performance in the 2011 revision are written at the component, rather than the element, level. While providing less detail, the component level rubrics capture all the essential information from those at the element level and far easier to use in evaluation than are those at the element level.
- “Critical attributes” for each level of performance for each component. These critical attributes provide essential guidance for observers in distinguishing between practice at adjacent levels of performance. They are of enormous value in training and in the actual work of observation and evaluation.
- Possible examples for each level of performance for each component. These examples serve to illustrate the meanings of the rubric language. However, they should be regarded for what they are: possible examples. They are not intended to describe **all** the possible ways in which a certain level of performance might be demonstrated in the classroom; those are, of necessity, particular to each grade and subject. The possible examples simply serve to illustrate what practice can look like in a range of settings.

These enhancements to The Framework for Teaching, while created in response to the demands of the MET study, have turned out to be valuable additions to the instrument in all its applications. Practitioners have found that the enhancements not only make it easier to determine the level of performance reflected in a classroom for each component of The Framework but also contribute to judgments both more accurate and more worthy of confidence. As the stakes in teacher evaluation become higher, this increased accuracy is absolutely essential.

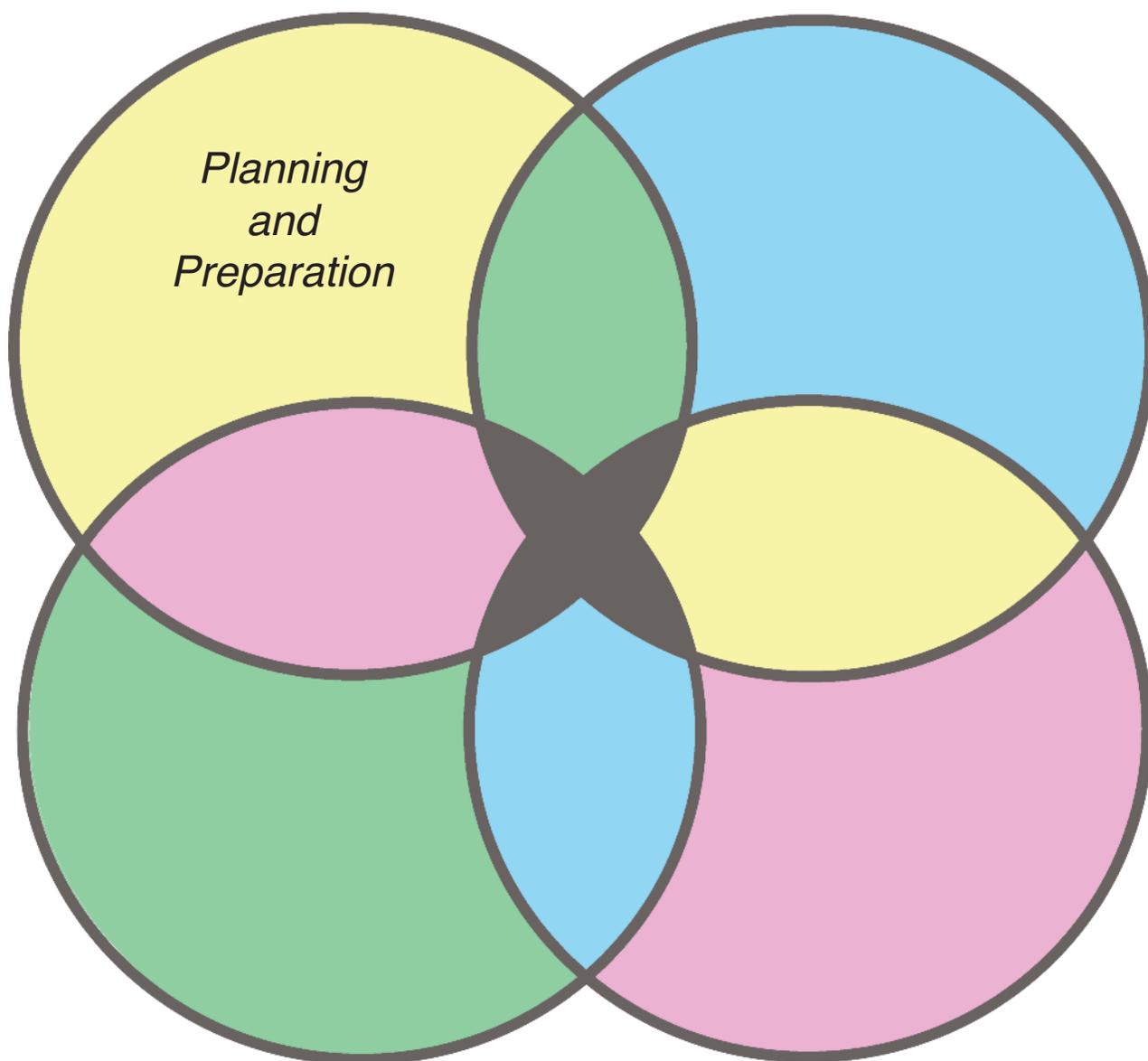
It should be noted that there are absolutely no changes to the architecture of The Framework for Teaching in the 2011 to the 2007 edition: it contains the same 4 domains, the same 22 components, and all of the same elements. Therefore, those educators who have invested resources in learning the language of the 2007 edition will find nothing to confuse them. They should expect to discover that the additional tools, added initially in response to the demands of a large research project, assist them in the challenging work of applying the framework to actual classroom teaching.

DOMAIN 1

The Framework for Teaching Evaluation Instrument

DOMAIN 1

Planning and Preparation



1a Knowledge of Content and Pedagogy

In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline. Elements of component 1a:

Knowledge of content and the structure of the discipline

Every discipline has a dominant structure, with smaller components or strands as well as central concepts and skills.

Knowledge of prerequisite relationships

Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

Knowledge of content-related pedagogy

Different disciplines have “signature pedagogies” that have evolved over time and have been found to be most effective in teaching.

Indicators:

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to student questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

1a Knowledge of Content and Pedagogy—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher says, “The official language of Brazil is Spanish, just like other South American countries.”</p> <p>The teacher says, “I don’t understand why the math book has decimals in the same unit as fractions.”</p> <p>The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.</p>	<p>The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.</p> <p>The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.</p> <p>The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday.</p>	<p>The teacher’s plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.</p> <p>The teacher realized her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement.</p> <p>The teacher plans to expand a unit on civics by having students simulate a court trial.</p>	<p>In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.</p> <p>Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.</p>

UNSATISFACTORY	BASIC
<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>

Critical Attributes

<p>Teacher makes content errors.</p> <p>Teacher does not consider prerequisite relationships when planning.</p> <p>Teacher’s plans use inappropriate strategies for the discipline</p>	<p>Teacher is familiar with the discipline but does not see conceptual relationships.</p> <p>Teacher’s knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>

<p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher consistently provides clear explanations of the content.</p> <p>The teacher answers student questions accurately and provides feedback that furthers their learning.</p> <p>The teacher seeks out content-related professional development.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Teacher cites intra- and interdisciplinary content relationships.</p> <p>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</p>
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1b Demonstrating Knowledge of Students

Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their subject content and its related pedagogy but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when planning lessons and identifying resources that will ensure their understanding. Elements of component 1b:

Knowledge of child and adolescent development

Children learn differently at different stages of their lives.

Knowledge of the learning process

Learning requires active intellectual engagement.

Knowledge of students' skills, knowledge, and language proficiency

Children's lives beyond school influence their learning.

Knowledge of students' interest and cultural heritage

Children's backgrounds influence their learning.

Knowledge of students' special needs

Children do not all develop in a typical fashion.

Indicators:

- Formal and informal information about students gathered by teacher for use in planning instruction
- Student interests and needs learned and used by teacher in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share heritage
- Teacher-created database of students with special needs available for teacher use

1b Demonstrating Knowledge of Students—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.</p> <p>The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.</p> <p>The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.</p>	<p>The teacher’s lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.</p> <p>In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.</p> <p>Lesson plans make only peripheral reference to students’ interests.</p> <p>The teacher knows that some of her students have IEPs, but they’re so long that she hasn’t read them yet.</p>	<p>The teacher creates an assessment of students’ levels of cognitive development.</p> <p>The teacher examines previous year’s cumulative folders to ascertain the proficiency levels of groups of students in the class.</p> <p>The teacher administers a student interest survey at the beginning of the school year.</p> <p>The teacher plans activities based on student-interest.</p> <p>The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.</p> <p>The teacher realizes that not all of his students are Christian and so he plans to read a Hanukkah story in December.</p> <p>The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.</p>	<p>The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</p> <p>The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.</p> <p>The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult.</p> <p>The teacher attends the local Mexican heritage day, meeting several of his students’ extended families.</p> <p>The teacher regularly creates adapted assessment materials for several students with learning disabilities.</p>

UNSATISFACTORY	BASIC
<p>Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>

Critical Attributes

<p>Teacher does not understand child development characteristics and has unrealistic expectations for students.</p> <p>Teacher does not try to ascertain varied ability levels among students in the class.</p> <p>Teacher is not aware of student interests or cultural heritages.</p> <p>Teacher takes no responsibility to learn about students' medical or learning disabilities.</p>	<p>Teacher cites developmental theory but does not seek to integrate it into lesson planning.</p> <p>Teacher is aware of the different ability levels in the class but tends to teach to the "whole group."</p> <p>The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p>The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>

<p>The teacher knows, for groups of students, their levels of cognitive development.</p> <p>The teacher is aware of the different cultural groups in the class.</p> <p>The teacher has a good idea of the range of interests of students in the class.</p> <p>The teacher has identified "high," "medium," and "low" groups of students within the class.</p> <p>The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.</p> <p>The teacher is aware of the special needs represented by students in the class.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</p> <p>The teacher seeks out information about their cultural heritage from all students.</p> <p>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</p>
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1c Setting Instructional Outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.

Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; not only is it important for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines. Elements of component 1c:

Value, sequence, and alignment

Students must be able to build their understanding of important ideas from concept to concept.

Clarity

Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.

Balance

Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.

Suitability for diverse students

Outcomes must be appropriate for all students in the class.

Indicators:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Assessment of student attainment
- Outcomes differentiated for students of varied ability

1c Setting Instructional Outcomes—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>A learning outcome for a fourth-grade class is to make a poster illustrating a poem.</p> <p>All the outcomes for a ninth-grade history class are factual knowledge.</p> <p>The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.</p> <p>Though there are a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.</p>	<p>Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.</p> <p>The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level are students struggling.</p>	<p>One of the learning outcomes is for students to appreciate the aesthetics of 18th-century English poetry.</p> <p>The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the events leading to the Revolutionary War.</p> <p>The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives.</p>	<p>The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.</p> <p>Students will develop a concept map that links previous learning goals to those they are currently working on.</p> <p>Some students identify additional learning.</p>

UNSATISFACTORY	BASIC
<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>

Critical Attributes

<p>Outcomes lack rigor.</p> <p>Outcomes do not represent important learning in the discipline.</p> <p>Outcomes are not clear or are stated as activities.</p> <p>Outcomes are not suitable for many students in the class.</p>	<p>Outcomes represent a mixture of low expectations and rigor.</p> <p>Some outcomes reflect important learning in the discipline.</p> <p>Outcomes are suitable for most of the class.</p>
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PROFICIENT	DISTINGUISHED
<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>

<p>Outcomes represent high expectations and rigor.</p> <p>Outcomes are related to the “big ideas” of the discipline.</p> <p>Outcomes are written in terms of what students will learn rather than do.</p> <p>Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication.</p> <p>Outcomes are suitable to groups of students in the class and are differentiated where necessary.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing.</p> <p>Teacher connects outcomes to previous and future learning.</p> <p>Outcomes are differentiated to encourage individual students to take educational risks.</p>
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1d Demonstrating Knowledge of Resources

Student learning is enhanced by a teacher's skillful use of resources; some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skill, and those that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, choosing those that align directly with the learning outcomes and that will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to guarantee all students access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives. Elements of component 1d:

Resources for classroom use

Materials align with learning outcomes.

Resources to extend content knowledge and pedagogy

Materials are available to further teachers' professional knowledge.

Resources for students

Materials are appropriately challenging.

Indicators:

- District-provided materials
- A range of texts
- Guest speakers
- Internet resources
- Materials provided by professional organizations
- Teachers participating in continuing professional education courses or professional groups
- Community resources

1d Demonstrating Knowledge of Resources—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>For their unit on China, the students acquired all of their information from the district-supplied textbook.</p> <p>Mr. J is not sure how to teach fractions but doesn't know how he's expected to learn it by himself.</p> <p>A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."</p>	<p>For a unit on ocean life, the teacher really needs more books, but the school library has only has three for him to borrow.</p> <p>The teacher knows she should learn more about teaching literacy, but the school offered only one professional development day last year.</p> <p>The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.</p>	<p>The teacher provides her 5th graders a range of nonfiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.</p> <p>The teacher took an online course on literature to expand her knowledge of great American writers.</p> <p>The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school.</p>	<p>The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.</p> <p>The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry.</p> <p>The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.</p>

1d DEMONSTRATING KNOWLEDGE OF RESOURCES

UNSATISFACTORY	BASIC
<p>Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</p>	<p>Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</p>

Critical Attributes

<p>The teacher uses only district-provided materials, even when more variety would assist some students.</p> <p>The teacher does not seek out resources available to expand his or her own skill.</p> <p>Although aware of some student needs, the teacher does not inquire about possible resources.</p>	<p>The teacher uses materials in the school library but does not search beyond the school for resources.</p> <p>The teacher participates in content-area workshops offered by the school but does not pursue other professional development.</p> <p>The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.</p>	<p>Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.</p>

<p>Texts are at varied levels.</p> <p>Texts are supplemented by guest speakers and field experiences.</p> <p>Teacher facilitates Internet resources.</p> <p>Resources are multidisciplinary.</p> <p>Teacher expands knowledge with professional learning groups and organizations.</p> <p>Teacher pursues options offered by universities.</p> <p>Teacher provides lists of resources outside the class for students to draw on.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Texts are matched to student skill level.</p> <p>The teacher has ongoing relationship with colleges and universities that support student learning.</p> <p>The teacher maintains log of resources for student reference.</p> <p>The teacher pursues apprenticeships to increase discipline knowledge</p> <p>The teacher facilitates student contact with resources outside the classroom.</p>
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1e Designing Coherent Instruction

Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan for implementation is then manifested in Domain 3. Elements of component 1e:

Learning activities

Instruction is designed to engage students and advance their learning through the content.

Instructional materials and resources

Materials and resources are appropriate to the learning needs of the students.

Instructional groups

Groups are intentionally organized to support student learning.

Lesson and unit structure

Organization is clear and sequenced to advance students’ learning.

Indicators:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- The use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans

1e Designing Coherent Instruction—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher plans to have his 9th graders color in the worksheet after memorizing the parts of the microscope.</p> <p>Despite having a textbook that is 15 years old, the teacher plans to use that as the sole resource for his communism unit.</p> <p>The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four selected on the basis of where they are sitting.</p> <p>The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.</p>	<p>After the minilesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.</p> <p>The teacher has found an atlas to use as a supplemental resource during the geography unit.</p> <p>The teacher always lets students select their own working groups because they behave better when they can choose whom they want to sit with.</p> <p>The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.</p>	<p>The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.</p> <p>The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.</p> <p>The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style.</p> <p>The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.</p>	<p>The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning.</p> <p>While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections.</p> <p>After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future.</p> <p>The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson's outcomes to those they previously learned.</p>

UNSATISFACTORY	BASIC
<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>

Critical Attributes

<p>Learning activities are boring and/or not well aligned to the instructional goals.</p> <p>Materials are not engaging or do not meet instructional outcomes.</p> <p>Instructional groups do not support learning.</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>Learning activities are moderately challenging.</p> <p>Learning resources are suitable, but there is limited variety.</p> <p>Instructional groups are random or only partially support objectives.</p> <p>Lesson structure is uneven or may be unrealistic in terms of time expectations.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>

<p>Learning activities are matched to instructional outcomes.</p> <p>Activities provide opportunity for higher-level thinking.</p> <p>Teacher provides a variety of appropriately challenging materials and resources.</p> <p>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</p> <p>The plan for the lesson or unit is well structured, with reasonable time allocations.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Activities permit student choice.</p> <p>Learning experiences connect to other disciplines.</p> <p>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</p> <p>Lesson plans differentiate for individual student needs.</p>
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1f Designing Student Assessments

Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, to assess reasoning skills and factual knowledge, different methods are needed. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding the learning outcomes. Elements of component 1f:

Congruence with instructional outcomes

Assessments must match learning expectations.

Criteria and standards

Expectations must be clearly defined.

Design of formative assessments

Assessments for learning must be planned as part of the instructional process.

Use for planning

Results of assessment guide future planning.

Indicators:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written, with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

1f Designing Student Assessments—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher marks papers on the foundation of the U.S. constitution on the basis of grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.</p> <p>After the students present their research on globalization, the teacher tells them their letter grade. When students ask how he has arrived at the grade, he responds, “After all these years in education, I just know what grade to give.”</p> <p>The teacher says, “What’s the difference between formative assessment and the test I give at the end of the unit?”</p> <p>The teacher says, “The district gave me this entire curriculum to teach, so I just have to keep moving.”</p>	<p>The district goal for the Europe unit is for students to understand geopolitical relationships. The teacher plans to have the students memorize all the country capitals and rivers.</p> <p>The teacher’s students receive their tests back; each one is simply marked with a letter grade at the top.</p> <p>The plan indicates that the teacher will pause to “check for understanding” but without a clear indication of how that is to be done.</p> <p>A student says, “If half the class passed the test, why are we all reviewing the material again?”</p>	<p>Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to have them write a variety of persuasive essays as preparation.</p> <p>Ms. M has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation are clearly defined.</p> <p>Mr. C creates a short questionnaire to distribute to his students at the end of class; on the basis of their responses, he will organize them into different groups during the next lesson’s activities.</p> <p>Based on the previous morning’s formative assessment, Ms. D plans to have 5 students to work on a more challenging project while she works with 6 other students to reinforce the concept.</p>	<p>To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class.</p> <p>Mr. J’s students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.</p> <p>After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.</p> <p>Mrs. T has developed a routine for her class: students know that if they are struggling with a math concept, they will sit in a small group with her during workshop time.</p>

UNSATISFACTORY	BASIC
<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>

Critical Attributes

<p>Assessments do not match instructional outcomes.</p> <p>Assessments have no criteria.</p> <p>No formative assessments have been designed.</p> <p>Assessment results do not affect future plans.</p>	<p>Only some of the instructional outcomes are addressed in the planned assessments.</p> <p>Assessment criteria are vague.</p> <p>Plans refer to the use of formative assessments, but they are not fully developed.</p> <p>Assessment results are used to design lesson plans for the whole class, not individual students.</p>
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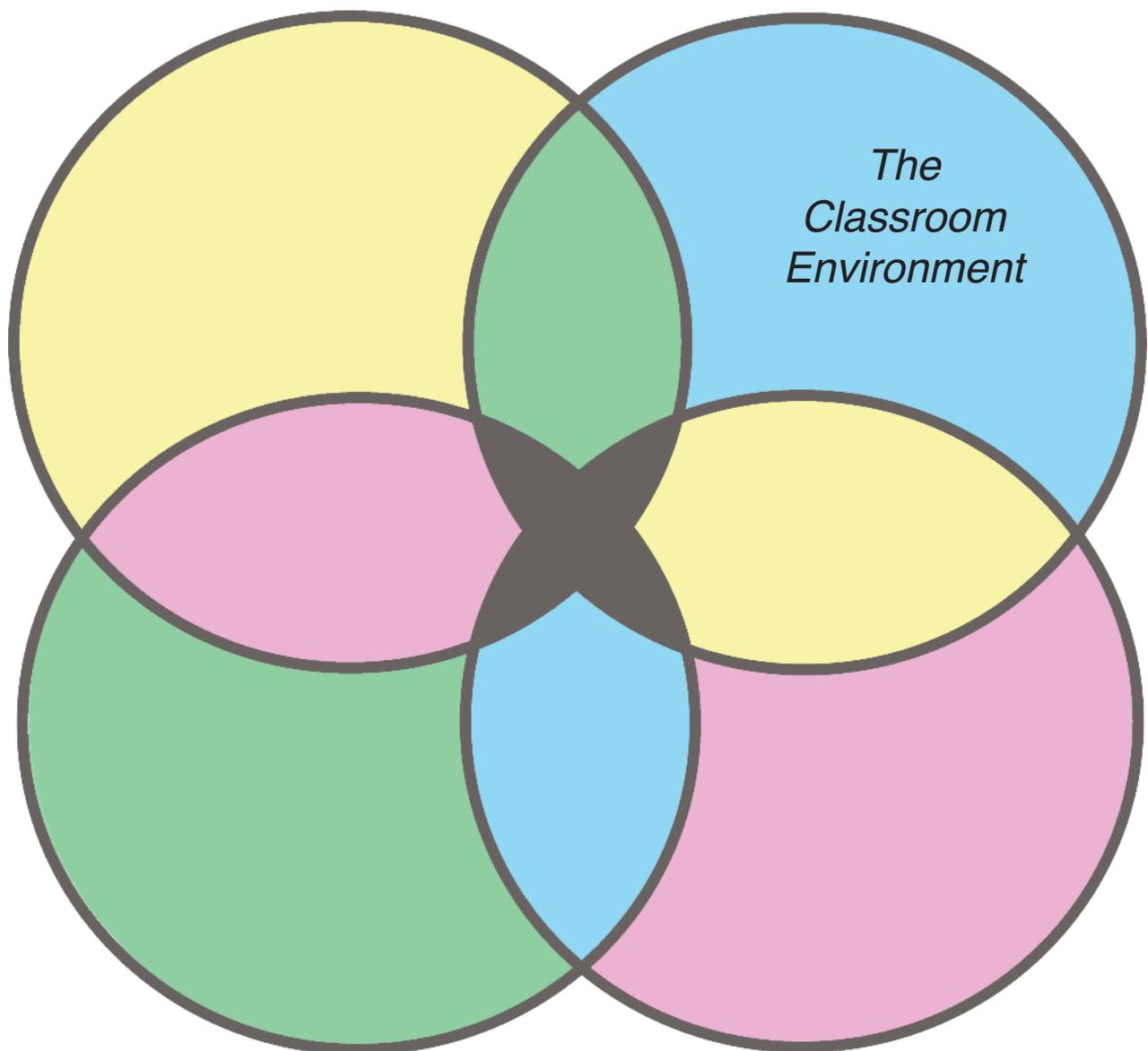
PROFICIENT	DISTINGUISHED
<p>Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher’s plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>

<p>All the learning outcomes have a method for assessment.</p> <p>Assessment types match learning expectations.</p> <p>Plans indicate modified assessments for some students as needed.</p> <p>Assessment criteria are clearly written.</p> <p>Plans include formative assessments to use during instruction.</p> <p>Lesson plans indicate possible adjustments based on formative assessment data.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Assessments provide opportunities for student choice.</p> <p>Students participate in designing assessments for their own work.</p> <p>Teacher-designed assessments are authentic with real-world application, as appropriate.</p> <p>Students develop rubrics according to teacher-specified learning objectives.</p> <p>Students are actively involved in collecting information from formative assessments and provide input.</p>
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The Framework for Teaching Evaluation Instrument

DOMAIN 2

The Classroom Environment



2a Creating an Environment of Respect and Rapport

An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe. Elements of component 2a:

Teacher interactions with students, including both words and actions

A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.

Student interactions with other students, including both words and actions

As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interaction among students is mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.

Indicators:

- Respectful talk and turn taking
- Respect for students' background and life outside the classroom
- Teacher and student body language
- Physical proximity
- Warmth and caring
- Politeness
- Encouragement
- Active listening
- Fairness

2a Creating an Environment of Respect and Rapport—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>A student slumps in his/her chair following a comment by the teacher.</p> <p>Students roll their eyes at a classmate's idea; the teacher does not respond.</p> <p>Many students talk when the teacher and other students are talking; the teacher does not correct them.</p> <p>Some students refuse to work with other students.</p> <p>Teacher does not call students by their names.</p>	<p>Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.</p> <p>A few students do not engage with others in the classroom, even when put together in small groups.</p> <p>Students applaud halfheartedly following a classmate's presentation to the class.</p> <p>Teacher says: "Don't talk that way to your classmates," but student shrugs his/her shoulders.</p>	<p>Teacher greets students by name as they enter the class or during the lesson.</p> <p>The teacher gets on the same level with students, kneeling, for example, beside a student working at a desk.</p> <p>Students attend fully to what the teacher is saying.</p> <p>Students wait for classmates to finish speaking before beginning to talk.</p> <p>Students applaud politely following a classmate's presentation to the class.</p> <p>Students help each other and accept help from each other.</p> <p>Teacher and students use courtesies such as "please," "thank you," "excuse me."</p> <p>Teacher says: "Don't talk that way to your classmates," and the insults stop.</p>	<p>Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).</p> <p>Students hush classmates causing a distraction while the teacher or another student is speaking.</p> <p>Students clap enthusiastically after one another's presentations for a job well done.</p> <p>The teacher says: "That's an interesting idea, Josh, but you're forgetting ..."</p>

UNSATISFACTORY	BASIC
<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>

Critical Attributes

<p>Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity.</p> <p>Students use disrespectful talk towards one another with no response from the teacher.</p> <p>Teacher displays no familiarity with or caring about individual students' interests or personalities.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</p> <p>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>

<p>Talk between teacher and students and among students is uniformly respectful.</p> <p>Teacher responds to disrespectful behavior among students.</p> <p>Teacher makes superficial connections with individual students.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Teacher demonstrates knowledge and caring about individual students’ lives beyond school.</p> <p>When necessary, students correct one another in their conduct toward classmates.</p> <p>There is no disrespectful behavior among students.</p> <p>The teacher’s response to a student’s incorrect response respects the student’s dignity.</p>
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2b Establishing a Culture for Learning

A “culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy and by a sense that what is happening there is important and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work. Elements of component 2b:

Importance of the content and of learning

In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.

Expectations for learning and achievement

In classrooms with robust cultures for learning, all students receive the message that while the work is challenging, they are capable of success if they are prepared to work hard.

Student pride in work

When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

Indicators:

- Belief in the value of the work
- High expectations, supported through both verbal and nonverbal behaviors
- Expectation and recognition of quality
- Expectation and recognition of effort and persistence
- Confidence in students’ ability evident in teacher’s and students’ language and behaviors
- Expectation for all students to participate

2b Establishing a Culture for Learning—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher tells students that they're doing a lesson because it's on the test, in the book, or mandated by the district.</p> <p>Teacher says to a student: "Why don't you try this easier problem?"</p> <p>Students turn in sloppy or incomplete work.</p> <p>Students don't engage in work, and the teacher ignores it.</p> <p>Students have not completed their homework, and the teacher does not respond.</p> <p>Almost all of the activities are busy work.</p>	<p>Teacher says: "Let's get through this."</p> <p>Teacher says: "I think most of you will be able to do this."</p> <p>Students consult with one another to determine how to fill out a worksheet but do not encourage each other to question their ideas.</p> <p>Teacher does not encourage students who are struggling.</p> <p>Only some students get down to work after an assignment is given or after entering the room.</p>	<p>Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job."</p> <p>Teacher says: "This idea is really important! It's central to our understanding of history."</p> <p>Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well."</p> <p>Teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts the comment without complaint.</p> <p>Students get down to work right away when an assignment is given or after entering the room.</p>	<p>The teacher says: "It's really fun to find the patterns for factoring polynomials."</p> <p>Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation.</p> <p>Students question one another on answers.</p> <p>Student asks the teacher whether s/he can redo a piece of work since s/he now sees how it could be strengthened.</p> <p>Students work even when the teacher isn't working with them or directing their efforts.</p>

UNSATISFACTORY	BASIC
<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>

Critical Attributes

<p>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p> <p>Class time is devoted more to socializing than to learning.</p>	<p>Teacher's energy for the work is neutral, indicating neither indicating a high level of commitment nor "blowing it off."</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work.</p> <p>Many students indicate that they are looking for an "easy path."</p>
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PROFICIENT

DISTINGUISHED

The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.

The teacher conveys that with hard work students can be successful.

Students understand their role as learners and consistently expend effort to learn.

Classroom interactions support learning and hard work.

The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.

The teacher conveys high expectations for learning by all students and insists on hard work.

Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.

The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it.

The teacher demonstrates a high regard for student abilities.

Teacher conveys an expectation of high levels of student effort.

Students expend good effort to complete work of high quality.

In addition to the characteristics of “proficient”:

The teacher communicates a genuine passion for the subject.

Students indicate that they are not satisfied unless they have complete understanding.

Student questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer.

Students recognize the efforts of their classmates.

Students take initiative in improving the quality of their work.

2c Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and success in teaching students to employ them, may be inferred from the sense that the class “runs itself.” Elements of component 2c:

Management of instructional groups

Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher.

Management of transitions

Many lessons engage students in different types of activities—large-group, small-group, independent work. Little time should be lost as students move from one activity to another; students know the “drill” and execute it seamlessly.

Management of materials and supplies

Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.

Performance of non-instructional duties

Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

Indicators:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

2c Managing Classroom Procedures—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>When moving into small groups, students are confused about where they are supposed to go, whether they should take their chairs, etc.</p> <p>There are long lines for materials and supplies, or distributing supplies is time consuming.</p> <p>Students bump into one another lining up or sharpening pencils.</p> <p>Roll taking consumes much time at the beginning of the lesson, and students are not working on anything during the process.</p> <p>Most students ask what they are to do or look around for clues from others.</p>	<p>Some students not working with the teacher are not productively engaged in learning.</p> <p>Transitions between large- and small-group activities are rough, but they are accomplished.</p> <p>Students are not sure what to do when materials are being distributed or collected.</p> <p>Students ask some clarifying questions about procedures.</p> <p>The attendance or lunch count consumes more time than it would need if the procedure were more routinized.</p>	<p>Students get started on an activity while the teacher takes attendance.</p> <p>Students move smoothly between large- and small-group activities.</p> <p>The teacher has an established timing device, such as counting down to signal students to return to their desks.</p> <p>Teacher has an established attention signal, such as raising a hand, or dimming the lights.</p> <p>One member of each small group collects materials for the table.</p> <p>There is an established color-coded system indicating where materials should be stored.</p> <p>In small-group work, students have established roles, they listen to one another, summarize different views, etc.</p> <p>Cleanup at the end of a lesson is fast and efficient.</p>	<p>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</p> <p>A student reminds classmates of the roles that they are to play within the group.</p> <p>A student redirects a classmate to the table s/he should be at following a transition.</p> <p>Students propose an improved attention signal.</p> <p>Students independently check themselves into class on the attendance board.</p>

UNSATISFACTORY	BASIC
<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>

Critical Attributes

<p>Students not working with the teacher are not productively engaged or are disruptive to the class.</p> <p>There are no established procedures for distributing and collecting materials.</p> <p>Procedures for other activities are confused or chaotic.</p>	<p>Small groups are only partially engaged while not working directly with the teacher.</p> <p>Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough.</p> <p>Classroom routines function unevenly.</p>
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PROFICIENT	DISTINGUISHED
<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher’s management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>

<p>The students are productively engaged during small-group work.</p> <p>Transitions between large- and small-group activities are smooth.</p> <p>Routines for distribution and collection of materials and supplies work efficiently.</p> <p>Classroom routines function smoothly.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Students take the initiative with their classmates to ensure that their time is used productively.</p> <p>Students themselves ensure that transitions and other routines are accomplished smoothly.</p> <p>Students take initiative in distributing and collecting materials efficiently.</p>
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2d Managing Student Behavior

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content. Elements of component 2d:

Expectations

It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.

Monitoring of student behavior

Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle and thus a challenging to observe.

Response to student misbehavior

Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content, are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Indicators:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Fairness
- Absence of misbehavior
- Reinforcement of positive behavior

2d Managing Student Behavior—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>Students are talking among themselves, with no attempt by the teacher to silence them.</p> <p>An object flies through the air, without teacher notice.</p> <p>Students are running around the room, the result being a chaotic environment.</p> <p>Their phones and other electronics distract students, but the teacher does nothing.</p>	<p>Classroom rules are posted, but neither teacher nor students refer to them.</p> <p>The teacher repeatedly asks students to take their seats; they ignore him/her.</p> <p>Teacher says to one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</p>	<p>Upon a nonverbal signal from the teacher, students correct their behavior.</p> <p>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</p> <p>The teacher gives a student a hard look, and the student stops talking to his/her neighbor.</p>	<p>A student suggests a revision in one of the classroom rules.</p> <p>The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.</p> <p>The teacher asks to speak to a student privately about misbehavior.</p> <p>A student reminds his/her classmates of the class rule about chewing gum.</p>

UNSATISFACTORY	BASIC
<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>

Critical Attributes

<p>The classroom environment is chaotic, with no apparent standards of conduct.</p> <p>The teacher does not monitor student behavior.</p> <p>Some students violate classroom rules, without apparent teacher awareness.</p> <p>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</p>	<p>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</p> <p>Teacher attempts to keep track of student behavior, but with no apparent system.</p> <p>The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.</p>
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PROFICIENT	DISTINGUISHED
<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>

<p>Standards of conduct appear to have been established.</p> <p>Student behavior is generally appropriate.</p> <p>The teacher frequently monitors student behavior.</p> <p>Teacher's response to student misbehavior is effective.</p> <p>Teacher acknowledges good behavior.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Student behavior is entirely appropriate; there no evidence of student misbehavior.</p> <p>The teacher monitors student behavior without speaking – just moving about.</p> <p>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</p>
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2e Organizing Physical Space

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology. Elements of component 2e:

Safety and accessibility

Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.

Arrangement of furniture and use of physical resources

Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these are skillfully used, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the physical environment.

Indicators:

- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

2e Organizing Physical Space—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>There are electrical cords placed in unsafe locations around the classroom.</p> <p>There is a pole in the middle of the room; some students can't see the board.</p> <p>A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.</p>	<p>The teacher ensures that dangerous chemicals are stored safely.</p> <p>The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson.</p> <p>The teacher tries to use a computer to illustrate a concept but requires several attempts to make it work.</p>	<p>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</p> <p>Desks are moved to make tables so students can work together, or in a circle for a class discussion.</p> <p>The use of an Internet connection enriches the lesson.</p>	<p>Students ask whether they can shift the furniture to better suit the differing needs of small-group work and large-group discussion.</p> <p>A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes.</p> <p>A student suggests an application of the white board for an activity.</p>

UNSATISFACTORY	BASIC
<p>The physical environment is unsafe, or many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>

Critical Attributes

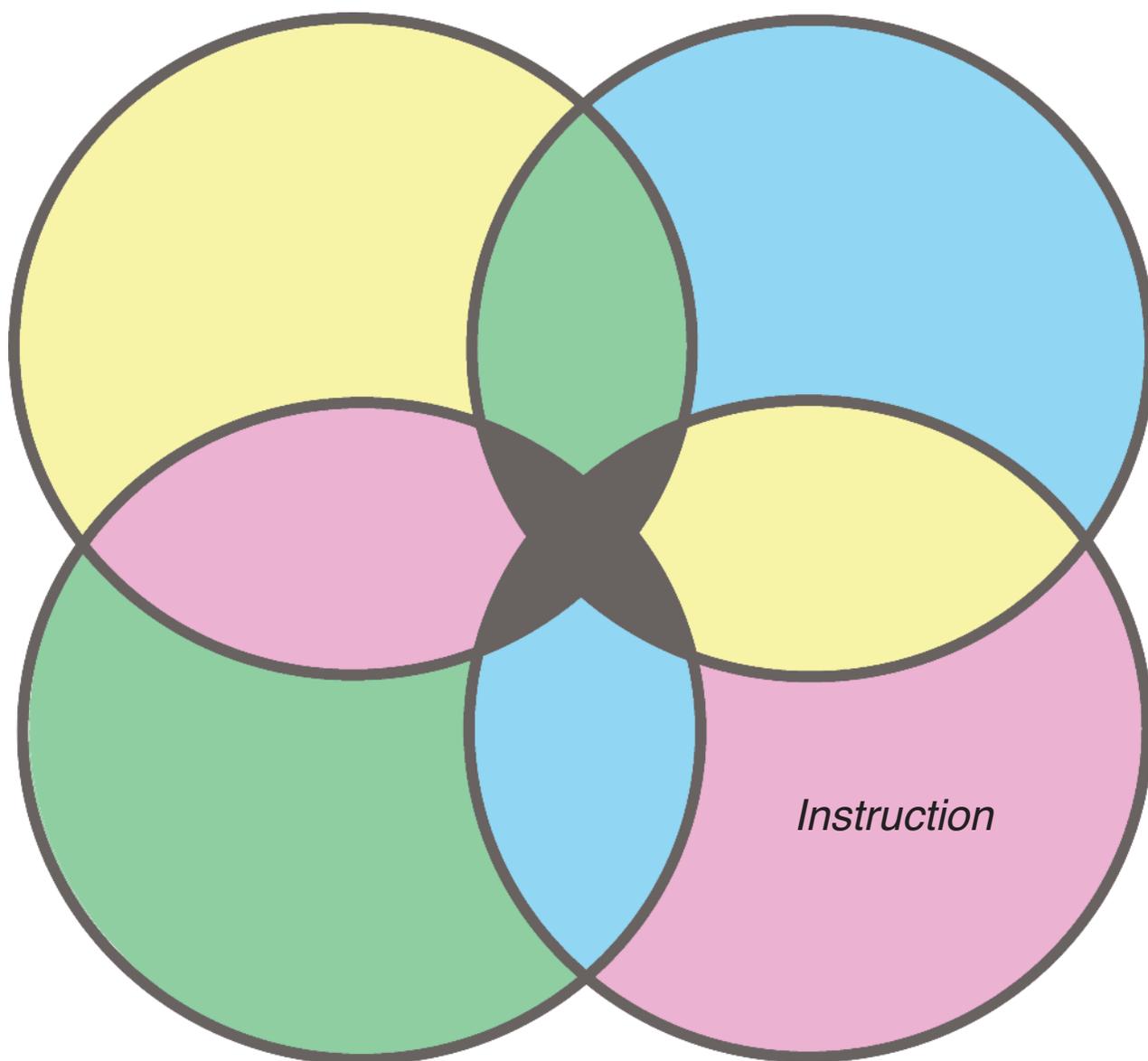
<p>There are physical hazards in the classroom, endangering student safety.</p> <p>Many students can't see or hear the teacher or the board.</p> <p>Available technology is not being used, even if its use would enhance the lesson.</p>	<p>The physical environment is safe, and most students can see and hear.</p> <p>The physical environment is not an impediment to learning but does not enhance it.</p> <p>The teacher makes limited use of available technology and other resources.</p>
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PROFICIENT	DISTINGUISHED
<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students, including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>

<p>The classroom is safe, and all students are able to see and hear.</p> <p>The classroom is arranged to support the instructional goals and learning activities.</p> <p>The teacher makes appropriate use of available technology.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Modifications are made to the physical environment to accommodate students with special needs.</p> <p>There is total alignment between the goals of the lesson and the physical environment.</p> <p>Students take the initiative to adjust the physical environment.</p> <p>Teachers and students make extensive and imaginative use of available technology.</p>
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The Framework for Teaching Evaluation Instrument

DOMAIN 3 Instruction



3a Communicating with Students

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, clarity, and imagination; when expanding upon the topic is appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry-based science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher's use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students. Elements of component 3a:

Expectations for learning

The goals for learning are communicated clearly to students. Even if goals are not conveyed at the outset of a lesson (for example, an inquiry-based lesson in science), by the end of the lesson students are clear about what they have been learning.

Directions and procedures

Students are clear about what they are expected to do during a lesson, particularly if they are working independently or with classmates, without direct teacher supervision. The directions for the lesson activities may be provided orally, in writing, or in some combination of the two.

Explanations of content

Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, when opportunity arises, anticipate possible student misconceptions.

Use of oral and written language

For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.

Indicators:

- Clarity of the purpose of the lesson
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts
- Students comprehension of content
- Correct and imaginative use of language

3a Communicating with Students—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>A student asks: “What are we supposed to be doing?” but the teacher ignores the question.</p> <p>The teacher states that to add fractions they must have the same numerator.</p> <p>Students have a quizzical look on their faces; some may withdraw from the lesson.</p> <p>Students become disruptive, or talk among themselves in an effort to follow the lesson.</p> <p>The teacher uses technical terms with an elementary class without explaining their meanings.</p> <p>The teacher tends to say “ain’t.”</p>	<p>The teacher mispronounces some common words.</p> <p>The teacher says: “And oh, by the way, today we’re going to factor polynomials.”</p> <p>A student asks: “What are we supposed to be doing?” and the teacher clarifies the task.</p> <p>Students ask, “What do I write here?” in order to complete a task.</p> <p>Having asked students only to listen, the teacher says: “Watch me while I show you how to ...”</p> <p>A number of students do not seem to be following the explanation.</p> <p>Students are inattentive during the teacher’s explanation of content.</p>	<p>The teacher says, “By the end of today’s lesson, you’re all going to be able to factor different types of polynomials.”</p> <p>In the course of a presentation of content, the teacher asks students: “Can anyone think of an example of that?”</p> <p>The teacher uses a board or projection device so students can refer to it without requiring the teacher’s attention.</p>	<p>The teacher says: “Here’s a spot where some students have difficulty ... be sure to read it carefully.”</p> <p>The teacher asks a student to explain the task to other students.</p> <p>When help is needed, a student offers clarification about the learning task to classmates.</p> <p>The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold but sunny day or by the water in a hose that has been sitting in the sun.</p> <p>The teacher says: “Who would like to explain this idea to us?”</p> <p>The teacher pauses during an explanation of the civil rights movement to remind students that the prefix “in,” as in “inequality,” means “not” and that the prefix “un” means the same thing.</p>

UNSATISFACTORY	BASIC
<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher’s explanation of the content contains major errors.</p> <p>The teacher’s spoken or written language contains errors of grammar or syntax.</p> <p>The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds.</p>

Critical Attributes

<p>At no time during the lesson does the teacher convey to the students what they will be learning.</p> <p>Students indicate through their questions that they are confused about the learning task.</p> <p>The teacher makes a serious content error that will affect students’ understanding of the lesson.</p> <p>Students indicate through body language or questions that they don’t understand the content being presented.</p> <p>Teacher’s communications include errors of vocabulary or usage.</p> <p>The teacher’s vocabulary is inappropriate to the age or culture of the students.</p>	<p>The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation.</p> <p>The teacher must clarify the learning task so that students can complete it.</p> <p>The teacher makes no serious content errors but may make a minor error.</p> <p>The teacher’s explanation of the content consists of a monologue or is purely procedural, with minimal participation by students.</p> <p>Vocabulary and usage are correct but unimaginative.</p> <p>Vocabulary is too advanced or too juvenile for the students.</p>
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PROFICIENT

DISTINGUISHED

The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.

Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.

During the explanation of content, the teacher invites student intellectual engagement.

Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.

The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.

The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.

Students contribute to extending the content and help explain concepts to their classmates.

The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

The teacher states clearly, at some point during the lesson, what the students will be learning.

If the tactic is appropriate, the teacher models the process to be followed in the task.

Students engage with the learning task, indicating that they understand what they are to do.

The teacher makes no content errors.

The teacher's explanation of content is clear and invites student participation and thinking.

The teacher's vocabulary and usage are correct and completely suited to the lesson.

The teacher's vocabulary is appropriate to the students' ages and levels of development.

In addition to the characteristics of "proficient":

The teacher points out possible areas for misunderstanding.

Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.

All students seem to understand the presentation.

The teacher invites students to explain the content to the class or to classmates.

Teacher uses rich language, offering brief vocabulary lessons where appropriate.

3b Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this fact reflects their central importance to teachers' practice. But in the framework it is important that questioning and discussion are used as techniques to deepen student understanding are being used rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building upon student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. These discussions may be based on questions formulated by the students themselves.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if the questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered part of this component.

In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught. Elements of component 3b:

Quality of questions/prompts

Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and provide students with sufficient time to think about their response to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This strategy may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.

Discussion techniques

Effective teachers promote learning through discussion. Some teachers report, "We discussed x" when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher.

Student participation

In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion and enlists the assistance of students to ensure this outcome.

Indicators:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Discussion in which the teacher steps out of the central, mediating role
- High levels of student participation in discussion

3b Questioning and Discussion Techniques—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>All questions are of the “recitation” type, such as “What is 3 x 4?”</p> <p>The teacher asks a question for which the answer is on the board; students respond by reading it.</p> <p>The teacher calls only upon students who have their hands up.</p>	<p>Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?”</p> <p>The teacher asks: “Who has an idea about this?” but only the usual three students offer comments.</p> <p>The teacher asks: “Michael, can you comment on Mary’s idea?” but Michael does not respond or makes a comment directly to the teacher.</p>	<p>The teacher asks: “What might have happened if the colonists had not prevailed in the American war for independence?”</p> <p>The teacher uses the plural the form in asking questions, such as “What are some things you think might contribute to . . . ?”</p> <p>The teacher asks: “Michael, can you comment on Mary’s idea?” and Michael responds directly to Mary.</p> <p>After posing a question and asking each of the students to write a brief response and then share it with a partner, the teacher invites a few to offer their ideas to the entire class.</p>	<p>A student asks, “How many ways are there to get this answer?”</p> <p>A student says to a classmate: “I don’t think I agree with you on this, because”</p> <p>A student asks of other students: “Does anyone have another idea how we might figure this out?”</p> <p>A student asks, “What if . . . ?”</p>

UNSATISFACTORY	BASIC
<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>

Critical Attributes

<p>Questions are rapid-fire, and convergent, with a single correct answer.</p> <p>Questions do not invite student thinking.</p> <p>All discussion is between teacher and students; students are not invited to speak directly to one another.</p> <p>A few students dominate the discussion.</p>	<p>Teacher frames some questions designed to promote student thinking, but only a small number of students are involved.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>Teacher calls on many students, but only a few actually participate in the discussion.</p>
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PROFICIENT

DISTINGUISHED

Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.

Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.

Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.

Students formulate many questions, initiate topics, and make unsolicited contributions.

Students themselves ensure that all voices are heard in the discussion.

Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.

The teacher makes effective use of wait time.

The teacher effectively builds on student responses to questions.

Discussions enable students to talk to one another without ongoing mediation by the teacher.

The teacher calls on most students, even those who don't initially volunteer.

Many students actively engage in the discussion.

In addition to the characteristics of "proficient":

Students initiate higher-order questions.

Students extend the discussion, enriching it.

Students invite comments from their classmates during a discussion.

3c Engaging Students in Learning

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussing, debating, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and then encourages students to reflect on what they have done and what they have learned. That is, the lesson has closure, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. Elements of component 3c :

Activities and assignments

The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that both emphasizes depth over breadth and that may allow students to exercise some choice.

Grouping of students

How students are grouped for instruction is one of the many decisions teachers make every day. There are many options: students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups or to form them randomly.

Instructional materials and resources

The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. Although some teachers are obliged to use a school or district’s officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.

Structure and pacing

No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of students’ learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators:

- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem-solving, etc.
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

3c Engaging Students in Learning—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>Students are able to fill out the lesson worksheet without fully understanding what it's asking them to do.</p> <p>The lesson drags or feels rushed.</p> <p>Students complete "busy work" activities.</p>	<p>Students are asked to fill in a worksheet, following an established procedure.</p> <p>There is a recognizable beginning, middle, and end to the lesson.</p> <p>Parts of the lesson have a suitable pace; other parts drag or feel rushed.</p>	<p>Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</p> <p>Students are given a task to do independently, then to discuss with a table group, and then to report out from each table.</p> <p>There is a clear beginning, middle, and end to the lesson.</p> <p>The lesson neither rushes nor drags.</p>	<p>Students are asked to write an essay "in the style of Hemingway."</p> <p>A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</p> <p>Students identify or create their own learning materials.</p> <p>Students summarize their learning from the lesson.</p>

UNSATISFACTORY	BASIC
<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>

Critical Attributes

<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks require only recall or have a single correct response or method.</p> <p>The materials used ask students to perform only rote tasks.</p> <p>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</p> <p>Instructional materials used are unsuitable to the lesson and/or the students.</p> <p>The lesson drags or is rushed.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and recall.</p> <p>Students are in large part passively engaged with the content, learning primarily facts or procedures.</p> <p>Students have no choice in how they complete tasks.</p> <p>The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</p> <p>The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking.</p> <p>The pacing of the lesson is uneven—suitable in parts, but rushed or dragging in others.</p>
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PROFICIENT	DISTINGUISHED
<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>

<p>Most students are intellectually engaged in the lesson.</p> <p>Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</p> <p>Students have some choice in how they complete learning tasks.</p> <p>There is a mix of different types of groupings, suitable to the lesson objectives.</p> <p>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</p> <p>The pacing of the lesson provides students the time needed to be intellectually engaged.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Virtually all students are highly engaged in the lesson.</p> <p>Students take initiative to modify a learning task to make it more meaningful or relevant to their needs</p> <p>Students suggest modifications to the grouping patterns used.</p> <p>Students have extensive choice in how they complete tasks.</p> <p>Students suggest modifications or additions to the materials being used.</p> <p>Students have an opportunity for both reflection and closure after the lesson to consolidate their understanding.</p>
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3d Using Assessment in Instruction

Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what was intended), assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

Of course, a teacher's monitoring of student learning, though the action may superficially appear to be the same as that of monitoring student behavior, has a fundamentally different purpose in each case. When teachers are monitoring behavior, they are alert to students who may be passing notes, or bothering their neighbors; when teachers are monitoring student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. For the purpose of monitoring, many teachers create questions specifically to determine the extent of student understanding and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component. Elements of component 3d:

Assessment criteria

It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.

Monitoring of student learning

A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort but one planned carefully in advance. Even after careful planning, however, the teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.

Feedback to students

Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing about how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive and provide students the guidance they need to improve their performance.

Student self-assessment and monitoring of progress

The culmination of students' assuming responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and they have been taught the skills of checking their work against clear criteria.

Indicators:

- Teacher paying close attention to evidence of student understanding
- Teacher posing specifically created questions to elicit evidence of student understanding
- Teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

3d Using Assessment in Instruction—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>A student asks, “How is this assignment going to be graded?”</p> <p>A student asks, “Does this quiz count towards my grade?”</p> <p>The teacher forges ahead with a presentation without checking for understanding.</p> <p>The teacher says: “Good job, everyone.”</p>	<p>Teacher asks: “Does anyone have a question?”</p> <p>When a student completes a problem on the board, the teacher corrects the student’s work without explaining why.</p> <p>The teacher, after receiving a correct response from one student, continues without ascertaining whether all students understand the concept.</p>	<p>The teacher circulates during small group or independent work, offering suggestions to groups of students.</p> <p>The teacher uses a specifically formulated question to elicit evidence of student understanding.</p> <p>The teacher asks students to look over their papers to correct their errors.</p>	<p>The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.</p> <p>While students are working, the teacher circulates, providing substantive feedback to individual students.</p> <p>The teacher uses exit tickets to elicit evidence of individual student understanding.</p> <p>Students offer feedback to their classmates on their work.</p> <p>Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</p>

UNSATISFACTORY	BASIC
<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</p> <p>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>

Critical Attributes

<p>The teacher gives no indication of what high-quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Feedback is only global.</p> <p>The teacher does not ask students to evaluate their own or classmates' work.</p>	<p>There is little evidence that the students understand how their work will be evaluated.</p> <p>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</p> <p>Teacher requests global indications of student understanding.</p> <p>Feedback to students is not uniformly specific and not oriented towards future improvement of work.</p> <p>The teacher makes only minor attempts to engage students in self-assessment or peer assessment.</p>
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PROFICIENT	DISTINGUISHED
<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p>

<p>Students indicate that they clearly understand the characteristics of high-quality work.</p> <p>The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance, at least for groups of students.</p> <p>The teacher attempts to engage students in self-assessment or peer assessment.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>There is evidence that students have helped establish the evaluation criteria.</p> <p>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class.</p> <p>Teacher makes frequent use of strategies to elicit information about individual student understanding.</p> <p>Feedback to students is specific and timely, and is provided from many sources including other students.</p> <p>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</p>
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3e Demonstrating Flexibility and Responsiveness

“Flexibility and responsiveness” refers to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and readiness for different possible scenarios. But even the most-skilled and best-prepared teachers will on occasion find that either a lesson is not going as they would like or that a teachable moment has presented itself. They are ready to respond to such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage each student in learning, even when confronted with initial setbacks. Elements of component 3e:

Lesson adjustment

Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher’s store of alternate instructional strategies and his or her confidence to make a shift when needed.

Response to students

Occasionally during a lesson an unexpected event will occur which presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.

Persistence

Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.

Indicators:

- Incorporation of student interests and events of the day into a lesson
- Visible adjustment in the face of student lack of understanding
- Teacher seizing on a teachable moment

3e Demonstrating Flexibility and Responsiveness—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher says: “We don’t have time for that today.”</p> <p>The teacher makes no attempt to adjust the lesson when students appear confused.</p> <p>The teacher says: “If you’d just pay attention, you could understand this.”</p>	<p>The teacher says: “I’ll try to think of another way to come at this and get back to you.”</p> <p>The teacher says: “I realize not everyone understands this, but we can’t spend any more time on it.”</p> <p>The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.</p>	<p>The teacher says: “That’s an interesting idea; let’s see how it fits.”</p> <p>The teacher illustrates a principle of good writing to a student using his interest in basketball as context.</p> <p>The teacher says: “Let’s try this way and then uses another approach.”</p>	<p>The teacher stops in midstream in a lesson, and says: “This activity doesn’t seem to be working! Here’s another way I’d like you to try it.”</p> <p>The teacher incorporates the school’s upcoming championship game into an explanation of averages.</p> <p>The teacher says: “If we have to come back to this tomorrow, we will; it’s really important that you understand it.”</p>

UNSATISFACTORY	BASIC
<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>

Critical Attributes

<p>Teacher ignores indications of student boredom or lack of understanding.</p> <p>Teacher brushes aside student questions.</p> <p>Teacher makes no attempt to incorporate student interests into the lesson.</p> <p>The teacher conveys to students that when they have difficulty learning it is their fault.</p> <p>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</p>	<p>Teacher's efforts to modify the lesson are only partially successful.</p> <p>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</p> <p>The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them.</p> <p>In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so.</p>
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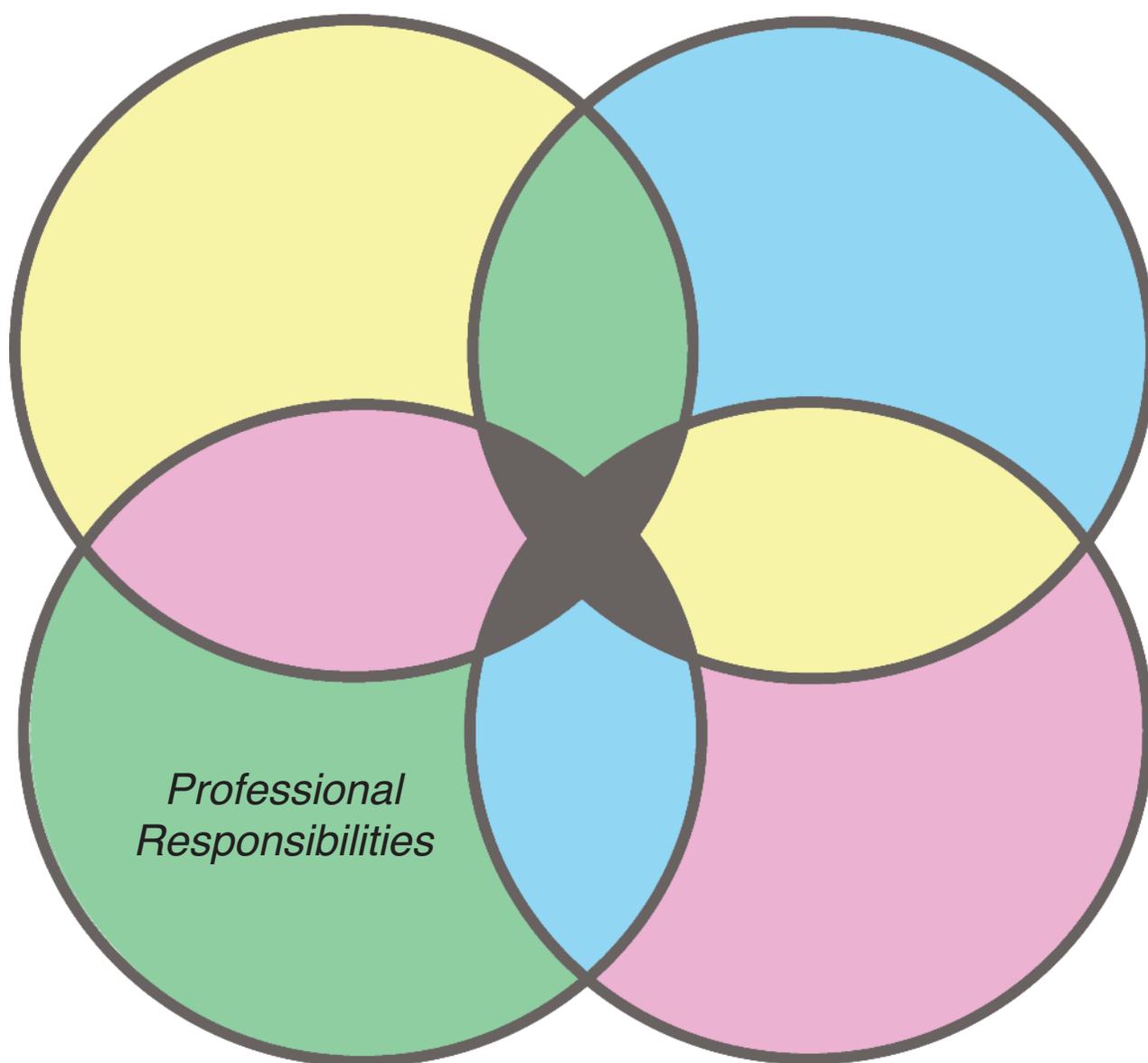
PROFICIENT	DISTINGUISHED
<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>

<p>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</p> <p>Teacher incorporates students' interests and questions into the heart of the lesson.</p> <p>The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.</p> <p>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher's adjustments to the lesson are designed to assist individual students.</p> <p>Teacher seizes on a teachable moment to enhance a lesson.</p> <p>The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use.</p> <p>In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.</p>
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The Framework for Teaching Evaluation Instrument

DOMAIN 4

Professional Responsibilities



4a Reflecting on Teaching

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event—an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity, and ability to use what has been learned in future teaching is a learned skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning. Elements of component 4a:

Accuracy

As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.

Use in future teaching

In order for the potential of reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these plans.

Indicators:

- Accurate reflections on a lesson
- Citations of adjustments to practice, drawing on a repertoire of strategies

4a Reflecting on Teaching—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>Despite evidence to the contrary, the teacher says, “My students did great on that lesson!”</p> <p>The teacher says: “That was awful; I wish I knew what to do!”</p>	<p>At the end of the lesson the teacher says, “I guess that went okay.”</p> <p>The teacher says: “I guess I’ll try X next time.”</p>	<p>The teacher says: “I wasn’t pleased with the level of engagement of the students.”</p> <p>The teacher’s journal indicates several possible lesson improvements.</p>	<p>The teacher says: “I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed.”</p> <p>In conversation with colleagues, the teacher considers different group strategies for improving a lesson.</p>

UNSATISFACTORY	BASIC
<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>

Critical Attributes

<p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</p> <p>The teacher makes no suggestions for improvement.</p>	<p>The teacher has a general sense of whether or not instructional practices were effective.</p> <p>The teacher offers general modifications for future instruction.</p>
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PROFICIENT**DISTINGUISHED**

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 few specific suggestions of what could be tried another time the lesson is taught.

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.

Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

The teacher accurately assesses the effectiveness of instructional activities used.

The teacher identifies specific ways in which a lesson might be improved.

In addition to the characteristics of "proficient":

Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.

Teacher's suggestions for improvement draw on an extensive repertoire.

4b Maintaining Accurate Records

An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. This record keeping includes student completion of assignments, student progress in learning, and records of noninstructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital, because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically with the use of spreadsheets and databases, that allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders. Elements of component 4b:

Student completion of assignments

Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them.

Student progress in learning

In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently.

Non-instructional records

Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures.

Indicators:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate noninstructional records

4b Maintaining Accurate Records—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>A student says, “I’m sure I turned in that assignment, but the teacher lost it!”</p> <p>The teacher says, “I misplaced the writing samples for my class, but it doesn’t matter—I know what the students would have scored.”</p> <p>On the morning of the field trip, the teacher discovers that five students have never turned in their permission slips.</p>	<p>A student says, “I wasn’t in school today, and my teacher’s website is out of date, so I don’t know what the assignments are!”</p> <p>The teacher says: “I’ve got all these notes about how the kids are doing; I should put them into the system, but I just don’t have time.”</p> <p>On the morning of the field trip, the teacher frantically searches all the drawers in the desk for the permission slips and finds them just before the bell rings.</p>	<p>The teacher creates a link on the class website that students can access to check on any missing assignments.</p> <p>The teacher’s grade book records student progress toward learning goals.</p> <p>The teacher creates a spreadsheet for tracking which students have paid for their school pictures.</p>	<p>A student from each team maintains the database of current and missing assignments for the team.</p> <p>When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals.</p> <p>When they bring in their permission slips for a field trip, students add their own information to the database.</p>

UNSATISFACTORY	BASIC
<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors.</p>

Critical Attributes

<p>There is no system for either instructional or noninstructional records.</p> <p>The record-keeping systems are in disarray so as to provide incorrect or confusing information.</p>	<p>The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information.</p> <p>The teacher's process for tracking student progress is cumbersome to use.</p> <p>The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>

<p>The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</p> <p>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</p> <p>The teacher's process for recording non-instructional information is both efficient and effective.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Students contribute to and maintain records indicating completed and overdue work assignments.</p> <p>Students both contribute to and maintain data files indicating their own progress in learning.</p> <p>Students contribute to maintaining noninstructional records for the class.</p>
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4c Communicating with Families

Although the ability of families to participate in their child's learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about both the instructional program and about individual students, and they invite families to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys an essential caring on the part of the teacher, a quality valued by families of students of all ages. Elements of component 4c:

Information about the instructional program

Frequent information is provided to families, as appropriate, about the instructional program.

Information about individual students

Frequent information is provided to families, as appropriate, about students' individual progress.

Engagement of families in the instructional program

Successful and frequent engagement opportunities are offered to families so that they can participate in the learning activities.

Indicators:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

4c Communicating with Families—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>A parent says, “I’d like to know what my kid is working on at school!”</p> <p>A parent says, “I wish I knew something about my child’s progress before the report card comes out.”</p> <p>A parent says, “I wonder why we never see any school work come home.”</p>	<p>A parent says, “I received the district pamphlet on the reading program, but I wonder how it’s being taught in my child’s class.”</p> <p>A parent says, “I emailed the teacher about my child’s struggles with math, but all I got back was a note saying that he’s doing fine.”</p> <p>Weekly quizzes are sent home for parent/guardian signature.</p>	<p>The teacher sends weekly newsletter home to families, including advance notice about homework assignments, current class activities, community and/or school projects, field trips, etc.</p> <p>The teacher creates a monthly progress report, which is sent home for each student.</p> <p>The teacher sends home a project that asks students to interview a family member about growing up during the 1970s.</p>	<p>Students create materials for back-to-school night that outline the approach for learning science.</p> <p>Student daily reflection log describes learning and goes home each week for a response from a parent or guardian.</p> <p>Students design a project on charting family use of plastics.</p>

UNSATISFACTORY	BASIC
<p>Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</p>

Critical Attributes

<p>Little or no information regarding the instructional program is available to parents.</p> <p>Families are unaware of their children’s progress.</p> <p>Family engagement activities are lacking.</p> <p>Communication is culturally inappropriate.</p>	<p>School or district-created materials about the instructional program are sent home.</p> <p>Infrequent or incomplete information is sent home by teachers about the instructional program.</p> <p>Teacher maintains school-required grade book but does little else to inform families about student progress.</p> <p>Teacher communications are sometimes inappropriate to families’ cultural norms.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher's efforts to engage families in the instructional program are frequent and successful.</p>

<p>Information about the instructional program is available on a regular basis.</p> <p>The teacher sends information about student progress home on a regular basis.</p> <p>Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.</p>	<p>In addition to the characteristics of "proficient":</p> <p>On a regular basis, students develop materials to inform their families about the instructional program.</p> <p>Students maintain accurate records about their individual learning progress and frequently share this information with families.</p> <p>Students contribute to regular and ongoing projects designed to engage families in the learning process.</p>
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4d Participating in a Professional Community

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers—organizations whose full potential is realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect and by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities. Elements of component 4d:

Relationships with colleagues

Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success.

Involvement in a culture of professional inquiry

Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.

Service to the school

Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.

Participation in school and district projects

Teachers contribute to and support larger school and district projects designed to improve the professional community.

Indicators:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation and support of community initiatives

4d Participating in a Professional Community—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good.</p> <p>The teacher does not attend PLC meetings.</p> <p>The teacher does not attend any school function after the dismissal bell.</p> <p>The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class."</p>	<p>The teacher is polite but never shares any instructional materials with his grade partners.</p> <p>The teacher attends PLC meetings only when reminded by her supervisor.</p> <p>The principal says, "I wish I didn't have to ask the teacher to "volunteer" every time we need someone to chaperone the dance.</p> <p>The teacher contributes to the district literacy committee only when requested to so by the principal.</p>	<p>The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings.</p> <p>The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues.</p> <p>The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there.</p> <p>The teacher enthusiastically represents the school during the district social studies review and brings her substantial knowledge of U.S. history to the course-writing team.</p>	<p>The teacher leads the "mentor" group, devoted to supporting teachers during their first years in the profession.</p> <p>The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.</p> <p>The teacher leads the school's annual "Olympics" day, which involves all students and faculty in athletic events.</p> <p>The teacher leads the school district's wellness committee, which involves health-care and nutrition specialists from the community.</p>

UNSATISFACTORY	BASIC
<p>Teacher’s relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school’s culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>

Critical Attributes

<p>The teacher’s relationship with colleagues is characterized by negativity or combativeness.</p> <p>The teacher purposefully avoids contributing to activities promoting professional inquiry.</p> <p>The teacher avoids involvement in school activities and school district and community projects.</p>	<p>The teacher has pleasant relationship with colleagues.</p> <p>When invited, the teacher participates in activities related to professional inquiry.</p> <p>When asked, the teacher participates in school activities, as well as school district and community projects.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>

<p>The teacher has supportive and collaborative relationships with colleagues.</p> <p>The teacher regularly participates in activities related to professional inquiry.</p> <p>The teacher frequently volunteers to participate in school activities, as well as school district and community projects.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>The teacher takes a leadership role in promoting activities related to professional inquiry.</p> <p>The teacher regularly contributes to and oversees events that positively impact school life.</p> <p>The teacher regularly contributes to and serves as head of significant school district and community projects.</p>
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4e Growing and Developing Professionally

As in other professions, the complexity of teaching requires continued growth and development in order to remain current. Conscientiousness about continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession. Elements of component 4e:

Enhancement of content knowledge and pedagogical skill

Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.

Receptivity to feedback from colleagues

Teachers actively pursue networks that provide collegial support and feedback.

Service to the profession

Teachers are active in professional organizations so that they can continually improve their personal practice and provide leadership and support to colleagues.

Indicators:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; regular sharing of feedback
- Participation in professional organizations supporting academic inquiry

4e Growing and Developing Professionally—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher never takes continuing education courses, even though the credits would increase his salary.</p> <p>The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will simply discard the feedback form.</p> <p>Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.</p>	<p>The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.</p> <p>The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.</p> <p>The teacher joins the local chapter of the American Library Association because she feels might benefit from the free book—but otherwise doesn't feel it's worth much of her time.</p>	<p>The teacher eagerly attends the school district optional summer workshops, finding them to be a wealth of instructional strategies he can use during the school year.</p> <p>The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.</p> <p>The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students' conceptual understanding.</p>	<p>The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.</p> <p>The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.</p> <p>The teacher founds a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.</p>

UNSATISFACTORY	BASIC
<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>

Critical Attributes

<p>The teacher is not involved in any activity that might enhance knowledge or skill.</p> <p>The teacher purposefully resists discussing performance with supervisors or colleagues.</p> <p>The teacher ignores invitations to join professional organizations or attend conferences.</p>	<p>The teacher participates in professional activities when they are required or when provided by the school district.</p> <p>The teacher reluctantly accepts feedback from supervisors and colleagues.</p> <p>The teacher contributes in a limited fashion to educational professional organizations.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>

<p>The teacher seeks regular opportunities for continued professional development.</p> <p>The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback.</p> <p>The teacher actively participates in professional organizations designed to contribute to the profession.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>The teacher seeks regular opportunities for continued professional development, including initiating action research.</p> <p>The teacher actively seeks feedback from supervisors and colleagues.</p> <p>The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</p>
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4f Showing Professionalism

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this sense of priority might challenge long-held assumptions, past practices, or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Such educators display professionalism in a number of ways. For example, they conduct their interactions with colleagues with honesty and integrity. They know their students' needs and seek out resources in order to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. These dedicated educators also display their professionalism in the ways they approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective. Elements of component 4f:

Integrity and ethical conduct

Teachers act with integrity and honesty.

Service to students

Teachers put students first in all considerations of their practice.

Advocacy

Teachers support their students' best interests, even in the face of traditional practice or beliefs.

Decision making

Teachers solve problems with students' needs as a priority.

Compliance with school and district regulations

Teachers adhere to policies and procedures.

Indicators:

- Teacher having a reputation as someone who can be trusted and often being sought as a sounding board
- Teacher frequently reminding participants during committee or planning work that students are the highest priority
- Teacher supporting students, even in the face of difficult situations or conflicting policies
- Teacher challenging existing practice in order to put students first
- Teacher consistently fulfilling school district mandates regarding policies and procedures

4f Showing Professionalism—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.</p> <p>The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mother can't afford day care.</p> <p>The teacher fails to notice that one of her kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.</p> <p>When one of his colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities.</p> <p>The teacher does not file her students' writing samples in their district cum folders; doing so is time consuming, and she wants to leave early for summer break.</p>	<p>The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her."</p> <p>The teacher, considering staying late to help some of her students in after-school day care, realizes doing so would conflict with her gym class and decides against staying.</p> <p>The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.</p> <p>When her grade partner goes out on maternity leave, the teacher says, "Hello" and "Welcome" to the substitute but does not offer any further assistance.</p> <p>The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.</p>	<p>The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.</p> <p>Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons.</p> <p>The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.</p> <p>The English department chair says, "I appreciate when Jim attends our after-school meetings; he always contributes something meaningful to the discussion.</p> <p>The teacher learns the district's new online curriculum mapping system and enters all of her courses.</p>	<p>When the new teacher has trouble understanding directions from the principal, she immediately goes to the colleague who she can rely on for expert advice and complete discretion.</p> <p>After the school's intramural basketball program is discontinued, the teacher finds some former student-athletes to come in and work with his students, who have come to love the after-school sessions.</p> <p>The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.</p> <p>The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss.</p> <p>When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she can assist her colleagues with its implementation.</p>

UNSATISFACTORY	BASIC
<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>

Critical Attributes

<p>Teacher is dishonest.</p> <p>Teacher does not notice the needs of students.</p> <p>The teacher engages in practices that are self-serving.</p> <p>The teacher willfully rejects school district regulations.</p>	<p>Teacher is honest.</p> <p>Teacher notices the needs of students but is inconsistent in addressing them.</p> <p>Teacher does not notice that some school practices result in poor conditions for students.</p> <p>Teacher makes decisions professionally but on a limited basis.</p> <p>Teacher complies with school district regulations.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed. 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.</p> <p>Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>



<p>Teacher is honest and known for having high standards of integrity.</p> <p>Teacher actively addresses student needs.</p> <p>Teacher actively works to provide opportunities for student success.</p> <p>Teacher willingly participates in team and departmental decision making.</p> <p>Teacher complies completely with school district regulations.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students.</p> <p>Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful.</p> <p>Teacher takes a leadership role in team and departmental decision making.</p> <p>Teacher takes a leadership role regarding school district regulations.</p>
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ROCKY POINT UNION FREE SCHOOL DISTRICT

90 Rocky Point – Yaphank Road

Rocky Point, New York 11778

Telephone: (631) 744-1600

Fax: (631) 849-7557

ANNUAL PRINCIPAL EVALUATION COMPOSITE SCORE

Principal's Name: _____ Building: _____

State Assessment Score (20 Points)	Local Assessment Score (20 Points)	Professional Practice Score (60 Points)	Overall Composite Score (100 Points)	Evaluation Rating
				<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective

For the 2011-12 school year, the Commissioner has set the following scoring ranges for the overall rating categories and the rating categories for the State assessment and other comparable measures subcomponent and the locally selected measures subcomponent.

Level	State Assessments (Ranges set by NYS)	Local Assessment (Local assessment negotiated; scale ranges set by NYS)	Professional Practice (Locally negotiated)	Overall Composite Score (Ranges set by NYS)
Ineffective	0-2	0-2	0-48	0-64
Developing	3-8	3-8	49-56	65-74
Effective	9-17	9-17	57-58	75-90
Highly Effective	18-20	18-20	59-60	91-100

If overall composite score is Ineffective or Developing, a Principal Improvement Plan (PIP) should be developed no later than 10 days after the first day of school.

Signature of Evaluator _____ Date _____

Signature of Principal _____ Date _____

This annual evaluation must be completed and discussed with the principal no later than the end of the school year.

ROCKY POINT UNION FREE SCHOOL DISTRICT

90 Rocky Point – Yaphank Road
Rocky Point, New York 11778

Annual Professional Practice Review For Tenured and Non-Tenured Principals				
SCHOOL YEAR: _____ <input type="checkbox"/> Contract Substitute <input type="checkbox"/> 1 st Year Probationary <input type="checkbox"/> 2 nd Year Probationary <input type="checkbox"/> 3 rd Year Probationary <input type="checkbox"/> Tenured Principal <input type="checkbox"/> Other				
A. Diagnosis and Planning				
a. Team				
b. Diagnosis				
c. Gap				
d. Mission				
e. Target				
f. Theory				
g. Strategy				
h. Support				
i. Enlisting				
j. Revision				
B. Priority Management and Communication				
a. Planning				
b. Communication				
c. Outreach				
d. Follow Up				
e. Expectations				
f. Delegation				
g. Meetings				
h. Prevention				
i. Efficiency				
j. Balance				
C. Curriculum and Data				
a. Expectations				
b. Baseline				
c. Targets				
d. Materials				
e. Interims				
f. Analysis				
g. Causes				
h. Follow-Up				
i. Monitoring				
j. Celebration				
D. Supervision, Evaluation, and Professional Development				
a. Meetings				
b. Ideas				
c. Development				
d. Empowerment				
e. Support				
f. Units				
g. Evaluation				
h. Criticism				
i. Housecleaning				
j. Hiring				

E. Discipline and Family Involvement				
a. Expectations				
b. Effectiveness				
c. Celebration				
d. Training				
e. Support				
f. Openness				
g. Curriculum				
h. Conferences				
i. Communication				
j. Safety-Net				
F. Management and External Relations				
a. Strategies				
b. Scheduling				
c. Movement				
d. Custodians				
e. Transparency				
f. Bureaucracy				
g. Budget				
h. Compliance				
i. Relationships				
j. Resources				

Overall Rubric Score: _____ out of 240 points

Conversion Chart

Overall Rubric Score	Level	Professional Practice Number for Composite Score (see conversion chart)
0-110 points	Ineffective	0-48
111-197 points	Developing	49-56
198-218 points	Effective	57-58
219-240 points	Highly Effective	59-60

OVERALL SUMMARY RATING OF PROFESSIONAL PRACTICE (Check one)

Highly Effective
 Effective
 Developing
 Ineffective

Overall Comments by Supervisor:

Overall Comments by Administrator:

Signature of Evaluator _____ **Date** _____

Signature of Principal _____ **Date** _____

MARSHALL RUBRIC 60 POINT CONVERSION CHART

Raw	Conversion
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
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59	43
60	44
61	44
62	44

Ineffective

Raw	Conversion
63	44
64	44
65	44
66	44
67	44
68	44
69	44
70	44
71	45
72	45
73	45
74	45
75	45
76	45
77	45
78	45
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Developing

Raw	Conversion
126	50
127	50
128	50
129	50
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131	51
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137	51
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Raw	Conversion
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240	60

Effective

Highly Effective

Key:

Highly Effective	Effective	Developing	Ineffective
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PRINCIPAL IMPROVEMENT PLAN (PIP)
(To be completed jointly by the Principal and his/her Evaluator)

Upon rating a principal as **Developing or Ineffective** through an annual professional performance review, the District shall develop and commence implementation of a Principal Improvement Plan (PIP).

Name _____ School _____

School year plan is based on _____ Date of related APPR _____

Date of PIP Conference _____

1. AREA(S) NEEDING IMPROVEMENT

2. ACTION PLAN (*Detail steps to be taken*)

3. TIMELINE FOR COMPLETION

4. DIFFERENTIATED ACTIVITIES (*to support improvement in the areas identified as needing improvement*)

5. EVIDENCE (*How improvement will be assessed*)

Principal's Comments:

Evaluator's Comments:

Date outcome plan is to be evaluated by:

Principal's Signature _____ Date _____

Evaluator's Name _____ Title _____

Evaluator's Signature _____ Date _____

A. Diagnosis and Planning

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Team	Recruits a strong leadership team and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
b. Diagnosis	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
c. Gap	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
d. Mission	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.	Produces a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boiler-plate mission statement that few colleagues remember.	Does not share a mission statement.
e. Target	Gets strong staff commitment on a bold, ambitious 3-4-year student achievement target.	Builds staff support for a 3-4-year student achievement target.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target.
f. Theory	Wins staff ownership for a robust, research-based theory of action for improving achievement.	Researches and writes a convincing theory of action for improving achievement.	Accepts colleagues' current notions of how student achievement is improved.	Says that hard work improves achievement – but shows doubts that progress can be made.
g. Strategy	Collaboratively crafts a lean, comprehensive, results-oriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Writes a cumbersome, non-accountable strategic plan.	Recycles the previous year's cumbersome, non-accountable strategic plan.
h. Support	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.
i. Enlisting	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
j. Revision	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

Overall rating: ____ Comments:

B. Priority Management and Communication

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
b. Communication	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
c. Outreach	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
d. Follow-Up	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
e. Expectations	Has total staff buy-in on exactly what is expected for management procedures and discipline.	Makes sure staff know what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
f. Delegation	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him- or herself.
g. Meetings	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
h. Prevention	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
i. Efficiency	Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
j. Balance	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	Is healthy and focused by balancing work demands with healthy habits.	Is sometimes unfocused and inattentive because of fatigue and stress.	Is unproductive and irritable because of fatigue and stress.

Overall rating: ____ **Comments:**

C. Curriculum and Data

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Expectations	Gets all teachers to buy into clear, manageable, standards-aligned grade-level goals with exemplars of proficient work.	Tells teachers exactly what students should know and be able to do by the end of each grade level.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for each grade level.
b. Baselines	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
c. Targets	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
d. Materials	Ensures that all teachers have high-quality curriculum materials, technology, and training on how to use them.	Gets teachers effective literacy, math, science, and social studies materials and technology.	Works to procure good curriculum materials in literacy and math.	Leaves teachers to fend for themselves with curriculum materials.
e. Interims	Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least four times each year.	Orchestrates common interim assessments to monitor student learning several times a year.	Suggests that teacher teams give common interim assessments to check on student learning.	Doesn't insist on common interim assessments, allowing teachers to use their own classroom tests.
f. Analysis	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not see the value of analyzing tests given during the year.
g. Causes	Gets data meetings engaged in a no-blame, highly productive search for root causes and hypothesis-testing.	Asks that data meetings go beyond <i>what</i> students got wrong and delve into <i>why</i> .	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
h. Follow-Up	Gets teams invested in following up assessments with effective reteaching, tutoring, and other interventions.	Asks teams to follow up each interim assessment with reteaching and remediation.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
i. Monitoring	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.
j. Celebration	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

Overall rating: ____ Comments:

D. Supervision, Evaluation, and Professional Development

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Meetings	In all-staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.	Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
b. Ideas	Ensures that the whole staff is current on professional literature and constantly exploring best practices.	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
c. Development	Orchestrates aligned, high-quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
d. Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
e. Support	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and file reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
f. Units	Ensures that teachers backwards-design high-quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
g. Evaluation	Visits 2-4 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
h. Criticism	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
i. Housecleaning	Counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.	Counsels out or dismisses most ineffective teachers, following contractual requirements.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.
j. Hiring	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

Overall rating: ____ Comments:

E. Discipline and Family Involvement

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The principal:				
a. Expectations	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
b. Effectiveness	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
c. Celebration	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
d. Training	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
e. Support	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
f. Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.
g. Curriculum	Informs parents of monthly learning expectations and specific ways they can support their children's learning.	Sends home information on the grade-level learning expectations and ways parents can help at home.	Sends home an annual list of grade-level learning expectations.	Does not send home the school's learning expectations.
h. Conferences	Orchestrates productive parent/teacher report card conferences in which parents and students get specific suggestions on next steps.	Works to maximize the number of face-to-face parent/teacher report card conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
i. Communication	Sends home a weekly school newsletter, gets all teachers sending substantive updates, and organizes a user-friendly electronic grading program.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
j. Safety-net	Provides effective programs for all students with inadequate home support.	Provides programs for most students whose parents do not provide adequate support.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Does not provide assistance for students with inadequate home support.

Overall rating: ____ Comments:

F. Management and External Relations

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Strategies	Implements proven macro strategies (e.g., looping, class size reduction) that boost student learning.	Suggests effective macro strategies (e.g., looping, team teaching) to improve student learning.	Explores macro strategies that might improve achievement.	Plays it safe and sticks with the status quo.
b. Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
c. Movement	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
d. Custodians	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
e. Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
f. Bureaucracy	Defly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.
g. Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
h. Compliance	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
i. Relationships	Builds strong relationships with key district and external personnel and gets them excited about the school's mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.
j. Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

Overall rating: ____ Comments:

RPUFSD State Growth Student Target Goal Chart

The RPUFSD State Growth calculation is based on a gap closing measure. For example, if a student scores a 40 on the pre-test, the student has a gap of 60 points between a perfect score and their pre-test score. Therefore, their gap is 60 points. The students 50% gap closing target is 70.

Student Pre-Test Score	Target Score on Final Assessment to show 50% gap closing.	Student Pre-Test Score	Target Score on Final Assessment to show 50% gap closing.	Student Pre-Test Score	Target Score on Final Assessment to show 50% gap closing.	Student Pre-Test Score	Target Score on Final Assessment to show 50% gap closing.
0	50						
1	51	26	63	51	76	76	88
2	51	27	64	52	76	77	89
3	52	28	64	53	77	78	89
4	52	29	65	54	77	79	90
5	53	30	65	55	78	80	90
6	53	31	66	56	78	81	91
7	54	32	66	57	79	82	91
8	54	33	67	58	79	83	92
9	55	34	67	59	80	84	92
10	55	35	68	60	80	85	93
11	56	36	68	61	81	86	93
12	56	37	69	62	81	87	94
13	57	38	69	63	82	88	94
14	57	39	70	64	82	89	95
15	58	40	70	65	83	90	95
16	58	41	71	66	83	91	96
17	59	42	71	67	84	92	96
18	59	43	72	68	84	93	97
19	60	44	72	69	85	94	97
20	60	45	73	70	85	95	98
21	61	46	73	71	86	96	98
22	61	47	74	72	86	97	99
23	62	48	74	73	87	98	99
24	62	49	75	74	87	99	100
25	63	50	75	75	88	100	100

AIMSweb Step By Step Process

Mapping Students' Native Scores to Teacher and Principal Evaluation Metric

Universal Screening: Occurs in Fall, Winter, and Spring

The first three steps in this procedure involve administering the AIMSweb measure and accessing the student's raw score on the assessment.

Step 1 Establishing an Independent Examiner and/or Scorer

For AIMSweb Reading Curriculum-Based Measurement, Test of Early Literacy, and Test of Early Numeracy—which are administered *individually* to students—the school or LEA will provide an independent examiner. Typically a classroom teacher administers and scores these measures, but criteria for the Teacher and Principal evaluation require an educator other than the classroom teacher or principal being evaluated to administer and score the measures. The other AIMSweb measures, which are group administered, could either be given by the teacher but scored by an independent scorer in accord with NYS APPR guidelines or administered and scored by an independent examiner.

Step 2 Administering and Scoring the Measure

- Group administration (Spelling, Written Expression, M-CAP, and M-COMP)

For group-administered measures, the teacher or other examiner will administer the measure to an entire class at one time. Each student will write his or her responses on a printed test form or test booklet. After the completed test materials are collected, the independent examiner will score the measures using the scoring criteria provided in each measure's Administration and Scoring manual. After completing the scoring, the examiner will enter the raw scores online (see below).

- Individual administration (Reading-CBM, Test of Early Literacy, Test of Early Numeracy, and MIDE [Spanish Early Literacy])

Each of these measures is administered one-on-one to a student by an independent examiner. Either the paper-and-pencil or Browser-Based Scoring method may be used.

- Paper-and-pencil

The independent examiner will present the test material (either with a printed page or through oral presentation) to the student and will record the student's correct and incorrect responses on a printed answer key as the student completes the task. After administration, the examiner will calculate the student's raw score and will enter the raw score online (see below).

- Browser-Based Scoring

The independent examiner and the student will be situated so that the AIMSweb input screen is not visible to the student. The Manager of the account will have

AIMSweb Step By Step Process

Mapping Students' Native Scores to Teacher and Principal Evaluation Metric

already uploaded student rosters and created logins for the independent examiners. The independent examiner will login to the AIMSweb system, view the Class list, and select the "Assess now" link for a particular student. This accesses the Browser-Based Scoring option for the assessment. The student will read the test content on a printed form or hear the test stimulus spoken by the examiner (depending on the measure) and will respond orally. The examiner will record the student's responses as they are given by clicking on the input screen. After administering the measure, the independent examiner will return to the Class list online.

Step 3 Accessing the Scoring System

If the examiner is not using Browser-Based Scoring, the examiner will enter the raw score online. The Manager of the account will have already uploaded student rosters and created logins for the independent examiners. The independent examiner will login to the AIMSweb system, view the Class list, and select the "Assess now" link for a particular student to enter the raw score.

If the examiner is using Browser-Based Scoring, the score will automatically be uploaded at the completion of the test administration.

Step 4 Calculating Rate of Improvement (ROI)

Each student's rate of improvement (ROI) and growth percentile on an AIMSweb measure would be computed in four steps.

1. **Subtracting the fall screening raw score from the spring screening raw score;**
2. **Dividing the result by 36 weeks and rounding to 2 decimal places;**
3. **Converting the result to a growth (ROI) percentile rank using AIMSweb growth norms; and**
4. **Converting the growth percentile to a point value to be used in calculating the educator evaluation score.**

For a school that conducts AIMSweb universal screening (benchmarking) during fall, winter, and spring, the following procedure would be used to map students' native scores for growth to metrics for educator evaluation.

If a student lacks a fall or a spring score, ROI would be computed by subtracting the fall raw score from the winter raw score or the winter raw score from the spring raw score. The result is then divided by 18 weeks.

AIMSweb Step By Step Process

Mapping Students' Native Scores to Teacher and Principal Evaluation Metric

Here's an example of how to do the calculation from the student's raw scores to an evaluation score for the educator, for a Grade 3 student being assessed with Reading-CBM.

1. A student's raw score on the fall benchmark might be 95 (58th percentile on National Norms) followed by a raw score of 140 on the spring benchmark (64th percentile).
Subtracting the fall score from the spring score gives a result of 45.

$$140 - 95 = 45$$

2. This result is divided by 36, providing an answer of 1.25 for the student's ROI.

$$45/36 = 1.25 \text{ as student's ROI}$$

3. From the AIMSweb growth norms, each student's ROI is converted to a national percentile rank.

$$1.25 = 65^{\text{th}} \text{ percentile for student growth (per AIMSweb growth norms)}$$

That is, this student improved faster than about two-thirds of Grade 3 students whose initial (fall) score was at a similar level.

Note: the AIMSweb data management system makes these calculations for you.

4. The student's growth percentile is converted to a point value as shown in the "crosswalk" below.

Student Growth Percentile	Points	
	0-20 scale	0-15 scale
80-99	20	15
60-79	15	11.25
40-59	10	7.5
20-39	5	3.75
1-19	0	0

Step 5 Finding the Educator Evaluation Score

The teacher's evaluation score would be the average point value for students in the class.

Find the average point value for students in the class by

1. Summing the individual students' point values,
2. Dividing by the number of students, and
3. Rounding to one decimal place.

This recommended mapping method applies to principals as well as to teachers. For a principal, the evaluation score would be the average point score for all the students in the school.

AIMSweb Step By Step Process

Mapping Students' Native Scores to Teacher and Principal Evaluation Metric

Step 6 Interpreting the Educator Evaluation Score

This educator score has a possible range from 0 (if all students' ROIs are in the bottom 20% of national norms) to 20 or 15 (if all students have ROIs in the top 20%). The educator score can be interpreted by referring to the associated percentile ranges in the crosswalk table above.

For example, a teacher score of 11.8 would indicate that ROIs for this educator's students tend to be somewhat above the national average.

This procedure would allow for the possibility of being based on New York State data in the future, if sufficient AIMSweb screening data are collected from the state to support the construction of state-specific growth norms.

For teacher evaluation, AIMSweb measures that are individually administered (Reading Curriculum-Based Measurement, Tests of Early Literacy, and Test of Early Numeracy) would be given by an independent examiner. The other AIMSweb measures, which are group administered, could either be given by the teacher but scored by an independent scorer in accord with NYS APPR guidelines or administered and scored by an independent examiner.

ROCKY POINT UNION FREE SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN (TIP)

(To be completed jointly by the teacher and his/her principal)

Teachers who are identified as “developing” or “ineffective” would receive no later than 10 days from the date they report to work in September a Teacher Improvement Plan (TIP) aimed at supporting that teacher’s professional growth. The plan would have to be mutually agreed upon by the teacher and the principal. It would include identification of areas in need of improvement, a timeline for achieving improvement, how the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher’s improvement in those areas.

Name _____ School _____

School year plan is based on _____ Date of related APPR _____

Date of TIP Conference _____

1. SPECIFIC AREA(S) NEEDING IMPROVEMENT

Domain 1: Planning and Preparation

Domain 3: Instruction

Domain 2: The Classroom Environment Responsibilities

Domain 4: Professional Practice

Additional information:

2. ACTION PLAN *(Detail steps to be taken)*

3. TIMELINE FOR COMPLETION

4. DIFFERENTIATED ACTIVITIES *(to support improvement in the areas identified as needing improvement including targeted PD)*

5. EVIDENCE *(How improvement will be assessed)*

Principal’s Comments:

Evaluator’s Comments:

Date outcome plan is to be evaluated by: _____

Teacher’s Signature _____ Date _____

Principal’s Name (print) _____

Principal’s Signature _____ Date _____

Table 1 - Percentage to Points Conversion (20) - SLO

HE 100-80 20-18		E 65-79 17-9		D 50-64 8-3		I 49-0 2-0	
100-93	20	79-77	17	64-60	8	49-40	2
92-86	19	76-74	16	59-55	7	39-30	1
85-80	18	73-72	15	54-53	6	29-0	0
		71-70	14	52	5		
		69	13	51	4		
		68	12	50	3		
		67	11				
		66	10				
		65	9				

Table 2 - Percentage to Points Conversion (15) - Local

HE 100-85 25-22		E 70-84 21-10		D 55-69 9-3		I 54-0 2-0	
100-92	15	84-81	13	69-67	9	54-42	2
91-85	14	80-77	12	66-64	8	41-30	1
		76-73	11	63-61	7	29-0	0
		72-70	10	60-59	6		
				58-57	5		
				56	4		
				55	3		

Table 3 - Percentage to Points Conversion (20) - Local

HE 100-85 20-18		E 65-79 17-9		D 55-69 9-3		I 54-0 2-0	
100-95	20	84-83	17	69-67	8	54-40	2
94-90	19	82-81	16	66-64	7	39-30	1
89-85	18	80-79	15	63-61	6	29-0	0
		78-77	14	60-58	5		
		76-75	13	57-56	4		
		74-73	12	55	3		
		72	11				
		71	10				
		70	9				



ROCKY POINT UNION FREE SCHOOL DISTRICT

90 Rocky Point – Yaphank Road
Rocky Point, New York 11778

Telephone: (631) 744-1600

Fax: (631) 849-7557

PRINCIPAL IMPROVEMENT PLAN (PIP)

(To be completed jointly by the Principal and his/her Evaluator)

Upon rating a principal as **Developing or Ineffective** through an annual professional performance review, the District shall develop and commence implementation of a Principal Improvement Plan (PIP).

Name _____ School _____

School year plan is based on _____ Date of related APPR _____

Date of PIP Conference _____

1. **AREA(S) NEEDING IMPROVEMENT**
2. **ACTION PLAN** (*Detail steps to be taken*)
3. **TIMELINE FOR COMPLETION**
4. **DIFFERENTIATED ACTIVITIES** (*to support improvement in the areas identified as needing improvement*)
5. **EVIDENCE** (*How improvement will be assessed*)

Principal's Comments: _____

Evaluator's Comments: _____

Date outcome plan is to be evaluated by: _____

Principal's Signature _____ Date _____

Evaluator's Name _____ Title _____

Evaluator's Signature _____ Date _____

DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

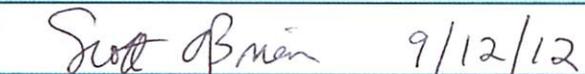
Superintendent Signature: Date: 9/11/12



Teachers Union President Signature: Date:

 9/11/12

Administrative Union President Signature: Date:

 9/12/12

Board of Education President Signature: Date:

 9/12/12