

**Bethlehem Central School District  
Delmar, NY**

**Annual Professional Performance Review**

**Classroom Teachers  
and  
Administrators/Supervisors**

PLAN ADOPTED BY THE BOARD OF EDUCATION: September 7, 2011

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## INTRODUCTION

The Board of Education of the Bethlehem Central School District (the “District”), in public session at its meeting of September 7, 2011, adopts this Annual Professional Performance Plan (the “APPR Plan”) for the 2011-2012 school year through 2012-13 pursuant to the requirements of Education Law §3012-c and accompanying regulations of the Board of Regents and the Commissioner of Education.

Annual Professional Performance Review (“APPR”) supports the professional growth of our educators. A successful review system should provide timely feedback, an opportunity to acknowledge educators’ strengths as well as their weakness and an opportunity for growth as an educator.

This APPR system will be a significant factor in all employment decisions [1] including but not limited to:

- Retention
- Tenure Determination
- Termination
- Supplemental compensation
- Promotion
- Professional Development
- Coaching

Education Law, §3012-c establishes new requirements for a comprehensive performance evaluation system for classroom teachers and building principals, to be phased in commencing with the 2011-2012 school year. In the 2011-2012 school year, the law only applies to classroom teachers of the common branch subjects, English Language Arts (ELA) and Mathematics in Grades 4-8 and the building principals of schools in which such teachers are employed. The annual professional performance review for all other teachers and principals will remain unchanged during the 2011-2012 school year. Those teachers and principals will be covered by the new system in the 2012-2013 school year.

The District’s Professional Practices Council will work with all available resources to assist in designing and implementing these new systems. Any items required to be included in the Plan but not yet finalized due to collective negotiations are specifically identified.

## **PART I**

### **Training of Evaluators**

The 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 appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process.

The District will ensure that all evaluators are trained as lead evaluators. The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with [BOCES]. Training will be conducted by Capital Region BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be recertified on a periodic basis, to be determined by the District.

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

This training will include the following Requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and ISLLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.

#### **Lead Evaluator**

The Assistant Superintendent for Educational Programs and Instruction and a designee will be trained and certified as a lead evaluator according to SED's model to ensure consistency and defensibility.

#### **Responsibilities**

The Lead Evaluator and designee will train and certify each principal, assistant principal, dean and supervisor in the District based on the same model. All trained evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.

### Timing

- For the 2011-2012 school year all lead evaluators shall be appropriately trained and certified by September 15, 2011.
- For the 2011-2012 school year all principals shall be appropriately trained and certified by October 15, 2012.
- For the 2012-2013 school year and thereafter, all lead evaluators and principals shall be appropriate trained and certified by September 1st of each school year or thirty (30) days after appointment.

### Re-Certification and Updated Training

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

## Part II

### Data Management

The District will work with State Education Department (the “SED”) to develop a process that aligns its data systems to ensure that SED receives timely and accurate teacher, course and student “linkage” data, as well as a process for teacher and principal verification of the courses and/or student rosters assigned to them.

#### Ensuring Accurate Teacher and Student Data

The District shall ensure that SED receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course and teacher/student linkage data necessary to comply with the Regulations of the Board of Regents and Commissioner of Education by providing such data in a format and timeline prescribed by the Commissioner.

The District’s student data system records now identify teacher assignments and student enrollment and attendance. The District will verify assignments of classroom teachers of common branch subjects, ELA and Mathematics Grades 4-8 (described below). The NYSED *APPR Guidance* provides the following guidance when reporting data for the 2011-2012 school year relating to Teacher of Record:

“For courses included in the 2011-12 school year collection (grades 3-8 ELA and mathematics, grade 4/8 science, and secondary-level courses associated with a Regents exam), the Teachers of Record are those **teachers** who are **primarily and directly responsible** for a student’s learning activities that are aligned to the performance measures of the course consistent with guidelines prescribed by the Commissioner.”  
(*APPR Guidance, L5*)

The District collects data on student enrollment, attendance, and achievement on Statewide assessments through our student management system. This information is periodically reviewed and corrected by district support staff and administration. Prior to submission to the Data Warehouse, the data is extracted from our student management system and formatted in accordance with the specifications provided by NERIC.

The New York State Education Department’s *APPR Guidance* and field memos relating to the Student Information Repository System (SIRS) will provide detailed guidance related to the collection and reporting of data, including student-teacher linkage and student attendance. The District will continue to monitor data and develop additional processes, as needed and consistent with NYSED reporting requirements, to verify that the data submitted to the State are complete and accurate. The NYSED advises that it will provide roster verification reports to assist in this process (see *APPR Guidance, L4*). The NYSED also will provide guidelines for the use of student-teacher instructional weighting and student exclusion flags (see *APPR Guidance, L8*).

*Verification:* The District’s student data system identifies teacher assignments and student enrollment and attendance. The District has obtained the NYSED statewide unique identifier for

certain certified individual employed by the District through “TEACH” this information has or will be entered into the District’s data system and will be extracted from the District’s system and reported to SIRS in accordance with NYSED guidance. The District will verify assignments of classroom teachers of common branch subjects, ELA and Mathematics Grades 4-8. Each principal is responsible for creating student assignments and entering the class rosters into our student management system. The principals review this information in August and notifies teachers of the students assigned to them for the year. Any students who enroll after the school year begin are entered into our student management system and the teacher is notified of the additional student assigned to them.

*Reporting Individual Subcomponent Scores:* The District will report to the SED the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in the District in a format and timeline prescribed by the Commissioner. The District will develop a process for timely and accurate extraction of such data and will use SIRS data reporting extracts protocols for reporting these data to NYSED. Total Composite Effectiveness Scores will not be reported until data on student achievement on state assessments is transmitted to the District.

*Development, Security and Scoring of Assessments:* The District shall ensure the development, security and scoring processes of all assessments and/or measures used to evaluate teachers and principals under this section are not disseminated to students before administration and that teachers and principals do not have a vested interest in the outcome of the assessments they score.

*Development:* The District will work with PPC committee and the teachers’ and principals’ association to determine decisions about local measures of student achievement; teacher and principal practice rubrics; any other instruments (such as surveys, self-assessments, portfolios); and the scoring methodology for the assignment of points to locally selected measures of student achievement and other measures of teacher or principal effectiveness.

*Security:* The District will follow the testing guidelines set forth by NYSED in regards to securing any NYS exams.

*Scoring:* The District will ensure that all assessments are scored in the manner as proscribed by the assessment.

## PART III

### Annual Professional Performance Review Grades 4-8 Common Branch Teachers and Administrators/Supervisors 2011-2012 School year

#### Teachers

For the 2011-2012 school year, this APPR Plan will apply to all classroom common branch, teachers who teach English language arts or mathematics in grades four to eight and at least 50% of the teacher's students must be in grades 4-8 English language arts or mathematics. The performance of other teachers within the District will also be evaluated in accordance with this plan based upon the local 60% measures only. Nothing in this APPR Plan will be construed to abrogate any conflicting provisions of any collective bargaining agreements continuously in effect on July 1, 2010 through the present until a successor collective bargaining agreement is negotiated.

#### Annual Professional Performance Criteria

1. State Assessments [2] (20%):
2. **Locally-Selected Measures (20%):** to be determined
3. Classroom Observation (40%): The District shall assign an appropriately trained evaluator to perform 3 classroom observations for tenured/part-time/less than full year replacement teachers and 4 classroom observations for probationary/full year replacement teachers. These observations may be performed directly or by videotape. Charlotte Danielson's Framework for Teaching rubric will be used for classroom observations (**Appendix**).
4. Other (20%): The District will utilize professional growth goals (5%) and evidence of student work (15%) (**Appendix**)

#### Composite Rating System

The rating system shall define the overall categories of performance as follows:

- Highly Effective: Performing at a Higher Level (91-100)
- Effective: Performing at Level Typically Expected (75-90)
- Developing: Not Performing at Level Typically Expected (65-74)
- Ineffective: Performance is unacceptable (0-64)

#### Rubric/Formula of Summative Evaluation (**Appendix**)

- |  |           |
|--|-----------|
| 1. Professional goal proposal and attainment process completed | 5 points  |
| 2. Structured review of student work completed                 | 15 points |
| a) Evidence of student work that demonstrates growth           | (5)       |
| b) Analysis of student work                                    |           |
| -assessment results  | (5)       |
| -teacher reflection  | (5)       |
| 3. End of year completed rubric                                | 40 points |
| a) Domain 1  | (10)      |
| b) Domain 2  | (10)      |

- c) Domain 3 (10)
- d) Domain 4 (10)

Teacher Development

- New teacher mentor program
- Monthly faculty, department/grade and continuous improvement meetings will provide professional development
- Differentiated professional development

**Administrator/Supervisor**

For the 2011-2012 school year, this APPR Plan will apply to all principals, assistant principals, deans and subject supervisors. Nothing in this APPR Plan will be construed to abrogate any conflicting provisions of any collective bargaining agreements continuously in effect on July 1, 2010 through the present until a successor collective bargaining agreement is negotiated.

Annual Professional Performance Criteria:

1. State Assessments [3] (20%):
2. Locally-Selected Measures (20%): **To be determined**
3. Leadership and Management (40%): **To be determined** A broad assessment of leadership and management skills will be based on the following three (3) sources:
  - a. Direct Supervisory Visit: Two (2) direct supervisory visits shall be conducted by the Superintendent or his/her designee. This observation shall assess the ISLLC Standards, and will be the basis for the assignment of points and remarks within the context of the rubric. Each component and sub-component of the rubric will be assigned points within each domain that total the 40 points for this evaluation.
  - b. Two of the following sources, to be used as qualitative feedback for the evaluation of the administrator/supervisor
    - i. Independent evaluator to be mutually agreed upon by the BPA and the District.
    - ii. Structured feedback from students, parents, employees on an issue of concern for the administration of building or department.
    - iii. Review of schools records and data regarding student achievement.
4. Miscellaneous (20%). Twenty percent of the evaluation will be negotiated between the District and Principals/Union. Goal setting to affect student achievement and supportive learning issues.

Rating System: The rating system shall define the overall categories of performance as follows:

- Highly Effective: Performing at a Higher Level (91-100)
- Effective: Performing at Level Typically Expected (75-90)
- Developing: Not Performing at Level Typically Expected (65-74)
- Ineffective: Performance is unacceptable (0-64)

Rubric/Formula of Summative Evaluation

Multidimensional Principal Performance Rubric (Appendix)

Administrator/Supervisor Development

1. Professional development on the Multidimensional Performance Rubric.
2. Facilitated instructional leadership sessions to discuss and clarify practical issues and concerns directed at the improvement of student achievement and supportive learning needs.

## PART IV

### Annual Professional Performance Review All Teachers 2012-2013 through 2013-2014

All classroom teachers.

#### Annual Professional Performance Criteria

1. State Assessments [4] (20%): Student performance on state assessments shall be 20% of the teacher's overall evaluative score.
2. **Locally-Selected Measures (20%): To be determined**
3. Classroom Observation (40%): The District shall assign an appropriately trained evaluator to perform 3 classroom observations for tenured/part-time/less than full year replacement teachers and 4 classroom observations for probationary/full year replacement teachers. These observations may be performed directly or by videotape. Charlotte Danielson's Framework for Teaching rubric will be used for classroom observations (**Appendix**).
4. Other (20%): The District will utilize professional growth goals (5%) and evidence of student work (15%) (**Appendix**)

SPECIAL NOTE: Value-Added Measures: At such time that the Board of Regents decides to adopt a value-added growth model the Annual Professional Performance Criteria shall be:

1. State Assessments [5] (25%): Student growth on state assessments as determined by Commissioner or comparable measure shall be 25% of the teacher's overall evaluative score.
2. Locally-Selected Measures (15%): The above identified local assessment score shall be 15% of the teacher's overall evaluative score.
3. Classroom Observation (40%): Same as above.
4. Other (20%): Same as above.

Composite Rating System: The rating system shall define the overall categories of performance as follows:

- Highly Effective: Performing at a Higher Level (91-100)
- Effective: Performing at Level Typically Expected (75-90)
- Developing: Not Performing at Level Typically Expected (65-74)
- Ineffective: Performance is unacceptable (0-64)

#### Rubric/Formula of Summative Evaluation: (**Appendix**)

1. Professional goal proposal and attainment process completed 5 points
2. Structured review of student work completed 15 points
  - a) evidence of student work that demonstrates growth (5)
  - b) analysis of student work

|    |                              |      |           |
|----|------------------------------|------|-----------|
|    | -assessment results          | (5)  |           |
|    | -teacher reflection          | (5)  |           |
| 3. | End of year completed rubric |      | 40 points |
|    | a) Domain 1                  | (10) |           |
|    | b) Domain 2                  | (10) |           |
|    | c) Domain 3                  | (10) |           |
|    | d) Domain 4                  | (10) |           |

Teacher Development

- New teacher mentor program
- Monthly faculty, department/grade and continuous improvement meetings will provide professional development
- Differentiated professional development

**PART V**  
**Annual Professional Performance Review**  
**Building Principals**  
**2012-2013 through 2013-2014**

Positions Evaluated

1. All Elementary School Principals
2. All Middle School Principals, Assistant Principals and Deans
3. All High School Principals, Assistant Principals and Deans
4. Subject Supervisors

Annual Professional Performance Criteria:

5. State Assessments [3] (20%):
6. Locally-Selected Measures (20%) **To be determined.**
7. Leadership and Management (40%): **To be determined** A broad assessment of leadership and management skills will be based on the following three (3) sources:
  - a. Direct Supervisory Visit: Two (2) direct supervisory visits shall be conducted by the Superintendent or his/her designee. This observation shall assess the ISLLC Standards, and will be the basis for the assignment of points and remarks within the context of the rubric. Each component and sub-component of the rubric will be assigned points within each domain that total the 40 points for this evaluation.
  - b. Two of the following sources, to be used as qualitative feedback for the evaluation of the administrator/supervisor
    - i. Independent evaluator to be mutually agreed upon by the BPA and the District.
    - ii. Structured feedback from students, parents, employees on an issue of concern for the administration of building or department.
    - iii. Review of schools records and data regarding student achievement.
8. Miscellaneous (20%). Twenty percent of the evaluation will be negotiated between the District and Principals/Union. Goal setting to affect student achievement and supportive learning issues.

Rating System: The rating system shall define the overall categories of performance as follows:

- Highly Effective: Performing at a Higher Level (91-100)
- Effective: Performing at Level Typically Expected (75-90)
- Developing: Not Performing at Level Typically Expected (65-74)
- Ineffective: Performance is unacceptable (0-64)

Rubric/Formula of Summative Evaluation

Multidimensional Principal Performance Rubric (Appendix)

Administrator/Supervisor Development

1. Professional development on the Multidimensional Performance Rubric.

2. Facilitated instructional leadership sessions to discuss and clarify practical issues and concerns directed at the improvement of student achievement and supportive learning needs.

## **PART VI**

### **TEACHER IMPROVEMENT PLANS**

If a teacher is rated “developing” or “ineffective” the District shall develop and implement a Teacher Improvement Plan (“TIP”). **(Appendix)**

#### Process

Upon rating a teacher as “developing” or “ineffective” through an annual professional performance review, the school district must develop and commence implementation of a teacher (TIP) improvement plan for such teacher or principal. Participants in the improvement process include the teacher in need of improvement, their union representative, the building principal and their immediate supervisor and the Assistant Superintendent.

- Within 10 days of the post observation meeting or evaluation meeting where the “ineffective” or “developing” rating is assigned a meeting should be scheduled to develop an improvement plan. If the evaluation is received at the end of the academic year and there are not 10 days remaining in the school year than the meeting will occur 12 calendar days from the post-observation meeting.
- At the meeting the teacher improvement plan will be developed; describing the following: the rationale for the improvement plan, areas in need of improvement (as outlined in the Frameworks: Planning and Preparation, Classroom Environment; Instruction, and/or Professional Responsibilities), supports to be provided to the teacher by the District and the BCTA, and scheduling a follow-up meeting within 30 school days of the planning meeting.
- Continued concerns would warrant consideration of removal of probationary teachers or a 3020a procedure or tenured faculty.
- Tenured and probationary teachers who continue to receive “ineffective” or “developing” ratings while a Teacher Improvement Plan is in place will have their plan modified within 10 school days.
- If agreed upon by the BCTA and District, timelines may be modified.

## Administrator/Supervisor Improvement Plan

### **To be determined**

#### **Proposed**

If a principal is rated “developing” or “ineffective” the District shall develop and implement a Principal Improvement Plan (“PIP”).

#### Process

1. Within 10 days of receiving the APPR Composite Rating of “Ineffective” or “Developing” a meeting will be held with the principal, BPA representative, and the Superintendent.
2. At the meeting a Principal Improvement Plan (PIP) will be created describing the following:
  - a) Identification of concerns
  - b) Rational for areas of improvement
  - c) Assessment of improvement efforts during the plan
  - d) Differentiated activities to support improvement
  - e) Other
3. A follow-up meeting will be conducted 30 days from the initial improvement meeting, with a documented meeting summary provided to all participants in the plan.
4. Continued concerns would warrant consideration of removal for the probationary administrator or a 3020-a hearing for tenured administrators.
5. Timelines may be modified if agreed to by the BPA and the District.

## **PART VII**

### **APPEALS**

#### Basis

The burden of proof to establish a rational basis for the appeal rests with the Teacher or Principal and they may only appeal an overall evaluation for one of the following reasons:

1. The substance of the APPR;
2. Adherence to standards and methodologies required for such review;
3. Adherence to the Commissioner's regulations;
4. The issuance and/or implementation of the terms of an improvement plan in connection with an "ineffective" or "developing" determination

#### Procedure

Teachers: Probationary teachers may submit a written rebuttal that will be attached to the APPR in the members personnel file. Probationary teachers may not appeal the APPR. Tenured teachers may submit written rebuttals of determination of "effective" and "highly effective" if desired, but may not appeal the rating. However, the Association and the District agree the Association reserves the right to appeal "effective" and "highly effective" ratings in the future as determined by the Association.

1. A tenured teacher desiring to appeal their APPR composite summary score must submit a written statement with a rationale for the appeal, based on the above allowable parameters. The appeal must be made within 15 calendar days of the teacher formally being assigned the rating. The written appeal should be submitted to the District Superintendent.
2. The District Superintendent will notify the Association President of the appeal and schedule an appeal hearing within 30 calendar days of receipt of the appeal. The hearing will be conducted by the BCTA President or his/her designee and the District Superintendent or his/her designee. This two person hearing body must render a decision in writing within 10 calendar days. This decision may modify the TIP, set aside the rating, uphold the rating, or call for a new rating conducted by an administrator or outside evaluator chosen by the District or the Association.
3. The determination of the appeal pursuant to the above process is final and binding and not subject to any further appeal. Failure of either the district or the local union to abide by the above agreed upon process is subject to the grievance procedure.

#### Administrator/Supervisor **To be determined, proposed**

1. A tenured administrator/supervisor desiring to appeal their APPR composite summary score must submit a statement with a rationale for the appeal, based on the above allowable parameters. Single written appeal is permissible.
2. Fifteen (15) calendar days after the receipt of the appeal the superintendent must submit a detailed written response of the appeal to the BPA.

3.A formal appeals hearing will occur within 30 calendar days of receipt of the appeal to be conducted by a mutually agreed upon hearing officer contracted to manage the appeal, with shared cost by the BPA and the District.

Exhaustion of Remedies

An evaluation shall not be the subject NY Education Law §3020-a or an alternate disciplinary procedure without first exhausting the appeal process above.

Disciplinary Proceedings

For the purposes of disciplinary proceedings under Education Law §§3020 and 3020-a, the definition of ineffective teaching or performance is two, consecutive annual ratings of ineffective.

Tenured teachers, administrators/supervisors with a pattern of ineffective teaching or performance may be charged with incompetence and considered for termination through an expedited hearing process.

Probationary Teachers or Administrators/Supervisors

The District retains its right with respect to probationers.

## **Part VIII**

### **Miscellaneous**

#### **Required Certificates**

The District shall include with this APPR Plan any certifications required by the Board of Regents regulations.

#### **Filing and Publication of APPR Plan**

This APPR Plan shall be adopted by the Board of Education, filed in the office of the District, and shall be made available to the public on the District's website by September 10, 2011, or within ten days after its adoption, whichever shall later occur.

#### **Monitoring**

The District agrees to collaborate with SED regarding any concerns and/or monitoring of the district regarding evaluation implementation.

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[1] Procedure to be Negotiated.

[2] Baseline for state assessments will be the 2010-2011 school year.

[3] Baseline for state assessments will be the 2010-2011 school year.

[4] Baseline for state assessments will be the 2010-2011 school year.

[5] Baseline for state assessments will be the 2010-2011 school year.

[6] Baseline for state assessments will be the 2010-2011 school year.

[7] Baseline for state assessments will be the 2010-2011 school year.

## Bethlehem Central School District Teacher Appraisal Process

### Our Belief

It is our belief that the teacher appraisal process is a partnership among teachers, supervisors, and administrators to promote professional growth. This partnership represents a professional community and our plan for growth and evaluation presumes that teachers are competent and that their performance is at the proficient level. It also presumes that it is every teacher's responsibility to continue to grow professionally. This partnership is based on mutual understanding, respect, and honest communication. It is with this understanding that we work to provide quality instruction for our students in a learning climate where everyone has the opportunity to reach their highest potential.

### Our Vision of the Appraisal Process

The appraisal process is one that:

- Inspires
- Is reflective
- Is efficient
- Encourages risk-taking that includes the element of fun
- Is flexible
- Is collegial and collaborative
- Challenges us to succeed
- Allows for ownership by all
- Is connected to our established goal process
- Can be a multi-year evaluative process
- Includes short term and long term methods of evaluation
- Can have lesson plans as a product
- Determines the effectiveness and accountability of the teacher
- Helps all involved to improve
- Fits the unique evaluative needs of teachers
- Includes evidence of student learning and growth

### Tenured/Part-Time Teacher Evaluation Process

Every tenured/part-time teacher will be formally observed minimally three times during the year. One observation will be a full class period and will include a pre-conference and post-conference with the supervisor/administrator. During the pre-conference, the teacher is expected to provide a written lesson plan and to review the anticipated lesson with the supervisor/principal. Within 10 business days of the formal observation a post-conference will take place. This will allow for a professional dialogue to take place between the supervisor/administrator to review the lesson and address commendations and recommendations for the future. At the post-conference, the supervisor/administrator will also indicate what components of the *Frameworks for Teaching Rubric* were evaluated during this process (**Appendix**). There will be two other formal

classroom observations that may be of a shorter duration. After these observations, the supervisor/administrator will complete other observed components of the rubric and will inform the teacher that they have added to the *Frameworks for Teaching Rubric*. The teacher will then be able to view the additions to the *Rubric*.

At the mid-year conference (**Appendix**) the supervisor/administrator will discuss progress with the goals process and progress on the *Frameworks for Teaching Rubric* with the teacher. Prior to June 15, an end of year meeting will take place with the teacher and the supervisor/administrator (**Appendix**). At this meeting, the goals process and attainment, structured review of student work and the *Frameworks for Teaching Rubric* will be discussed. One final rubric will be completed and signed by the teacher and supervisor/administrator. The teacher will receive a summary of the points earned from the local evaluation process (**Appendix**). At this meeting, all documents will be signed by the teacher and supervisor/administrator. The original copy will be filed with the Assistant Superintendent and copies will be provided to the teacher. After receiving the scoring from NYS, a total composite score will be calculated and provided to the teacher. If the score places the teacher in the developing or ineffective category, a teacher improvement plan will be initiated.

### **Probationary/Replacement Evaluation Process**

Every probationary/full-time replacement teacher will be formally observed minimally four times during the year. All formal observations will be a full class period and will include a pre-conference and post-conference with the supervisor/administrator. During the pre-conference, the teacher is expected to provide a written lesson plan and to review the anticipated lesson with the supervisor/principal. Within 10 business days of the formal observation a post-conference will take place. This will allow for a professional dialogue to take place between the supervisor/administrator to review the lesson and address commendations and recommendations for the future. At the post-conference, the supervisor/administrator will also indicate what components of the *Frameworks for Teaching Rubric* were evaluated during this process (**Appendix**). After two formal observations that are evaluated to be in the developing or ineffective category, a teacher improvement plan will be initiated.

At the mid-year conference (**Appendix**) the supervisor/administrator will discuss progress with the goals process and progress on the *Frameworks for Teaching Rubric* with the teacher. Prior to June 15, an end of year meeting will take place with the teacher and the supervisor/administrator (**Appendix**). At this meeting, the goals process and attainment, structured review of student work and the *Frameworks for Teaching Rubric* will be discussed. One final rubric will be completed and signed by the teacher and the supervisor/administrator. The teacher will receive a summary of the points earned from the local evaluation process (**Appendix**). At this meeting, all documents will be signed by the teacher and supervisor/administrator. The original copy will be filed with the Assistant Superintendent and copies will be provided to the teacher. After receiving the scoring from NYS, a total composite score will be calculated and provided to the teacher. If the score places the teacher in the developing or ineffective category, a teacher improvement plan will be initiated.

## **Goal-Setting and Attainment**

Each teacher will participate in professional goal setting and review of progress toward goal attainment each year. The teacher will identify one significant goal that promises to measure student growth. They will discuss and agree upon this goal with the subject supervisor or building principal (see ***Goal Proposal form***). The goal must align with district goals, should be measurable and should include the use of student data to inform instruction. In addition to identifying the goal, the teacher and supervisor/administrator will determine the specific strategies to be employed during the year to attempt to achieve the goal. The evidence used to assess the goal will be chosen specific to each goal. The goal proposal form will be completed by October 15.

Between May 15 and June 1, the teacher will complete the *End of Year Goal Attainment form* (see ***End of Year Goal Attainment form***). Written feedback will then be provided by supervisor/administrator on the *End of Year Goal Attainment form*, followed by a scheduled meeting set up by the supervisor/administrator. The meeting between the teacher and supervisor/administrator will occur by June 15. The teacher shall examine the written feedback from the supervisor/administrator, receive a personal copy, and affix his/her signature to the actual copy to be placed in the teacher's personnel file. Such signature does not constitute agreement but merely signifies he/she has examined and discussed the materials. Within ten (10) days the teacher shall have the right to insert written explanation or responses to written feedback of the supervisor/administrator.

### **Goal Proposal Resolution Process**

In the event that there is not agreement on the teacher's goal proposal, the following procedure is implemented:

1. Teacher and supervisor/administrator recognize that they cannot mutually agree upon the goal proposal
2. The teacher will notify the BCTA president that the goal setting was not resolved and will proceed to the next step.

**a) Procedure for secondary teachers:** The teacher enlists a BCTA representative and the supervisor/administrator will contact the building principal. Within ten (10) working days of the initial professional goal proposal meeting, a meeting scheduled by the building principal will be held among the teacher, the BCTA representative, the supervisor and building principal to discuss the goal proposal and attempt to arrive at a mutual agreement. At this meeting the nature of the professional goal proposal impasse is presented and an attempt is to be made to establish a compromise professional goal proposal using all pertinent information from the original professional goal proposal meeting

**b) Procedure for elementary teachers:** The teacher enlists a BCTA representative and the building principal. The teacher may enlist the appropriate subject supervisor. Within

ten (10) working days of the initial professional goal proposal meeting, a meeting scheduled by the building principal will be held among the teacher, the BCTA representative and building principal to discuss the goal proposal and attempt to arrive at a mutual agreement. The subject supervisor may attend this meeting. At this meeting the nature of the professional goal proposal impasse is presented and an attempt is to be made to establish a compromise professional goals proposal using all pertinent information from the original professional goal proposal meeting.

3. If the issue is not resolved at this meeting, the Assistant Superintendent for Educational Programs and Instruction will be notified by the building principal within two (2) working days. Within ten (10) working days of being notified by the building principal, the Assistant Superintendent for Educational Programs and Instruction will communicate with the teacher, BCTA representative, the BCTA President, the supervisor/administrator, and the building principal to obtain the necessary and relevant information. The Assistant Superintendent for Educational Programs and Instruction may call a joint meeting of these individuals. Within two (2) working days of the completion of these meetings the Assistant Superintendent for Educational Programs and Instruction will determine the professional goal proposal and communicate it in writing to the teacher, the building principal, the supervisor/administrator, and the BCTA President.

### **Evidence of Student Work**

Each teacher will provide evidence of student work to support their goal proposal and evidence of progress toward their goal attainment each year. The teacher will provide evidence of student work that supports their growth goal, as well as an analysis of student work (**see Structured Review of Student Work form**). After establishing the goal, evidence should be kept during the course of the year. The teacher will bring the examples of evidence to the end of year meeting to provide evidence in support of their goal. These documents will then be discussed at the end of year conference with the supervisor/administrator.

The meeting between the teacher and supervisor/administrator will occur by June 15. At this meeting, the supervisor/administrator and teacher will sign the Structured Review of Student Work form to indicate all areas were completed and evidenced. If all areas were not completed, the supervisor/administrator will comment in writing on areas that were not on the form.

### Summary of Evaluation Process

| <b>Tenured/Part-Time Teachers</b>  | <b>Probationary/Full Year Replacement Teachers</b>   |
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| 3 formal observations <ul style="list-style-type: none"> <li>● 1 full class period with pre and post conference</li> <li>● 2 of shorter duration (min 10-15 min)</li> <li>● 1 <i>Frameworks for Teaching Rubric</i> completed during the year</li> </ul> | 4 formal observations with pre and post conference- <i>Frameworks for Teaching Rubric</i> completed for each observation<br><br>1 final <i>Frameworks for Teaching Rubric</i> completed at the end of the year |
| Mid-year conference  | Mid-year conference  |
| End of year conference   | End of year conference   |
| Goal proposal and Goal attainment form   | Goal proposal and Goal attainment form   |
| Structured review of student work  | Structured review of student work  |

### Calculating Composite Scores

#### Scoring Calculation for *Frameworks for Teaching Rubric*-

Ineffective = 1  
 Developing = 2  
 Effective = 3  
 Highly Effective = 4

**\*Each Domain is worth a total of 10 points maximum**

#### **Domain 1: (example)**

Includes 6 sub-domains (a-f); each domain you can earn up to 4 points for a total of 24 points for Domain 1.

Domain 1a = 3 points (effective)  
 Domain 1b = 4 points (highly effective)  
 Domain 1c = 3 points (effective)  
 Domain 1d = 2 points (developing)  
 Domain 1e = 3 points (effective)  
 Domain 1f = 3 points (effective)

18 total points/ 24 possible points = 75%

**Since each Domain is worth a total of 10 points, multiply by 10 and converts to a total of 7.5 points earned for Domain 1.**

#### **Domain 2:**

Includes 5 sub-domains (a-e) for a total of 20 maximum points

**Domain 3:**

Includes 5 sub-domains (a-e) for a total of 20 maximum points

**Domain 4:**

Includes 6 sub-domains (a-f) for a total of 24 maximum points

**Total Composite Score for Local Evaluation:**

- |   |           |
|---|-----------|
| 1. Completing the Goal Proposal and Goal Attainment | 5 points  |
| 2. Completing the Structured Review of Student Work | 15 points |
| 3. <i>Frameworks for Teaching Rubric</i>            | 40 points |

**Total possible points on local evaluation** **60 points**

# Frameworks for Teaching

## Charlotte Danielson

## Domain 1: Planning and Preparation

|  | <b>Planning and Preparation</b>   |
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| <p><b>1a:</b><br/> <b>Demonstrating Knowledge of Content and Pedagogy</b></p> <p><b>NYS Teaching Standard 1 Elements 1-6</b></p> | <p>In order to guide student learning, teachers must 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.</p> <p><b>The elements of component 1a are:</b></p> <ul style="list-style-type: none"> <li>✚ Knowledge of content and the structure of the discipline -Every discipline has a dominant structure, with smaller components or strands, central concepts and skill.</li> <li>✚ 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.</li> <li>✚ Knowledge of content-related pedagogy - Different disciplines have “signature pedagogies” that have evolved over time and found to be most effective in teaching.</li> </ul> <p><b>Indicators include:</b></p> <ul style="list-style-type: none"> <li>✚ Lesson and unit plans that reflect important concepts in the discipline</li> <li>✚ Lesson and unit plans that accommodate prerequisite relationships among concepts and skills.</li> <li>✚ Clear and accurate classroom explanations</li> <li>✚ Accurate answers to student questions</li> <li>✚ Feedback to students that furthers learning</li> <li>✚ Inter-disciplinary connections in plans and practice</li> </ul> |

|   | <b>Ineffective</b>  | <b>Developing</b>   | <b>Effective</b>   | <b>Highly Effective</b>   |
|---|---|---|--|---|
| <b>1a. Demonstrates knowledge of content and pedagogy</b> | In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of the prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline of to the students. | Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. |
| <b>Critical Attributes</b>                                | <ul style="list-style-type: none"> <li>✚ Teacher makes content errors</li> <li>✚ Teacher does not consider prerequisite relationships when planning</li> <li>✚ Teacher's plans use inappropriate strategies for the</li> </ul>  | <ul style="list-style-type: none"> <li>✚ Teacher is familiar with the discipline but does not see conceptual relationships</li> <li>✚ Teacher's knowledge of prerequisite relationships is inaccurate or</li> </ul>   | <ul style="list-style-type: none"> <li>✚ The teacher can identify important concepts of the discipline, and their relationships to one another</li> <li>✚ The teacher consistently provides clear explanations of</li> </ul>   | <ul style="list-style-type: none"> <li>✚ In addition to the characteristics of "effective,"</li> <li>✚ Teacher sites intra- and inter-disciplinary content relationships</li> <li>✚ Teacher is proactive in uncovering</li> </ul>   |

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|                          | discipline   | <p>incomplete</p> <ul style="list-style-type: none"> <li>Lesson and unit plans use limited instructional strategies and some are not suitable to the content</li> </ul>  | <p>the content</p> <ul style="list-style-type: none"> <li>The teacher answers student questions accurately and provides feedback that furthers their learning</li> <li>The teacher seeks out content related professional development</li> </ul>   | <p>student misconceptions and addressing them before proceeding</p>  |
| <b>Possible Examples</b> | <ul style="list-style-type: none"> <li>The teacher says, “The official language of Brazil is Spanish, just like other South American countries.”</li> <li>The teacher says, “I don’t understand why the math book has decimals in the same unit as fractions.”</li> <li>The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.</li> </ul> | <ul style="list-style-type: none"> <li>The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.</li> <li>The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.</li> <li>The teacher always plans the same routine to study spelling: pre-test on Monday, copy the words 5 times each on Tuesday and</li> </ul> | <ul style="list-style-type: none"> <li>The teacher’s plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.</li> <li>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.</li> <li>The teacher plans to expand a unit on civics by having students simulate a court trial.</li> </ul> | <ul style="list-style-type: none"> <li>In a unit on 19th century literature, the teacher incorporates information about the history of the same period.</li> <li>Before beginning a unit on the solar system, the teacher surveys the class on their beliefs as to why it is hotter in the summer than in the winter.</li> </ul> |

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|  |  | Wednesday, test on Friday. |  |  |
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|  | <b>Planning and Preparation</b>   |
| <b>1b:<br/>Demonstrating Knowledge of Students</b><br><br><b>NYS Teaching Standard 1<br/>Element 1-6</b> | <p>Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must not only know their 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.</p> <p>The elements of component 1b are:</p> <ul style="list-style-type: none"> <li>✚ Knowledge of child and adolescent development - Children learn differently at different stages of their lives</li> <li>✚ Knowledge of the learning process - Learning requires active intellectual engagement</li> <li>✚ 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</li> <li>✚ Knowledge of students' special needs - Children do not all develop in a typical fashion</li> </ul> |

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|  | <p>Indicators include:</p> <ul style="list-style-type: none"> <li>✚ Teacher gathers formal and informal information about students for use in planning instruction</li> <li>✚ Teacher learns student interests and needs for use in planning</li> <li>✚ Teacher participation in community cultural events</li> <li>✚ Teacher-designed opportunities for families to share heritage</li> <li>✚ Database of students with special needs</li> </ul> |
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|   | <b>Ineffective</b>  | <b>Developing</b>  | <b>Effective</b>   | <b>Highly Effective</b>  |
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| <b>1b. Demonstrates knowledge of students</b> | 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          | 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 for the class as a whole. | Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. | 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. |
| <b>Critical Attributes</b>                    | <ul style="list-style-type: none"> <li>✚ Teacher does not understand child development characteristics and has unrealistic expectations for students.</li> <li>✚ Teacher does not try to ascertain varied ability levels among</li> </ul> | <ul style="list-style-type: none"> <li>✚ Teacher is familiar with the discipline but does not see conceptual relationships</li> <li>✚ Teacher's knowledge of prerequisite relationships is inaccurate or incomplete</li> </ul> | <ul style="list-style-type: none"> <li>✚ The teacher can identify important concepts of the discipline, and their relationships to one another</li> <li>✚ The teacher consistently provides clear explanations of the content</li> </ul>   | <ul style="list-style-type: none"> <li>✚ In addition to the characteristics of "effective,"</li> <li>✚ Teacher sites intra- and inter-disciplinary content relationships</li> <li>✚ Teacher is proactive in uncovering student</li> </ul>        |

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|                          | <p>students in the class.</p> <ul style="list-style-type: none"> <li>✦ Teacher is not aware of student interests or cultural heritages.</li> <li>✦ Teacher takes no responsibility to learn about students' medical or learning disabilities.</li> </ul>  | <ul style="list-style-type: none"> <li>✦ Lesson and unit plans use limited instructional strategies and some are not suitable to the content</li> </ul>   | <ul style="list-style-type: none"> <li>✦ The teacher answers student questions accurately and provides feedback that furthers their learning</li> <li>✦ The teacher seeks out content related professional development</li> </ul>  | <p>misconceptions and addressing them before proceeding</p>  |
| <b>Possible Examples</b> | <ul style="list-style-type: none"> <li>✦ The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7year olds.</li> <li>✦ The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.</li> <li>✦ The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented amongst his students.</li> </ul> | <ul style="list-style-type: none"> <li>✦ 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.</li> <li>✦ In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.</li> <li>✦ Lesson plans make only peripheral reference to students' interests.</li> <li>✦ The teacher knows that some of her students have IEP's but they're so long,</li> </ul> | <ul style="list-style-type: none"> <li>✦ The teacher creates an assessment of students' levels of cognitive development.</li> <li>✦ The teacher examines students' previous year's folders to ascertain the proficiency levels of groups of students in the class</li> <li>✦ The teacher administers a student interest survey at the beginning of the school year.</li> <li>✦ The teacher plans activities based on student interests.</li> <li>✦ The teacher knows that five of her students are in the</li> </ul> | <ul style="list-style-type: none"> <li>✦ The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</li> <li>✦ The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.</li> <li>✦ The teacher encourages students to be aware of their individual reading level and make independent reading choices that will be challenging, but not</li> </ul> |

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|  |  | she hasn't read them yet. | <p>Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.</p> <ul style="list-style-type: none"> <li>✚ The teacher realizes that not all of his students are Christian, so he plans to read a Hanukah story in December.</li> <li>✚ The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.</li> </ul> | <p>too difficult.</p> <ul style="list-style-type: none"> <li>✚ The teacher attended the local Mexican heritage day, meeting several of his students' extended family members.</li> <li>✚ The teacher regularly creates adapted assessment materials for several students with learning disabilities.</li> </ul> |
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|  | <b>Planning and Preparation</b>   |
| <p><b>1c:<br/>Setting Instructional Outcomes</b></p> <p><b>NYS Teaching Standard V<br/>Element 1</b></p> | <p>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 do not describe 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.</p> <p>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</p> |

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|  | <p>addition, some learning outcomes refer to dispositions; it's important not only 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.</p> <p>The elements of component 1c are:</p> <ul style="list-style-type: none"> <li>✦ Value, sequence, and alignment - Students must be able to build their understanding of important ideas from concept to concept</li> <li>✦ Clarity - Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment</li> <li>✦ Balance - Outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills</li> <li>✦ Suitability for diverse students - Outcomes must be appropriate for all students in the class</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>✦ Outcomes of a challenging cognitive level</li> <li>✦ Statements of student learning, not student activity</li> <li>✦ Outcomes central to the discipline and related to those in other disciplines</li> <li>✦ Permit assessment of student attainment</li> <li>✦ Differentiated for students of varied ability</li> </ul> |
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|   | <b>Ineffective</b>  | <b>Developing</b>  | <b>Effective</b>  | <b>Highly Effective</b>  |
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| <b>1c. Setting Instructional Outcomes</b> | Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination | Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning and suggest viable methods of assessment. Outcomes reflect several types of learning and opportunities for | All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, |

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|                            | are suitable for only some students.  | or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.  | coordination. Outcomes take into account the varying needs of groups of students.  | represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.  |
| <b>Critical Attributes</b> | <ul style="list-style-type: none"> <li>✦ Outcomes lack rigor</li> <li>✦ Outcomes do not represent important learning in the discipline</li> <li>✦ Outcomes are not clear or are stated as activities</li> <li>✦ Outcomes are not suitable for many students in the class</li> </ul> | <ul style="list-style-type: none"> <li>✦ Outcomes represent a mixture of low expectations and rigor</li> <li>✦ Some outcomes reflect important learning in the discipline</li> <li>✦ Outcomes are suitable for most of the class</li> </ul> | <ul style="list-style-type: none"> <li>✦ Outcomes represent high expectations and rigor</li> <li>✦ Outcomes are related to “Big Ideas” of the discipline</li> <li>✦ Outcomes are written in terms of what students will learn rather than do</li> <li>✦ Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication</li> <li>✦ Outcomes are suitable to groups of students in the class, differentiated where necessary</li> </ul> | <ul style="list-style-type: none"> <li>✦ In addition to the characteristics of “effective,”</li> <li>✦ Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing</li> <li>✦ Teacher connects outcomes to previous and future learning</li> <li>✦ Outcomes are differentiated to encourage individual students to take educational risks</li> </ul> |

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| <b>Possible Examples</b> | <ul style="list-style-type: none"> <li>✚ A learning outcome for a fourth grade class is to make a poste illustrating a poem</li> <li>✚ All the outcomes for a 9th grade history class are factual knowledge</li> <li>✚ The topic of the social studies unit involves the concept of “revolutions” but the teacher only expects his students to remember the important dates of the battles</li> <li>✚ Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct</li> </ul> | <ul style="list-style-type: none"> <li>✚ Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts</li> <li>✚ The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower level students struggle</li> </ul> | <ul style="list-style-type: none"> <li>✚ One of the learning outcomes is for students to appreciate the aesthetics of 18<sup>th</sup> century English poetry</li> <li>✚ The outcome for the history unit includes some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War</li> <li>✚ The teacher reviews the project expectations and modifies some goals to be in line with the students’ IEP objectives</li> </ul> | <ul style="list-style-type: none"> <li>✚ 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</li> <li>✚ Students will develop a concept map that links previous learning goals to those they are currently working on</li> <li>✚ Some students identify additional learning</li> </ul> |
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| <b>1d:<br/>Demonstrating Knowledge of Resources</b> | <p style="text-align: center;"><b>Planning and Preparation</b></p> <p>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, resources for teachers to further their own professional knowledge and skill, and resources that can provide non-instructional assistance to students. Teachers</p> |
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| <p><b>NYS Teaching Standards II</b><br/> <b>Elements 2-6</b><br/> <b>III.5; III.6</b></p> | <p>recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and which 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 make sure all students can access 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 non-academic lives.</p> <p>The elements of component 1d are:</p> <ul style="list-style-type: none"> <li>✚ Resources for classroom use - Materials that align with learning outcomes</li> <li>✚ Resources to extend content knowledge and pedagogy - Those that can further teachers' professional knowledge</li> <li>✚ Resources for students - Materials that are appropriately challenging</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>✚ District provided materials</li> <li>✚ Range of texts</li> <li>✚ Guest speakers</li> <li>✚ Internet resources</li> <li>✚ Materials provided by professional organizations</li> <li>✚ Teacher continuing professional education courses or professional groups</li> <li>✚ Community resources</li> </ul> |
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|  | <b>Ineffective</b>  | <b>Developing</b>  | <b>Effective</b>  | <b>Highly Effective</b>  |
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| <p><b>1d.</b><br/> <b>Demonstrating Knowledge of Resources</b></p> | <p>Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district</p> | <p>Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly</p> | <p>Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet</p> | <p>Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through</p> |

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|                            |  |  |   | professional organizations and universities, and on the Internet   |
| <b>Critical Attributes</b> | <ul style="list-style-type: none"> <li>✦ The teacher only uses district-provided materials, even when more variety would assist some students</li> <li>✦ The teacher does not seek out resources available to expand his/her own skill</li> <li>✦ Although aware of some student needs, the teacher does not inquire about possible resources</li> </ul> | <ul style="list-style-type: none"> <li>✦ The teacher uses materials in the school library, but does not search beyond the school for resources</li> <li>✦ The teacher participates in content-area workshops offered by the school, but does not pursue other professional development</li> <li>✦ The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues</li> </ul> | <ul style="list-style-type: none"> <li>✦ Texts are at varied levels</li> <li>✦ Texts are supplemented by guest speakers and field experiences</li> <li>✦ Teacher facilitates Internet Resources</li> <li>✦ Resources are multi-disciplinary</li> <li>✦ Teacher expands knowledge with professional learning groups and organizations</li> <li>✦ Teacher pursues options offered by universities</li> <li>✦ Teacher provides lists of resources outside the class for students to draw on</li> </ul> | <ul style="list-style-type: none"> <li>✦ In addition to the characteristics of “effective”</li> <li>✦ Texts are matched to student skill level</li> <li>✦ The teacher has ongoing relationship with colleges and universities that support student learning</li> <li>✦ The teacher maintains log of resources for student reference</li> <li>✦ The teacher pursues apprenticeships to increase discipline knowledge</li> <li>✦ The teacher facilitates student contact with resources outside the classroom</li> </ul> |

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| <p><b>Possible Examples</b></p> | <ul style="list-style-type: none"> <li>✚ For their unit on China, the students accessed all of their information from their District supplied textbook</li> <li>✚ Mr. J is not sure how to teach fractions, but does not know how he is expected to learn it by himself.</li> <li>✚ A student says, “It’s too bad we can’t go to the nature center when we’re doing our unit on the environment”</li> </ul> | <ul style="list-style-type: none"> <li>✚ For a unit on ocean life; the teacher really needs more books, but the school library only has three for him to borrow</li> <li>✚ The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year</li> <li>✚ The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom</li> </ul> | <ul style="list-style-type: none"> <li>✚ The teacher provides her fifth graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of the important concepts</li> <li>✚ The teacher took an online course on Literature to expand her knowledge of great American writers</li> <li>✚ The teacher distributes a list of summer reading materials that would help prepare his 8<sup>th</sup> graders’ transition to HS</li> </ul> | <ul style="list-style-type: none"> <li>✚ The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies</li> <li>✚ The teacher spends the summer at Dow Chemical learning more about current research so she can expand her knowledge base for teaching chemistry</li> <li>✚ The teacher matches students in her Family and Consumer Sciences class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job</li> </ul> |
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|  | <p><b>Planning and Preparation</b></p>   |
| <p><b>1e:<br/>Designing Coherent</b></p> | <p>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</p> |

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| <p><b>Instruction</b></p> <p><b>NYS Teacher Standard II.5</b></p> | <p>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 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 is then implemented in Domain 3.</p> <p>The elements of component 1e are:</p> <ul style="list-style-type: none"> <li>✚ Learning activities - Instruction designed to engage students and advance them through the content</li> <li>✚ Instructional materials and resources - Appropriate to the learning needs of the students</li> <li>✚ Instructional groups - Intentionally organized to support student learning</li> <li>✚ Lesson and unit structure - Clear and sequenced to advance students' learning</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>✚ Lessons that support instructional outcomes and reflect important concepts</li> <li>✚ Instructional maps that indicate relationships to prior learning</li> <li>✚ Activities that represent high-level thinking</li> <li>✚ Opportunities for student choice</li> <li>✚ The use of varied resources</li> <li>✚ Thoughtfully planned learning groups</li> <li>✚ Structured lesson plan</li> </ul> |
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|   | <b>Ineffective</b>   | <b>Developing</b>   | <b>Effective</b>  | <b>Highly Effective</b>  |
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| <b>1e. Designing Coherent Instruction</b> | The series of learning experiences is poorly aligned with their instructional outcomes | Some of the learning activities and materials are suitable to the instructional outcomes, | Teacher coordinates knowledge of content, of students, and of resources to design a | Plans represent the coordination on in-depth content knowledge, understanding of |

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|                            | and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety   | and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. | series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups. | different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. |
| <b>Critical Attributes</b> | <ul style="list-style-type: none"> <li>✚ Learning activities are boring and/or not well aligned to the instructional goals.</li> <li>✚ Materials are not engaging or do not meet instructional outcomes.</li> <li>✚ Instructional groups do not support learning.</li> <li>✚ Lesson plans are</li> </ul> | <ul style="list-style-type: none"> <li>✚ Learning activities are moderately challenging.</li> <li>✚ Learning resources are suitable, but there is limited variety.</li> <li>✚ Instructional groups are random or only partially support objectives.</li> <li>✚ Lesson structure</li> </ul>  | <ul style="list-style-type: none"> <li>✚ Learning activities are matched to instructional outcomes.</li> <li>✚ Activities provide opportunity for higher-level thinking.</li> <li>✚ Teacher provides a variety of appropriately challenging</li> </ul>   | <ul style="list-style-type: none"> <li>✚ In addition to the characteristics of "effective,"</li> <li>✚ Activities permit student choice.</li> <li>✚ Learning experiences connect to other disciplines.</li> <li>✚ Teacher provides a variety of appropriately challenging resources that are</li> </ul>   |

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|                          | <p>not structured or sequenced and are unrealistic in their expectations.</p>   | <p>is uneven or may be unrealistic in terms of time expectations.</p>  | <p>materials and resources.</p> <ul style="list-style-type: none"> <li>+ Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</li> <li>+ The plan for the lesson or unit is well structured, with reasonable time allocations.</li> </ul>   | <p>differentiated for students in the class.</p> <ul style="list-style-type: none"> <li>+ Lesson plans differentiate for individual student needs.</li> </ul>   |
| <b>Possible Examples</b> | <ul style="list-style-type: none"> <li>+ After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet.</li> <li>+ Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit.</li> <li>+ The teacher organizes her class in rows, seating the students</li> </ul> | <ul style="list-style-type: none"> <li>+ After the min-lesson the teacher plans to have the whole class play a game to reinforce the skill she taught.</li> <li>+ The teacher found an atlas to use as a supplemental resource during the geography unit.</li> <li>+ The teacher always lets students self-select their working groups because they behave better when they can choose who they want to sit with.</li> </ul> | <ul style="list-style-type: none"> <li>+ 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.</li> <li>+ The teacher creates a list of historical fiction titles that will expand her students’ knowledge of the age of exploration.</li> <li>+ The teacher plans for students to complete projects in</li> </ul> | <ul style="list-style-type: none"> <li>+ 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.</li> <li>+ 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.</li> </ul> |

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|  | <p>alphabetically; she plans to have students work all year in groups of four based on 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>✚ 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>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>✚ 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 outcomes to those they previously learned</p> |
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|  | <b>Planning and Preparation</b>   |
| <p><b>1f:</b><br/><b>Designing Student Assessment</b></p> <p><b>NYS Teaching Standard V Elements 1-5</b></p> | <p>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, different methods are needed to assess reasoning skills for factual knowledge. 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.</p> |

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|  | <p>The elements of component 1e are:</p> <ul style="list-style-type: none"> <li>✚ Congruence with instructional outcomes - Assessments must match learning expectations</li> <li>✚ Criteria and standards - Expectations must be clearly defined</li> <li>✚ Design of formative assessments - Assessments for learning must be planned as part of the instructional process</li> <li>✚ Use for planning - Results of assessment guide future planning</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>✚ Lesson plans indicate correspondence between assessments and instructional outcomes</li> <li>✚ Assessment types are suitable to the style of outcome</li> <li>✚ Variety of performance opportunities for students</li> <li>✚ Modified assessments are available for individual students as needed</li> <li>✚ Expectations clearly written with descriptors for each level of performance</li> <li>✚ Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction</li> </ul> |
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|  | <b>Ineffective</b>  | <b>Developing</b>   | <b>Effective</b>   | <b>Highly Effective</b>  |
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| <b>1f.<br/>Designing Student Assessments</b> | Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction. | Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use | Teacher's plans for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. | Teacher's plans for student is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well |

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|                            |   | assessment results to plan for future instruction for the class as a whole.   | Teacher intends to use assessment results to plan for future instruction for groups of students.   | 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.   |
| <b>Critical Attributes</b> | <ul style="list-style-type: none"> <li>✚ Assessments do not match instructional outcomes.</li> <li>✚ Assessments have no criteria.</li> <li>✚ No formative assessments have been designed.</li> <li>✚ Assessment results do not affect future plans.</li> </ul> | <ul style="list-style-type: none"> <li>✚ Only some of the instructional outcomes are addressed in the planned assessments.</li> <li>✚ Assessment criteria are vague.</li> <li>✚ Plans refer to the use of formative assessments, but they are not fully developed.</li> <li>✚ Assessment results are used to design lesson plans for the whole class, not individual students.</li> </ul> | <ul style="list-style-type: none"> <li>✚ All the learning outcomes have a method for assessment.</li> <li>✚ Assessment types match learning expectations.</li> <li>✚ Plans indicate modified assessments for some students as needed.</li> <li>✚ Assessment criteria are clearly written.</li> <li>✚ Plans include formative assessments to use during instruction.</li> <li>✚ Lesson plans indicate possible adjustments based on formative assessment data.</li> </ul> | <ul style="list-style-type: none"> <li>✚ In addition to the characteristics of “effective,”</li> <li>✚ Assessments provide opportunities for student choice.</li> <li>✚ Students participate in designing assessments for their own work.</li> <li>✚ Teacher-designed assessments are authentic with real-world application, as appropriate.</li> <li>✚ Students develop rubrics according to teacher-specified learning objectives.</li> <li>✚ Students are actively involved in collecting</li> </ul> |

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|                          |  |   |   | information from formative assessments and provide input.   |
| <b>Possible Examples</b> | <ul style="list-style-type: none"> <li>✚ The teacher marks papers on the foundation of the U.S. constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc.</li> <li>✚ After the students present their research on Globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, he responds, “After all of these years in education, I just know what grade to give.”</li> </ul> | <ul style="list-style-type: none"> <li>✚ The district goal for the Europe unit is for students to understand geo-political relationships; the teacher plans to have the students memorize all the country capitals and rivers.</li> <li>✚ The teacher’s students received their tests back; each one was simply marked with a letter grade at the top.</li> <li>✚ The plan indicates that the teacher will pause to “check for understanding” but without a clear process of how that will be done</li> <li>✚ A student says, “If the half the class passed the test, why are we all reviewing</li> </ul> | <ul style="list-style-type: none"> <li>✚ Mr K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.</li> <li>✚ Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were clearly defined</li> <li>✚ Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson’s activities</li> </ul> | <ul style="list-style-type: none"> <li>✚ 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.</li> <li>✚ 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</li> <li>✚ After the lesson, Mr. L asks students to rate their understanding on a scale of 1-5; the students know that their rating will indicate their</li> </ul> |

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|  |  | the material again” |  Based on the previous morning’s formative assessment, Ms. D plans to have five students work on a more challenging project, while she works with 6 other students to reinforce the concept | activity for the next lesson<br> Mrs. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time |
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## Domain 2: The Classroom Environment

| Component   | 2a: Creating an Environment of Respect and Rapport   |
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| <p><b>2a: Creating an Environment of Respect and Rapport</b></p> <p><b>NYS Teaching Standard IV.1</b></p> | <p>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.</p> <p>The elements of component 2a are listed below and are evaluated:</p> <ul style="list-style-type: none"> <li>✚ Teacher interactions with students, including both words and actions <i>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.</i></li> <li>✚ Student interactions with other students, including both words and actions <i>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 interactions among students are 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.</i></li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>✚ <i>Respectful talk and turn taking</i></li> <li>✚ <i>Respect for students’ background and lives outside of the classroom</i></li> <li>✚ <i>Teacher and student body language</i></li> <li>✚ <i>Physical proximity</i></li> <li>✚ <i>Warmth and caring</i></li> <li>✚ <i>Politeness</i></li> <li>✚ <i>Encouragement</i></li> <li>✚ <i>Active listening</i></li> <li>✚ <i>Fairness</i></li> </ul> |

|   | <b>Ineffective</b>   | <b>Developing</b>  | <b>Effective</b>   | <b>Highly Effective</b>   |
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| <b>2a: Creating an Environment of Respect and Rapport</b> | 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. Teacher does not deal with disrespectful behavior. | 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. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net results of the interactions is neutral: conveying neither warmth nor conflict. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. | Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals. |
| <b>Critical Attributes</b>                                | <ul style="list-style-type: none"> <li>✚ Teacher uses disrespectful talk towards students. Student body language indicates feelings of hurt or insecurity.</li> <li>✚ Students use disrespectful talk towards one another</li> </ul>   | <ul style="list-style-type: none"> <li>✚ The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</li> <li>✚ Teacher attempts to respond to disrespectful</li> </ul>  | <ul style="list-style-type: none"> <li>✚ Talk between teacher and students and among students is uniformly respectful.</li> <li>✚ Teacher responds to disrespectful behavior among students.</li> <li>✚ Teacher makes superficial</li> </ul>   | <p>In addition to characteristics of “proficient”</p> <ul style="list-style-type: none"> <li>✚ Teacher demonstrates knowledge and caring about individual students' lives beyond school.</li> <li>✚ When necessary,</li> </ul>  |

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|                          | <p>with no response from the teacher</p> <ul style="list-style-type: none"> <li>✚ Teacher displays no familiarity with or caring about individual students' interest or personalities.</li> </ul>  | <p>behavior among students with uneven results.</p> <ul style="list-style-type: none"> <li>✚ Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</li> </ul>  | <p>connections with individual students.</p>  | <p>students correct one another in their conduct towards classmates.</p> <ul style="list-style-type: none"> <li>✚ There is not disrespectful behavior among students.</li> <li>✚ The teacher's response to a student's incorrect response respects the student's dignity.</li> </ul>   |
| <b>Possible Examples</b> | <ul style="list-style-type: none"> <li>✚ A student slumps in his/her chair following a comment by the teacher.</li> <li>✚ Students roll their eyes at a classmate's idea; the teacher does not respond.</li> <li>✚ Many students talk when the teacher and other students are talking; the teacher does not correct them.</li> <li>✚ Some students refuse to work with other students.</li> <li>✚ Teacher does not call student by their names.</li> </ul> | <ul style="list-style-type: none"> <li>✚ Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.</li> <li>✚ A few students do not engage with others in the classroom even when put together in small groups.</li> <li>✚ Students applaud half-heartedly following a classmate's presentation to the class.</li> <li>✚ Teacher says "Don't talk that way to your</li> </ul> | <ul style="list-style-type: none"> <li>✚ Teacher greets students by name as they enter the class or during the lesson.</li> <li>✚ The teacher gets on the same level with students, such as kneeling beside a student working at a desk.</li> <li>✚ Students attend fully to what the teacher is saying.</li> <li>✚ Students wait for classmates to finish speaking before beginning to talk.</li> <li>✚ Students applaud politely following a classmate's</li> </ul> | <ul style="list-style-type: none"> <li>✚ Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies)</li> <li>✚ Student say "shhh" to classmates while the teacher or another student is speaking.</li> <li>✚ Students clap enthusiastically for one another's presentations for a job well done.</li> <li>✚ The teacher says: "That's an interesting idea, Josh, but you're</li> </ul> |

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|  |  | classmate,” but student shrugs his/her shoulders. | <p>presentation to the class.</p> <ul style="list-style-type: none"> <li>✚ Students help each other and accept help from each other.</li> <li>✚ Teacher and students use courtesies such as “please/thank you, excuse me.”</li> <li>✚ Teacher says, “Don’t talk that way to your classmates.” And the insults stop.</li> </ul> | forgetting.....” |
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| Component  | 2b: Establishing a Culture for Learning   |
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| <p><b>2b: Establishing a Culture for Learning</b></p> <p><b>NYS Teaching Standard IV 1-3</b></p> | <p>“A culture for learning” refers to the atmosphere in the classroom that reflects the education importance of the work undertaken by both students and teachers. 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, 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.</p> <p>Elements of component 2b are:</p> <ul style="list-style-type: none"> <li>✚ Importance of the content and of learning – In a classroom with a strong culture for learning, teacher convey the educational value of what the students are learning.</li> <li>✚ 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 achieving it if they are prepared to work hard.</li> <li>✚ Students 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.</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>✚ Belief in the value of the work</li> <li>✚ Expectations are high and supported through both verbal and nonverbal behaviors</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>✚ Quality is expected and recognized</li> <li>✚ Effort and persistence are expected and recognized</li> <li>✚ Confidence in ability is evidenced by teacher and students language and behaviors</li> <li>✚ Expectation for all students to participate</li> </ul> |
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|  | <b>Ineffective</b>  | <b>Developing</b>   | <b>Effective</b>  | <b>Highly Effective</b>  |
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| <b>2b: Establishing a culture for learning</b> | 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. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students | The classroom culture is characterized by little commitment to learning by the teacher or students. 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. 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 natural aptitude for the subject. | The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; student 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. |
| <b>Critical Attributes</b>                     | ✚ The teacher conveys that the reason for the work is external or trivialized the learning goals and  | ✚ Teacher’s energy for the work is neutral; indicating neither a high level of commitment not   | ✚ The teacher communicates the importance of learning, and that with hard work all  | In addition to the characteristics of “Proficient,”<br>✚ The teacher communicates a  |

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|                          | <p>assignments.</p> <ul style="list-style-type: none"> <li>✚ The teacher conveys to at least some students that the work is too challenging for them.</li> <li>✚ Students exhibit little or no pride in their work.</li> <li>✚ Class time is devoted more to socializing than to learning.</li> </ul> | <p>“blowing it off.”</p> <ul style="list-style-type: none"> <li>✚ The teacher conveys high expectations for only some students.</li> <li>✚ Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work.</li> <li>✚ Many students indicate that they are looking for an “easy path.”</li> </ul> | <p>students can be successful in it.</p> <ul style="list-style-type: none"> <li>✚ The teacher demonstrates a high regard for student abilities.</li> <li>✚ Teacher conveys an expectation of high levels of student effort.</li> <li>✚ Students expend good effort to complete work of high quality.</li> </ul> | <p>genuine passion for the subject.</p> <ul style="list-style-type: none"> <li>✚ Students indicate that they are not satisfied unless they have complete understanding.</li> <li>✚ Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.</li> <li>✚ Students recognize the efforts of their classmates.</li> <li>✚ Students take initiative in improving the quality of their work.</li> </ul> |
| <b>Possible Examples</b> | <ul style="list-style-type: none"> <li>✚ The teacher tells students that they’re doing a lesson because it’s on the test, in the book, or is district directed.</li> <li>✚ Teacher says to a student: “Why don’t you try this easier</li> </ul>   | <ul style="list-style-type: none"> <li>✚ Teacher says: “Let’s get through this.”</li> <li>✚ Teacher says: “I think most of you will be able to do this.”</li> <li>✚ Students consult with one another to determine how to</li> </ul>  | <ul style="list-style-type: none"> <li>✚ Teacher says: “This is important: you’ll need to speak grammatical English when you apply for a job.”</li> <li>✚ Teacher says: “This idea is really important! It’s</li> </ul>   | <ul style="list-style-type: none"> <li>✚ The teacher says: “It’s really fun to find the patterns for factoring polynomials.”</li> <li>✚ Students asks a classmate to explain a concept or procedure since</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>✚ problem?”</li> <li>✚ Students turn in sloppy or incomplete work.</li> <li>✚ Students don't engage in work and the teacher ignores it.</li> <li>✚ Students have not completed their homework and the teacher does not respond.</li> <li>✚ Almost all of the activities are “busy work.”</li> </ul> | <ul style="list-style-type: none"> <li>✚ fill in a worksheet, without challenging classmates' thinking.</li> <li>✚ Teacher does not encourage students who are struggling.</li> <li>✚ Some students get to work after an assignment is given or after entering the room.</li> </ul> | <ul style="list-style-type: none"> <li>✚ central to our understanding of history.”</li> <li>✚ Teacher says: “Let's work on this together: it's hard but you all will be able to do it well.”</li> <li>✚ Teacher hands a paper back to a student, say “I know you can do a better job on this. “The student accepts it without complaint.</li> <li>✚ Students get right to work right away when an assignment is given or after entering the room.</li> </ul> | <ul style="list-style-type: none"> <li>✚ she/he didn't quite follow the teacher's explanation.</li> <li>✚ Students question one another on answers.</li> <li>✚ Student asks the teacher whether she/he can re-do a piece of work since she/he now sees how it could be strengthened.</li> <li>✚ Student work even when the teacher isn't working with them or directing their efforts.</li> </ul> |
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| <b>Component</b>                          | <b>2c: Managing Classroom Procedures</b>  |
| <b>2c: Managing Classroom Procedures</b>  | <p>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, non- instructional 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 teaching students to employ them, may be inferred from the sense that the class “runs itself.”</p> <p>Elements of Component 2c are:</p> <ul style="list-style-type: none"> <li>✚ Management of instructional groups – Teachers help student to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher</li> <li>✚ Management of transitions</li> </ul> |
| <b>NYS Teaching Standard Elements 3-4</b> |   |

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|  | <ul style="list-style-type: none"> <li>✚ Many lessons engage students in different types of activities – large group, small group, independent work. It’s important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.</li> <li>✚ Management of materials and supplies – Experienced teachers have all necessary materials to hand out, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.</li> <li>✚ Performance on 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.</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>✚ Smooth functioning of all routines</li> <li>✚ Little or no loss of instructional time</li> <li>✚ Students playing an important role in carrying out the routines</li> <li>✚ Students know what to do, where to move</li> </ul> |
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|  | <b>Ineffective</b>   | <b>Developing</b>   | <b>Effective</b>  | <b>Highly Effective</b>   |
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| <b>2c: Managing classroom procedures</b> | Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines. | Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. | There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines. | Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. |

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| <p><b>Critical Attributes</b></p> | <ul style="list-style-type: none"> <li>✚ Students not working with the teacher are disruptive to the class.</li> <li>✚ There are no established procedures for distributing and collecting materials.</li> <li>✚ Procedures for other activities are confused or chaotic.</li> </ul>   | <ul style="list-style-type: none"> <li>✚ Small groups are only partially engaged while not working directly with the teacher.</li> <li>✚ Procedures for transitions, and distribution/ collection of materials, seem to have been established, but their operations rough.</li> <li>✚ Classroom routine function unevenly.</li> </ul> | <ul style="list-style-type: none"> <li>✚ The students are productively engaged during small group work.</li> <li>✚ Transitions between large and small group activities are smooth.</li> <li>✚ Routines for distribution and collection of materials and supplies work efficiently.</li> <li>✚ Classroom routines function smoothly.</li> </ul> | <p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>✚ Students take the initiative with their classmates to ensure that their time is used productively.</li> <li>✚ Students themselves ensure that transitions and other routines are accomplished smoothly.</li> <li>✚ Students take initiative in distributing and collecting materials efficiently.</li> </ul> |
| <p><b>Possible Examples</b></p>   | <ul style="list-style-type: none"> <li>✚ When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.</li> <li>✚ There are long lines for materials and supplies or distributing supplies is time-consuming.</li> <li>✚ Students bump into</li> </ul> | <ul style="list-style-type: none"> <li>✚ Some students not working with the teacher are not productively engaged in learning.</li> <li>✚ Transitions between large and small group activities are rough but they are accomplished.</li> <li>✚ Students are not sure what to do when materials are being distributed or</li> </ul>     | <ul style="list-style-type: none"> <li>✚ Students get started on an activity while the teacher takes attendance.</li> <li>✚ Students move smoothly between large and small group activities.</li> <li>✚ The teacher has an established timing device, such as counting down, to signal student to return to their desks.</li> </ul>             | <ul style="list-style-type: none"> <li>✚ Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</li> <li>✚ A student reminds classmates of the roles that they are to play within the group.</li> <li>✚ A student re-directs a classmate to the</li> </ul>   |

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|  | <p>one another lining up or sharpening pencils.</p> <ul style="list-style-type: none"> <li>✚ Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.</li> <li>✚ Most students ask What they are to do or look around for clues from others.</li> </ul> | <p>collected.</p> <ul style="list-style-type: none"> <li>✚ Students ask some clarifying questions about procedures.</li> <li>✚ The attendance or lunch count consumes more time than it would need if the procedure were more routinized.</li> </ul> | <ul style="list-style-type: none"> <li>✚ Teacher has an established attention signal, such as raising a hand or dimming the lights.</li> <li>✚ One member of each small group collects materials for the table.</li> <li>✚ There is an established color-coded system indicating where materials should be stored.</li> <li>✚ In small group work, students have established roles, they listen to one another, summarize different views, etc.</li> <li>✚ Clean-up at the end of a lesson is fast and efficient.</li> </ul> | <p>table she/he should be at following a transition.</p> <ul style="list-style-type: none"> <li>✚ Student proposes an improved attention signal.</li> <li>✚ Students independently check themselves into class on the attendance board.</li> </ul> |
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| <b>Component</b>                     | <b>2c: The Classroom Environment</b>  |
| <b>2d: The Classroom Environment</b> | In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must be business-like 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. |
| <b>NYS Teaching Standard IV</b>      |   |
| <b>Elements 1-4</b>                  | Elements of Component 2d are:   |

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|  | <ul style="list-style-type: none"> <li>✦ Expectations – It is clear, either from what the teacher says, or by inference from student actions, that expectations for students conduct have been established and that they are being implemented.</li> <li>✦ Monitoring of students behavior – Experienced teachers seem to have eyes “in the back 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, which makes it challenging to observe.</li> <li>✦ 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 teacher 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 this is not always possible.</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>✦ Clear standards of conduct, possibly posted, and possibly referred to during a lesson</li> <li>✦ Absence of acrimony between teachers and students concerning behavior</li> <li>✦ Teacher awareness of student conduct</li> <li>✦ Preventive action when needed by the teacher</li> <li>✦ Fairness</li> <li>✦ Absence of misbehavior</li> <li>✦ Reinforcement of positive behavior</li> </ul> |
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|                                      | <b>Ineffective</b>  | <b>Developing</b>   | <b>Effective</b>  | <b>Highly Effective</b>  |
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| <b>2d: Managing Student Behavior</b> | There appears to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students’ misbehavior is repressive or disrespectful of student dignity. | Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the | Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and effective. | Student behavior is entirely appropriate. Student takes an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher’s monitoring of student behavior is subtle and preventive. Teacher’s response to student misbehavior is |

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|                            |  | standards of conduct.   |   | sensitive to individual student needs and respects students.  |
| <b>Critical Attributes</b> | <ul style="list-style-type: none"> <li>✚ The classroom environment is chaotic, with no apparent standards of conduct.</li> <li>✚ The teacher does not monitor student behavior.</li> <li>✚ Some students violate classroom rules, without apparent teacher awareness.</li> <li>✚ When the teacher notices student misbehavior, she/he appears helpless to do anything about it.</li> </ul> | <ul style="list-style-type: none"> <li>✚ Teacher attempts to maintain order in the classroom but with uneven success: standards of conduct, if they exist, are not evident.</li> <li>✚ Teacher attempts to keep track of student behavior, but with no apparent system.</li> <li>✚ The teacher's response to student misbehavior is inconsistent: sometimes very harsh: other times lenient.</li> </ul> | <ul style="list-style-type: none"> <li>✚ Standards of conduct appear to have been established.</li> <li>✚ Student behavior is generally appropriate</li> <li>✚ The teacher frequently monitors student behavior.</li> <li>✚ Teacher's response to student misbehavior is effective.</li> <li>✚ Teacher acknowledges good behavior.</li> </ul> | <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>✚ Student's behavior is entirely appropriate: no evidence of student misbehavior.</li> <li>✚ The teacher monitors student behavior without speaking – just moving about.</li> <li>✚ Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</li> </ul> |
| <b>Possible Examples</b>   | <ul style="list-style-type: none"> <li>✚ Students are talking among themselves with no attempt by the teacher to silence them.</li> <li>✚ An object flies through the air without apparent teacher notice.</li> </ul>  | <ul style="list-style-type: none"> <li>✚ Classroom rules are posed, but neither teacher nor students refers to them.</li> <li>✚ The teacher repeatedly asks students to take their seats; they ignore her/him.</li> </ul>   | <ul style="list-style-type: none"> <li>✚ Upon a non-verbal signal from the teacher, student corrects their behavior.</li> <li>✚ The teacher moves to every section of the classroom, keeping a close eye</li> </ul>   | <ul style="list-style-type: none"> <li>✚ A student suggests a revision in one of the classroom rules.</li> <li>✚ The teacher notices that some students are talking among themselves, and without a word, moves nearer to</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>✚ Students are running around the room resulting in a chaotic environment.</li> <li>✚ Their phones and other electronics distract students and teacher doesn't do anything.</li> </ul> | <ul style="list-style-type: none"> <li>✚ 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."</li> </ul> | <ul style="list-style-type: none"> <li>✚ on student behavior.</li> <li>✚ The teacher vies a student a "hard look," and the student stops talking to his/her neighbor.</li> </ul> | <ul style="list-style-type: none"> <li>✚ them: the talking stops.</li> <li>✚ The teacher asks to speak to a student privately about misbehavior.</li> <li>✚ A student reminds his/her classmates of the class rule about chewing gum.</li> </ul> |
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| <b>Component</b>   | <b>2c: Organizing Physical Space</b>  |
| <p><b>2e: Organizing Physical Space</b></p> <p><b>NYS Teaching Standard IV.4</b></p> | <p>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.</p> <p>Elements of this component are:</p> <ul style="list-style-type: none"> <li>✚ 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 access to the board of other learning resources.</li> <li>✚ Arrangement of furniture and use of physical resources – both the physical arrangement of a classroom and 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 student themselves contribute to the physical environment.</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>✚ Pleasant, inviting atmosphere</li> <li>✚ State environment</li> <li>✚ Accessibility for all students</li> <li>✚ Furniture arrangement suitable for the learning activities</li> <li>✚ Effective use of physical resources, including computer technology, by both teacher and students.</li> </ul> |

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| <b>Ineffective</b> | <b>Developing</b> | <b>Effective</b> | <b>Highly Effective</b> |
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| <p><b>2e: Organizing physical space</b></p> | <p>The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>   | <p>The classroom is safe, and essential learning is accessible to most students, the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>                | <p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. 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. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the use or adaptation of the physical environment to advance learning.</p>                                      |
| <p><b>Critical Attributes</b></p>           | <ul style="list-style-type: none"> <li>✚ There are physical hazards in the classroom, endangering student safety.</li> <li>✚ Many students can't see or hear the teacher or the board.</li> <li>✚ Available technology is not being used, even if available and its use would enhance the lesson.</li> </ul> | <ul style="list-style-type: none"> <li>✚ The physical environment is safe, and most students can see and hear.</li> <li>✚ The physical environment is not an impediment to learning, but does not enhance it.</li> <li>✚ The teacher makes limited use of available technology and other resources.</li> </ul> | <ul style="list-style-type: none"> <li>✚ The classroom is safe, and all students are able to see and hear.</li> <li>✚ The classroom is arranged to support the instructional goals and learning activities.</li> <li>✚ The teacher makes appropriate use of available technology.</li> </ul> | <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>✚ Modifications are made to the physical environment to accommodate students with special needs.</li> <li>✚ There is total alignment between the goals of the lesson and the physical environment.</li> <li>✚ Students take the initiative to adjust the physical</li> </ul> |

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|                          |   |  |  | <p>environment.</p> <ul style="list-style-type: none"> <li>Teachers and students make extensive and imaginative use of available technology.</li> </ul>   |
| <b>Possible Examples</b> | <ul style="list-style-type: none"> <li>There are electrical cords running around the classroom.</li> <li>There is a pole in the middle of the room; some students can't see the board.</li> <li>A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.</li> </ul> | <ul style="list-style-type: none"> <li>The teacher ensures that dangerous chemicals are stored safely.</li> <li>The classroom desks remains 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.</li> <li>The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work.</li> </ul> | <ul style="list-style-type: none"> <li>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</li> <li>Desks are moved to make tables so students can work together, or in a circle for a class discussion.</li> <li>The use of an Internet connection enriches the lesson.</li> </ul> | <ul style="list-style-type: none"> <li>Students ask if they can shift the furniture to better suit small group work, or discussion.</li> <li>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.</li> <li>A student suggests an application of the white board for an activity.</li> </ul> |

**Domain 3: Instruction**

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| <b>Component</b>   | <b>3a: Communicating With Students</b>   |
| <p data-bbox="178 267 531 337"><b>3a: Communicating with students</b></p> <p data-bbox="178 414 525 560"><b>NYS Teaching Standard<br/>II.4<br/>III. 1,2,6<br/>V. 3,5</b></p> | <p data-bbox="569 267 1915 602">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 students know what it is that they are to do. When they present concepts and information, those presentations are made with accuracy, clarity and imagination; where 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 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.</p> <p data-bbox="569 638 957 667">Elements of Component 3a are:</p> <ul data-bbox="625 670 1915 1138" style="list-style-type: none"> <li data-bbox="625 670 1915 768">✚ Expectations for learning – The goals for learning are communicated clearly to students. Even if not conveyed at the outset of a lesson (for example, an inquiry lesson in science) by the end of the lesson students are clear about what they have been learning.</li> <li data-bbox="625 771 1915 901">✚ Directions for activities – Students are clear about what they are expected to do during a lesson, particularly if students are working independently or with classmates without direct teacher supervision. These directions for the lesson activities may be provided orally, in writing, or in some combination of the two.</li> <li data-bbox="625 904 1915 1034">✚ 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, where appropriate, anticipate possible student misconceptions.</li> <li data-bbox="625 1037 1915 1138">✚ 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.</li> </ul> <p data-bbox="569 1174 806 1203">Indicators include:</p> <ul data-bbox="625 1206 1409 1372" style="list-style-type: none"> <li data-bbox="625 1206 978 1235">✚ Clarity of lesson purpose</li> <li data-bbox="625 1239 1409 1268">✚ Clear direction and procedures specific to the lesson activities</li> <li data-bbox="625 1271 1394 1300">✚ Absence of content errors and clear explanations of concepts</li> <li data-bbox="625 1304 1058 1333">✚ Students understand the content</li> <li data-bbox="625 1336 1157 1365">✚ Correct and imaginative use of language</li> </ul> |

|  | <b>Ineffective</b>  | <b>Developing</b>  | <b>Effective</b>  | <b>Highly Effective</b>  |
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| <b>3a: Communicating with students</b> | The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving student confused. | Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds. | The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffold, 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. Vocabulary is appropriate to the student's 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. 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 in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. |
| <b>Critical Attributes</b>             | ✚ At no time during the lesson does the teacher convey to the students what   | ✚ The teacher refers in passing to what the students will be learning, or it is  | ✚ The teacher states clearly, at some point during the lesson, what the   | In addition to the characteristics of "proficient,"<br>✚ The teacher points  |

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|                          | <p>they will be learning.</p> <ul style="list-style-type: none"> <li>+ Student indicates through their questions that they are confused as to the learning task.</li> <li>+ The teacher makes a serious content error that will affect students' understanding of the content being presented.</li> <li>+ Teacher's communication includes errors in vocabulary or usage.</li> <li>+ Vocabulary is inappropriate to the age or culture of the students.</li> </ul> | <p>written on the board with no elaboration or explanation.</p> <ul style="list-style-type: none"> <li>+ Teacher must clarify the learning takes so students can complete it.</li> <li>+ The teacher makes no serious content errors, although may make a minor error.</li> <li>+ The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.</li> <li>+ Vocabulary and usage are correct but unimaginative.</li> <li>+ Vocabulary is too advanced or juvenile for the students.</li> </ul> | <p>students will be learning.</p> <ul style="list-style-type: none"> <li>+ If appropriate, the teacher models the process to be followed in the task.</li> <li>+ Students engage with the learning task, indicating that they understand what they are to do.</li> <li>+ The teacher makes no content errors. Teacher's explanation of content is clear, and invites student participation and thinking.</li> <li>+ Vocabulary and usage are correct and completely suited to the lesson.</li> <li>+ Vocabulary is appropriate to the students' ages and levels of development.</li> </ul> | <p>out possible areas for misunderstanding.</p> <ul style="list-style-type: none"> <li>+ Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</li> <li>+ All students seem to understand the presentation.</li> <li>+ The teacher invites students to explain the content to the class, or to classmates.</li> <li>+ Teacher's uses rich language, offering brief vocabulary lessons where appropriate.</li> </ul> |
| <b>Possible Examples</b> | <ul style="list-style-type: none"> <li>+ A student asks: "What are we supposed to be doing?" but the teacher ignores the</li> </ul>  | <ul style="list-style-type: none"> <li>+ The teacher mispronounces "..."</li> <li>+ The teacher says: "And oh, by the way, today we're</li> </ul>  | <ul style="list-style-type: none"> <li>+ "By the end of today's lesson, you're all going to be able to factor different types of</li> </ul>  | <ul style="list-style-type: none"> <li>+ The teacher says: "Here's a spot where some students have difficulty:... be sure</li> </ul>  |

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|  | <p>question.</p> <ul style="list-style-type: none"> <li>✚ The teacher states that to add fractions, they must have the same numerator.</li> <li>✚ Students have a quizzical look on their faces; some may withdraw from the lesson.</li> <li>✚ Students become disruptive or talk among themselves in an effort to follow the lesson.</li> <li>✚ The teacher uses technical terms with an elementary class without explaining their meanings.</li> <li>✚ The teacher says “ain’t.”</li> </ul> | <p>going to factor polynomials.”</p> <ul style="list-style-type: none"> <li>✚ A student asks: “What are we supposed to be doing?” and the teacher clarifies the task.</li> <li>✚ Students ask: “What do I write here?” in order to complete a task.</li> <li>✚ The teacher says: “Watch me while I show you how to &gt;&gt;&gt;” with students asked only to listen.</li> <li>✚ A number of students do not seem to be following the explanation.</li> <li>✚ Students are inattentive during teacher’s explanation of content.</li> </ul> | <p>polynomials.”</p> <ul style="list-style-type: none"> <li>✚ In the course of a presentation of content, the teacher asks of students: “Can anyone think of an example of that?”</li> <li>✚ The teacher uses a board or projection device so students can refer to it without requiring the teacher’s attention.</li> </ul> | <p>to read it carefully.”</p> <ul style="list-style-type: none"> <li>✚ The teacher asks a student to offer clarification about the learning task to classmates.</li> <li>✚ 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.</li> <li>✚ The teacher says: “Who would like to explain this idea to us?”</li> <li>✚ The teacher pauses during an explanation of the civil rights movement to remind students that the prefix “in” as in “inequality” means “not.” The prefix “un” also means the same thing.</li> </ul> |
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| Component  | <b>3b: Using Questioning and Discussion Techniques</b>  |
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| <p data-bbox="178 271 554 337"><b>3b: Using Questioning and Discussion Techniques</b></p> <p data-bbox="178 415 525 521"><b>NYS Teaching Standard<br/>III. 2,6<br/>IV. 6</b></p> | <p data-bbox="569 271 1915 699">Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this 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, 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 on student responses and making use of their ideas. High quality questions encourage student to make connections among concepts or events previously believed to be unrelated, and arrived 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 non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and using their own language to deepen and extend their understanding. They may be based around questions formulated by the student themselves.</p> <p data-bbox="569 740 1915 935">Not all questions must be at a high cognitive level in order for a teacher’s performance to be rated at 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 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 as part of this component.</p> <p data-bbox="569 976 1915 1065">In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussion, provide evidence that these skills have been taught.</p> <p data-bbox="569 1105 953 1138">Elements of component 3b are:</p> <ul data-bbox="621 1146 1915 1398" style="list-style-type: none"> <li data-bbox="621 1146 1915 1398">✚ 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 they 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 purpose of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students’ understanding.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>✚ Discussion techniques – Effective teachers promote learning through discussion. Some teachers report that “we discussed x” when what they mean is that “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 question, and invites all students’ views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.</li> <li>✚ 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 enlist the assistance of students to ensure this outcome.</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>✚ Questions of high cognitive challenge, formulated by both students and teacher</li> <li>✚ Questions with multiple correct answers, or multiple approaches even when there is a single correct response.</li> <li>✚ Effective use of student responses and ideas</li> <li>✚ Discussion with the teacher stepping out of the central, mediating role</li> <li>✚ High levels of student participation is discussion.</li> </ul> |
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| <b>3b: Using questions/prompts and discussion</b> | <p>Teacher’s questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. 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. 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</p> | <p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student 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</p> | <p>Teacher use a variety of series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p> |

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|                            |   | the discussion and to encourage them to respond to one another, with uneven results.   | most students in the discussion, employing a range of strategies to ensure that most students are heard.   |  |
| <b>Critical Attributes</b> | <ul style="list-style-type: none"> <li>+ Questions are rapid-fire, and convergent, with a single correct answer.</li> <li>+ Questions do not invite student thinking.</li> <li>+ All discussion is between teacher and student; students are not invited to speak directly to one another.</li> <li>+ A few students dominate the discussion</li> </ul> | <ul style="list-style-type: none"> <li>+ Teacher frames some questions designed to promote student thinking, but only a few students are involved.</li> <li>+ Teacher invites students to respond directly to one another's ideas, but few students respond.</li> <li>+ Teacher calls on many students, but only a small number actually participate in the discussion.</li> </ul> | <ul style="list-style-type: none"> <li>+ Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.</li> <li>+ The teacher makes effective use of wait time</li> <li>+ The teacher builds on using student responses to questions effectively.</li> <li>+ Discussions enable student to talk to one another, without ongoing mediation by the teacher.</li> <li>+ The teacher calls on most students, even those who don't initially volunteer.</li> <li>+ Many students actively engage in the discussion.</li> </ul> | <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>+ Students initiate higher-order questions.</li> <li>+ Students extend the discussion, enriching it.</li> <li>+ Students invite comments from their classmates during a discussion.</li> </ul> |
| <b>Possible Examples</b>   | <ul style="list-style-type: none"> <li>+ All questions are of the "recitation"</li> </ul>   | <ul style="list-style-type: none"> <li>+ Many questions are the "recitation"</li> </ul>  | <ul style="list-style-type: none"> <li>+ The teacher asks: "What might have</li> </ul>   | <ul style="list-style-type: none"> <li>+ A student asks: "How many ways</li> </ul>   |

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|  | <p>type, such as “What is 3x4?”</p> <ul style="list-style-type: none"> <li>✚ The teacher asks a question for which the answer is on the board; students respond by reading it.</li> <li>✚ The teacher only calls on students who have their hand up.</li> </ul> | <p>type, such as “How many members of the House of Representative are there?”</p> <ul style="list-style-type: none"> <li>✚ The teacher asks: “Who has an idea about this?” but the same three students offer comments.</li> <li>✚ The teacher asks: “Michael, can you comment on Mary’s idea?” but Michael does not respond, or makes a comment directly to the teacher.</li> </ul> | <p>happened if the colonists had not prevailed in the American war for independence?”</p> <ul style="list-style-type: none"> <li>✚ The teacher uses plural form in asking questions, such as: “What are some things you think might contribute to ..?”</li> <li>✚ The teacher asks: “Michael, can you comment on Mary’s idea?” and Michael responds directly to Mary.</li> <li>✚ The teacher asks a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class.</li> </ul> | <p>are there to get his answer?”</p> <ul style="list-style-type: none"> <li>✚ A student says to a classmate: “I don’t think I agree with you on this because...”</li> <li>✚ A student asks of other students: “Does anyone have another idea as to how we might figure this out?”</li> <li>✚ A student asks: “What if....?”</li> </ul> |
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| <b>Component</b>                | <b>3c: Engaging Students in Learning</b>  |
| <b>3c: Engaging Students in</b> | Student engagement in learning is the centerpiece of the framework for teaching; all other components |

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| <p><b>Learning</b></p> <p><b>NYS Teaching Standard III. 1,2,3,5</b></p> | <p>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 discussion, debate, 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.</p> <p>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. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, 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.</p> <p>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.</p> <p>Elements of Component 3c are:</p> <ul style="list-style-type: none"> <li>✚ 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 emphasizes depth over breadth, and that may allow student to exercise some choice.</li> <li>✚ 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 backgrounds 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 they could be formed randomly.</li> <li>✚ Instructional materials and resources – The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. While 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.</li> <li>✚ Structure and pacing – No one, whether adults or student likes to be either bored or rushed in completing</li> </ul> |
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|  | <p>a task. Keeping things moving, within a well- defined structure is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.</p> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>✚ Activities aligned with the goals of the lesson.</li> <li>✚ Student enthusiasm, interest, thinking, problem-solving, etc.</li> <li>✚ Learning tasks that require high-level student thinking and are aligned with lesson objectives.</li> <li>✚ Students highly motivated to work on all tasks and are persistent even when the tasks are challenging.</li> <li>✚ Student actively “working,” rather than watching while their teacher “works.”</li> <li>✚ Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection.</li> </ul> |
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|  | <b>Ineffective</b>  | <b>Developing</b>  | <b>Effective</b>  | <b>Highly Effective</b>  |
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| <b>3c: Engaging students in learning</b> | The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested. | The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged. | The learning task and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | 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. In addition, there is evidence of some student’s initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon |

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|                            |   |  |  | their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.  |
| <b>Critical Attributes</b> | <ul style="list-style-type: none"> <li>✚ Few students are intellectually engaged in the lesson.</li> <li>✚ Learning tasks require only recall or have a single correct response or method.</li> <li>✚ The materials used ask students only to perform rote tasks.</li> <li>✚ Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</li> <li>✚ Instructional materials used are unsuitable to the lesson and/or the students.</li> </ul> | <ul style="list-style-type: none"> <li>✚ Some students are intellectually engaged in the lesson.</li> <li>✚ Learning tasks are a mix of those requiring thinking and recall.</li> <li>✚ Student engagement with the content is largely passive, learning primarily facts or procedures.</li> <li>✚ Students have no choice in how they complete tasks.</li> <li>✚ The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</li> <li>✚ The materials and resources are</li> </ul> | <ul style="list-style-type: none"> <li>✚ Most students are intellectually engaged in the lesson.</li> <li>✚ Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</li> <li>✚ Students have some choice in how they complete learning tasks.</li> <li>✚ There is a mix of different types of groupings, suitable to the lesson objectives.</li> <li>✚ Materials and resources support the learning goals and require intellectual engagement, as</li> </ul> | <p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>✚ Virtually all students are highly engaged in the lesson.</li> <li>✚ Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</li> <li>✚ Students suggest modifications to the grouping patterns used.</li> <li>✚ Students have extensive choice in how they complete tasks.</li> <li>✚ Students suggest modifications or additions to the</li> </ul> |

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|                          | <ul style="list-style-type: none"> <li>The lesson drags, or is rushed.</li> </ul>  | <ul style="list-style-type: none"> <li>partially aligned to the lesson objectives, only some of them demanding student thinking.</li> <li>The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.</li> </ul>  | <ul style="list-style-type: none"> <li>appropriate.</li> <li>The pacing of the lesson provides students the time needed to be intellectually engaged.</li> </ul>   | <ul style="list-style-type: none"> <li>materials being used.</li> <li>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</li> </ul>  |
| <b>Possible Examples</b> | <ul style="list-style-type: none"> <li>Student is able to fill out the lesson worksheet without understanding what it's asking them to do.</li> <li>The lesson drags, or feels rushed.</li> <li>Students complete "busy work" activities.</li> </ul> | <ul style="list-style-type: none"> <li>Students are asked to fill in a worksheet following an established procedure.</li> <li>There is a recognizable beginning, middle, and end to the lesson.</li> <li>Parts of the lesson have a suitable pace; other parts drag or feel rushed.</li> </ul> | <ul style="list-style-type: none"> <li>Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</li> <li>Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table.</li> <li>There is a clear beginning, middle, and end to the lesson.</li> <li>The lesson is neither</li> </ul> | <ul style="list-style-type: none"> <li>Students are asked to write an essay "in the style of Hemmingway."</li> <li>A student asks whether they might remain in their small group to complete another section of the activity, rather than work independently.</li> <li>Students identify or create their own learning materials.</li> <li>Students summarize their learning from the lesson.</li> </ul> |

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| Component   | 3d: Using Assessment in Instruction   |
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| <p><b>3d: Using Assessment in Instruction</b></p> <p><b>NYS Teaching Standard III. 2,6</b></p> <p><b>V. 1-5</b></p> | <p>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 they intend) 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 their finger on “the pulse” of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.</p> <p>Of course, a teacher’s actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor 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.</p> <p>Similarly, on the surface, questions asked of student 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. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit 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.</p> <p>But as important as monitoring of student learning and providing feedback to students are, however, they are greatly strengthened by a teacher’s skill in making mid-course corrections when needed, seizing on a “teachable moment.”</p> <p>Elements of Component 3d are:</p> <ul style="list-style-type: none"> <li>✚ 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</li> </ul> |

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|  | <p>presentation.</p> <ul style="list-style-type: none"> <li>✚ 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 is planned carefully in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.</li> <li>✚ Feedback of students – Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to 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.</li> <li>✚ Student self-assessment and monitoring of progress – The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>✚ Teachers paying close attention to evidence of student understanding</li> <li>✚ Teachers posing specifically-created questions to elicit evidence of student understanding</li> <li>✚ Teachers circulating to monitor student learning and to offer feedback</li> <li>✚ Students assessing their own work against established criteria</li> <li>✚ Teachers adjusting instruction in response to evidence of student understanding (or lack of it)</li> </ul> |
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|  | <b>Ineffective</b>  | <b>Developing</b>   | <b>Effective</b>   | <b>Highly Effective</b>   |
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| <b>3d: Using Assessment in Instruction</b> | There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and are not engaged in self-assessment. | Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teachers and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work | Assessment is regularly used during instruction, through monitoring of progress of learning by teachers and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self- | Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. |

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|                            |  | but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.   | assessment. Questions/prompts/assessments are used to diagnose evidence of learning.   | A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.  |
| <b>Critical Attributes</b> | <ul style="list-style-type: none"> <li>✚ The teacher gives no indication of what high quality work looks like.</li> <li>✚ The teacher makes no effort to determine whether students understand the lesson.</li> <li>✚ Feedback is only global.</li> <li>✚ The teacher does not ask students to evaluate their own or classmates work.</li> </ul> | <ul style="list-style-type: none"> <li>✚ There is little evidence that the students understand how their work will be evaluated.</li> <li>✚ Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</li> <li>✚ Teacher requests global indications of student understanding.</li> <li>✚ Feedback to students is not uniformly specific, not oriented towards future improvement of work.</li> <li>✚ The teacher makes</li> </ul> | <ul style="list-style-type: none"> <li>✚ Students indicate that they clearly understand the characteristics of high-quality work.</li> <li>✚ The teacher elicits evidence of student understanding during the lesson.</li> <li>✚ Students are invited to assess their own work and make improvements.</li> <li>✚ Feedback includes specific and timely guidance for at least groups of students.</li> <li>✚ The teacher attempts to engage students in self- or peer-assessment.</li> <li>✚ When necessary, the teacher makes</li> </ul> | <p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>✚ There is evidence that students have helped establish the evaluation criteria.</li> <li>✚ Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class.</li> <li>✚ Teacher makes frequent use of strategies to elicit information about individual student understanding.</li> <li>✚ Feedback to students is specific</li> </ul> |

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|                          |   | <p>only minor attempts to engage students in self or peer-assessment.</p> <ul style="list-style-type: none"> <li>The teacher's attempts to adjust lesson are partially successful.</li> </ul>   | <p>adjustments to the lesson to enhance understanding by groups of students.</p>  | <p>and timely, and is provided from many sources, including other students.</p> <ul style="list-style-type: none"> <li>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</li> <li>The teacher's adjustments to the lesson are designed to assist individual students.</li> </ul>                         |
| <b>Possible Examples</b> | <ul style="list-style-type: none"> <li>A student asks: "How is this assignment going to be graded?"</li> <li>A student asks: "does this quiz count towards my grade?"</li> <li>The teacher forges ahead with a presentation without checking for understanding.</li> <li>The teacher says: "good job, everyone."</li> </ul> | <ul style="list-style-type: none"> <li>Teacher asks: "does anyone have a question?"</li> <li>When a student completes a problem on the board, the teacher corrects the student's work without explaining why.</li> <li>The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the</li> </ul> | <ul style="list-style-type: none"> <li>The teacher circulates during small group or independent work, offering suggestions to groups of students.</li> <li>The teacher uses a specifically formulated question to elicit evidence of student understanding.</li> <li>The teacher asks student to look over their papers to correct their errors.</li> </ul> | <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.</li> <li>While students are working, the teacher circulates providing substantive feedback to</li> </ul> |

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|  |  | concept. |  | <p>individual students.</p> <ul style="list-style-type: none"> <li>✚ The teacher uses Popsicle sticks or exit tickets to elicit evidence of individual student understanding.</li> <li>✚ Students offer feedback to their classmates on their work.</li> <li>✚ Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</li> </ul> |
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| <b>Component</b>   | <b>3e: Demonstrating Flexibility and Responsiveness</b>   |
| <p><b>3e: Demonstrating Flexibility and Responsiveness</b></p> <p><b>NYS Teaching Standards III. 2,4,5,6</b></p> | <p>“Flexibility and responsiveness” refer 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 mid-stream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go, and being prepared for different possible scenarios. But even the most skilled, the 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 for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.</p> <p>Elements of component 3e are:</p> <ul style="list-style-type: none"> <li>✚ 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 the confidence to make a shift when needed.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>✚ 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.</li> <li>✚ Persistence – Committed teacher 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.</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>✚ Incorporation of student interests and events of the day into a lesson</li> <li>✚ Visible adjustment in the face of student lack of understanding</li> <li>✚ Teacher seizing on a “teachable moment”</li> </ul> |
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| <b>3e: Demonstrating flexibility and responsiveness</b> | Teacher adheres to the instructional plan in spite of evidence of poor student understanding or students’ lack of interest. Teacher ignores students’ questions; when students experience difficulty, the teacher blames the students or their home environment. | Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. | 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. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources for the school or community. |
| <b>Critical Attributes</b>                              | ✚ Teacher ignores  | ✚ Teacher’s efforts to  | ✚ Teacher successfully   | In addition to the  |

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|                          | <p>indications of student boredom or lack of understanding</p> <ul style="list-style-type: none"> <li>+ Teacher brushes aside student questions.</li> <li>+ Teacher makes no attempt to incorporate student interests into the lesson.</li> <li>+ The teacher conveys to students that when they have difficulty learning, it is their fault.</li> <li>+ In reflecting on practice, the teacher does not indicate that it is important to reach all students.</li> </ul> | <p>modify the lesson are only partially successful.</p> <ul style="list-style-type: none"> <li>+ Teacher makes perfunctory attempts to incorporate student questions, and interests into the lesson.</li> <li>+ The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</li> <li>+ In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</li> </ul> | <p>makes a minor modification to the lesson.</p> <ul style="list-style-type: none"> <li>+ Teacher incorporates students' interests and questions into the heart of the lesson.</li> <li>+ The teacher conveys to students that she has other approaches to try when the students experience difficulty.</li> <li>+ In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</li> </ul> | <p>characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>+ Teacher successfully executes a major lesson readjustment when needed.</li> <li>+ Teacher seizes on a teachable moment to enhance a lesson.</li> <li>+ The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use.</li> <li>+ In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.</li> </ul> |
| <b>Possible Examples</b> | <ul style="list-style-type: none"> <li>+ The teacher says: "We don't have time for that today."</li> <li>+ The teacher makes no attempt to adjust</li> </ul>   | <ul style="list-style-type: none"> <li>+ The teacher says: "I'll try to think of another way to come at this and get back to you."</li> </ul>  | <ul style="list-style-type: none"> <li>+ The teacher says: "That's an interesting idea, let's see how it fits."</li> <li>+ The teacher</li> </ul>  | <ul style="list-style-type: none"> <li>+ The teacher stops in mid-stream in a lesson and says: "this activity doesn't seem to be</li> </ul>   |

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|  | <p>the lesson based on student confusion.</p> <ul style="list-style-type: none"> <li>The teacher says: “If you’d just pay attention, you could understand this.”</li> </ul> | <ul style="list-style-type: none"> <li>The teacher says: “I realize not everyone understands this, but we can’t spend any more time on it.”</li> <li>The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.</li> </ul> | <p>illustrates a principle of good writing to a student using his interest in basketball as context.</p> <ul style="list-style-type: none"> <li>The teacher says: “Let’s try this way, and then use another approach.”</li> </ul> | <p>working! Here’s another way I’d like you to try it.”</p> <ul style="list-style-type: none"> <li>The teacher incorporates the school’s upcoming championship game into an explanation of averages.</li> <li>The teacher says: “If we have to come back to this tomorrow, we will; it’s really important that you understand it.”</li> </ul> |
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#### Domain 4: Professional Responsibilities

| Component  | 4a: Professional Responsibilities  |
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| <p><b>4a: Professional Responsibilities</b></p> <p><b>NYS Teaching Standards III. 1,2,3,4,6 V. 2,4</b></p> | <p>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 teacher 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.</p> <p>Elements of component 4a are:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>✚ 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.</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>✚ Accurate reflections on a lesson</li> <li>✚ Citations of adjustments to practice, drawing on a repertoire of strategies.</li> </ul> |
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|                                   | <b>Ineffective</b>   | <b>Developing</b>  | <b>Effective</b>  | <b>Highly Effective</b>  |
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| <b>4a: Reflecting on Teaching</b> | Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved. | Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcome were met. Teacher makes general suggestion about how a lesson could be improved. | 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 weighting 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. |
| <b>Critical Attributes</b>        | <ul style="list-style-type: none"> <li>✚ The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</li> <li>✚ The teacher makes</li> </ul>   | <ul style="list-style-type: none"> <li>✚ The teacher has a general sense of whether or not instructional practices were effective.</li> </ul>  | <ul style="list-style-type: none"> <li>✚ The teacher accurately assesses the effectiveness of instructional activities used.</li> <li>✚ The teacher</li> </ul>  | <p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>✚ Teacher’s assessment of the lesson is thoughtful, and</li> </ul>   |

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|                          | no suggestions for improvement.  | ✚ The teacher offers general modifications for future instruction.  | identifies specific ways in which a lesson might be improved.   | includes specific indicators of effectiveness.<br>✚ Teacher’s suggestions for improvement draw on an extensive repertoire.   |
| <b>Possible Examples</b> | <ul style="list-style-type: none"> <li>✚ Despite evidence to the contrary, the teacher says, “My students did great on that lesson!”</li> <li>✚ The teacher says: “That was awful; I wish I knew what to do!”</li> </ul> | <ul style="list-style-type: none"> <li>✚ At the end of the lesson the teacher says, “I guess that went okay.”</li> <li>✚ The teacher says: “I guess I’ll try x next time.”</li> </ul> | <ul style="list-style-type: none"> <li>✚ The teacher says: “I wasn’t pleased with the level of engagement of the students.”</li> <li>✚ The teacher’s journal indicates several possible lesson improvements.</li> </ul> | <ul style="list-style-type: none"> <li>✚ The teacher says: “I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed.”</li> <li>✚ In conversation with colleagues, the teacher considers different group strategies for improving a lesson.</li> </ul> |

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| <b>Component</b>  | <b>4b: Maintaining Accurate Records</b>   |
| <b>4b: Maintaining Accurate Records</b>                                       | 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 teacher 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 data bases, allowing for item analysis and individual instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders. |
| <b>NYS Teaching Standards</b><br><b>V. 3</b><br><b>VI. 6</b><br><b>VII. 6</b> | Elements of component 4b are:   |

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|  | <ul style="list-style-type: none"> <li>✚ 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.</li> <li>✚ 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.</li> <li>✚ 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.</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>✚ Routines and systems that track student completion of assignments.</li> <li>✚ Systems of information regarding student progress against instructional outcomes.</li> <li>✚ Processes of maintaining accurate non-instructional records.</li> </ul> |
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| <b>4b: Maintaining Accurate Records</b> | Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion. | Teachers’ system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher’s records for non-instruction activities are adequate, but require frequent monitoring to avoid errors. | Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. | Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records. |
| <b>Critical Attributes</b>              | ✚ Absence of system for either instructional or non-instructional  | ✚ The teacher has process for recording student work completion.  | ✚ The teacher’s process for recording student work completions efficient  | In addition to the characteristics of “proficient,”<br>✚ Students contribute  |






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|                          | <ul style="list-style-type: none"> <li>records.</li> <li>✚ Record-keeping systems that are in disarray so as to provide incorrect or confusing information.</li> </ul>  | <p>However, it may be out-of-date or does not permit students to access the information.</p> <ul style="list-style-type: none"> <li>✚ The teacher’s process for tracing student progress is cumbersome to sue.</li> <li>✚ The teacher has process for tracking some non-instructional information, but not all, or it may contain some errors.</li> </ul> | <p>and effective; students have access to information about completed and/or missing assignments.</p> <ul style="list-style-type: none"> <li>✚ The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing.</li> <li>✚ The teacher’s process for recording non-instructional information is both efficient and effective.</li> </ul> | <p>to and maintain records indicating completed and outstanding work assignments.</p> <ul style="list-style-type: none"> <li>✚ Students contribute to and maintain data files indicating their own progress in learning.</li> <li>✚ Students contribute to maintaining non-instructional records for the class.</li> </ul> |
| <b>Possible Examples</b> | <ul style="list-style-type: none"> <li>✚ A student says: “I’m sure I turned in that assignment, but the teacher lost it!”</li> <li>✚ The teacher says: “I misplace the writing samples for my class but it doesn’t matter – I know what the student would have scored.”</li> <li>✚ On the morning of the field trip, the</li> </ul> | <ul style="list-style-type: none"> <li>✚ 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!”</li> <li>✚ 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</li> </ul>                                      | <ul style="list-style-type: none"> <li>✚ The teacher-creates a link on the class website which students can access to check on any missing assignments.</li> <li>✚ The teacher’s grade book records student progress toward learning goals.</li> <li>✚ The teacher-creates a spreadsheet for tracking which</li> </ul>   | <ul style="list-style-type: none"> <li>✚ A student from each team maintains the database of current and missing assignments for the team.</li> <li>✚ When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate</li> </ul>                               |

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|  | teacher discovers that five students never turned in their permission slips. | don't have time.”<br>✚ On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings. | students have paid for their school pictures. | her progress toward learning goals.<br>✚ When they bring in their permission slips for a field trip, students add their own information to the database. |
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| Component   | 4c: Communicating with Families  |
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| <p data-bbox="186 677 527 743"><b>4c: Communicating with Families</b></p> <p data-bbox="186 821 537 963"><b>NYS Teaching Standards</b><br/><b>I. 3,4</b><br/><b>V. 3</b><br/><b>VI. 3</b></p> | <p data-bbox="583 677 1906 938">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.</p> <p data-bbox="583 979 951 1003">Elements of component 4c are:</p> <ul data-bbox="632 1011 1860 1209" style="list-style-type: none"> <li>✚ Information about the instructional program – Frequent information is provided to families, as appropriate, about the instructional program.</li> <li>✚ Information about individual students – Frequent information is provided to families, as appropriate, about students’ individual progress.</li> <li>✚ Engagement of families in the instructional program – Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities.</li> </ul> <p data-bbox="583 1247 804 1271">Indicators include:</p> <ul data-bbox="632 1279 1843 1401" style="list-style-type: none"> <li>✚ Frequent and culturally appropriate information sent home regarding the instructional program, and student progress.</li> <li>✚ Two-way communication between the teacher and families</li> <li>✚ Frequent opportunities for families to engage in the learning process.</li> </ul> |

|  | <b>Ineffective</b>  | <b>Developing</b>   | <b>Effective</b>  | <b>Highly Effective</b>  |
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| <b>4c: Communicating with Families</b> | Teacher communication with families about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.   | 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. But communications are one-way and not always appropriate to the cultural norms of those families. | Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate. Information to families is conveyed in a culturally appropriate manner.                           | Teacher communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.                 |
| <b>Critical Attributes</b>             | <ul style="list-style-type: none"> <li>+ Little or no information regarding instructional program available to parents.</li> <li>+ Families are unaware of their children's progress.</li> <li>+ Lack of family engagement activities.</li> <li>+ Culturally inappropriate</li> </ul> | <ul style="list-style-type: none"> <li>+ School or district-created materials about the instructional program are sent home.</li> <li>+ Infrequent or incomplete information sent home by teachers about the instructional program.</li> <li>+ Teacher maintains school-required grade</li> </ul>                   | <ul style="list-style-type: none"> <li>+ Information about the instructional program is available on a regular basis.</li> <li>+ The teacher sends information about student progress home on a regular basis.</li> <li>+ Teacher develops activities designed to successfully engage families in their children's learning,</li> </ul> | <p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> <li>+ On a regular basis, students develop materials to inform their families about the instructional program.</li> <li>+ Students maintain accurate records about their individual learning progress and frequently share this</li> </ul> |

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|  | communication. | book but does little else to inform families about student progress.<br> Teacher communications are sometimes inappropriate to families' cultural norms. | as appropriate. | information with families.<br> Students contribute to regular and ongoing projects designed to engage families in the learning process. |
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| Component   | 4d: Participating in a Professional Community  |
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| <p><b>4d: Participating in a Professional Community</b></p> <p><b>NYS Teaching Standards VI. 2,5 VII. 1,2</b></p> | <p>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.</p> <p>Elements of component 4d are:</p> <ul style="list-style-type: none"> <li> Relationships with colleagues – Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success.</li> <li> 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.</li> <li> Service to the school – Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.</li> <li> Participation in school and district projects – Teachers contribute to and support larger school and district projects designed to improve the professional community.</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li> Regular teacher participation with colleagues to share plans for student success.</li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>✚ Regular teacher participation in professional courses or community that emphasize improving practice.</li> <li>✚ Regular teacher participation in school initiatives.</li> <li>✚ Regular teacher participation and support of community initiatives.</li> </ul> |
|--|--|

|  | <b>Ineffective</b>   | <b>Developing</b>   | <b>Effective</b>  | <b>Highly Effective</b>  |
|--|--|---|---|--|
| <b>4d: Participating in Professional Community</b> | Teacher’s relationship with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects. | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school’s culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked. | Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. | Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. 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. |
| <b>Critical Attributes</b>                         | <ul style="list-style-type: none"> <li>✚ The teacher’s relationship with colleagues is characterized by negativity or combativeness.</li> <li>✚ The teacher</li> </ul>   | <ul style="list-style-type: none"> <li>✚ The teacher has pleasant relationship with colleagues.</li> <li>✚ When invited, the teacher participates in activities related to professional inquiry.</li> </ul>   | <ul style="list-style-type: none"> <li>✚ The teacher has supportive and collaborative relationships with colleagues.</li> <li>✚ The teacher regularly participates</li> </ul>   | <p>In addition to the characteristics of “proficient.”</p> <ul style="list-style-type: none"> <li>✚ The teacher takes a leadership role in promoting activities related to</li> </ul>  |

|                          |  |  |   |   |
|--------------------------|--|--|---|---|
|                          | <p>purposefully avoids contributing to activities promoting professional inquiry.</p> <ul style="list-style-type: none"> <li>✦ The teacher avoids involvement in school activities and school district and community projects.</li> </ul>  | <ul style="list-style-type: none"> <li>✦ When asked, the teacher participates in school activities, and school district and community projects.</li> </ul>   | <p>in activities related to professional inquiry.</p> <ul style="list-style-type: none"> <li>✦ The teacher frequently volunteers to participate in school events and school district and community projects.</li> </ul>   | <p>professional inquiry.</p> <ul style="list-style-type: none"> <li>✦ The teacher regularly contributes to and leads events that positively impact school life.</li> <li>✦ The teacher regularly contributes to and leads significant school district and community projects.</li> </ul>  |
| <b>Possible Examples</b> | <ul style="list-style-type: none"> <li>✦ 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.</li> <li>✦ The teacher does not attend PLC meetings.</li> <li>✦ The teacher does not attend any school function after the dismissal bell.</li> <li>✦ Teacher says: "I work from 8:30 to 3:00 and not a minute more – I won't serve on any district committee unless they get me a substitute to cover</li> </ul> | <ul style="list-style-type: none"> <li>✦ The teacher is polite, but never shares any instructional materials with his grade partners.</li> <li>✦ The teacher only attends PLC meetings when reminded by her supervisor.</li> <li>✦ The principal says: "I wish I didn't have to ask the teacher to "volunteer" every time we need someone to chaperone the dance.</li> <li>✦ The teacher only contributes to the District Literacy Committee when requested by the principal.</li> </ul> | <ul style="list-style-type: none"> <li>✦ The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during the team meetings.</li> <li>✦ The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues.</li> <li>✦ The basketball coach is usually willing to chaperone the 9<sup>th</sup> grade dance because she knows all of her players will be there.</li> </ul> | <p>The teacher leads the "mentor" teacher group at school, devoted to supporting new teachers during their first years of teaching.</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, involving all students and faculty in athletic events.</p> <p>The teacher leads the school district wellness committee, involving</p> |

|  |           |  |   |  |
|--|-----------|--|---|--|
|  | my class. |  | <ul style="list-style-type: none"> <li>The teacher enthusiastically represents the school during the district Social Studies review and brings her substantial knowledge of I.W. history to the course writing team.</li> </ul> | healthcare and nutrition specialists from the community. |
|--|-----------|--|---|--|

| Component  | 4e: Growing and Developing Professionally  |
|--|--|
| <p><b>4e: Growing and Developing Professionally</b></p> <p><b>NYS Teaching Standards III. 3 VII. 1-4</b></p> | <p>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 allow 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 growing 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 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.</p> <p>Elements of component 4e are:</p> <ul style="list-style-type: none"> <li>Enhancement of content knowledge and pedagogical skill – Teacher remains current by taking course, reading professional literature, and remaining current on the evolution of thinking regarding instruction.</li> <li>Receptivity to feedback from colleagues – Teachers actively pursues networks that provide collegial support and feedback.</li> <li>Service to the profession – Teachers are active in professional organizations serving to enhance their personal practice and so they can provide leadership and support to colleagues.</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>Frequent teacher attendance in courses and workshops; regular academic reading</li> <li>Participation in learning networks with colleagues; feedback freely shared</li> </ul> |


|  |  |
|--|--|
|  | ✚ Participation in professional organizations supporting academic inquiry. |
|--|--|

|  | <b>Ineffective</b>   | <b>Developing</b>  | <b>Effective</b>  | <b>Highly Effective</b>  |
|--|--|--|---|--|
| <b>4e: Growing and Developing Professionally</b> | Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities. | Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession. | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators. | Teacher seeks out opportunities for professional development and make a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession. |
| <b>Critical Attributes</b>                       | <ul style="list-style-type: none"> <li>✚ The teacher is not involved in any activity that might enhance knowledge or skill.</li> <li>✚ The teacher purposefully resists discussing performance with supervisors or</li> </ul>  | <ul style="list-style-type: none"> <li>✚ The teacher participates in professional activities when required or when provided by the school district.</li> <li>✚ The teacher reluctantly accepts feedback from supervisors and</li> </ul>  | <ul style="list-style-type: none"> <li>✚ The teacher seeks regular opportunities for continued professional development.</li> <li>✚ The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining</li> </ul>   | <p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> <li>✚ The teacher seeks regular opportunities for continued professional development, including initiating action research.</li> </ul>                                       |

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|                          | <p>colleagues.</p> <ul style="list-style-type: none"> <li>The teacher ignores invitations to join professional organizations or attending conferences.</li> </ul>  | <p>colleagues.</p> <ul style="list-style-type: none"> <li>The teacher contributes in a limited fashion to educational professional organizations.</li> </ul>   | <p>insight from their feedback.</p> <ul style="list-style-type: none"> <li>The teacher actively participates in professional organizations designed to contribute to the profession.</li> </ul>  | <ul style="list-style-type: none"> <li>The teacher actively seeks feedback from supervisors and colleagues.</li> <li>The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</li> </ul>  |
| <b>Possible Examples</b> | <ul style="list-style-type: none"> <li>The teacher never takes continuing education courses, even though the credits would increase his salary.</li> <li>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 can simply discard the feedback form.</li> <li>Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and</li> </ul> | <ul style="list-style-type: none"> <li>The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received.</li> <li>The teacher listens to his principal's feedback after a lesson, but isn't sure that the recommendations really apply in his situation.</li> <li>The teacher joins the local chapter of the American Library Association because she might benefit from the free books –</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>The teacher enjoys her principal's weekly walk through visits because they always lead to a valuable informal discussion during lunch the next day.</li> <li>The teacher joined a Science Education partnership and finds that it provides him</li> </ul> | <p>The teacher's principal rarely spends time observing in her classroom. Therefore, she had initiated an action research project in order to improve her own instruction. The teacher is working on a particular instructional strategy and asks his colleague to observe in his classroom in order to provide objective feedback on his progress. The teacher founded a local organization devoted to Literacy Education; her leadership has inspired teachers in the</p> |

|  |   |   |  |   |
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|  | make too many demands on members' time. | but otherwise doesn't feel it's worth too much of her time. | access to resources for his classroom that truly benefit his students' conceptual understanding. | community to work on several curriculum and instruction projects. |
|--|---|---|--|---|

|   |  |
|---|--|
| <b>Component</b>  | <b>4f: Showing professionalism</b>   |
| <b>4f: Showing Professionalism</b><br><br><b>NYS Teaching Standards VI. 1,4,5</b> | <p>Expert teachers demonstrate professionalism in both services 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's 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 education establishment, seeking greater flexibility in the ways school rules and polices applied. Professionalism is also displayed in the ways teacher 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.</p> <p>Elements of component 4f are:</p> <ul style="list-style-type: none"> <li>✚ Integrity and ethical conduct – Teachers act with integrity and honesty</li> <li>✚ Service to students – Teachers put students first in all considerations of their practice</li> <li>✚ Advocacy – Teachers support their students' best interests, even in the face of traditional practice or beliefs.</li> <li>✚ Decision-making – Teachers solve problems with students' needs as a priority</li> <li>✚ Compliance with school and district regulations – Teachers adhere to policies and procedures.</li> </ul> <p>Indicators include:</p> <ul style="list-style-type: none"> <li>✚ Teacher has a reputation as someone who can be trusted and is often sought as a sounding board</li> <li>✚ During committee or planning work, teacher frequently reminds participants that the students are the utmost priority</li> <li>✚ Teacher will support students, even in the face of difficult situations or conflicting policies</li> <li>✚ Teachers challenge existing practices in order to put students first</li> </ul> |

|  Teacher consistently fulfills school district mandates regarding policies and procedures |  |   |  |  |
|--|--|---|--|--|
|  | <b>Ineffective</b>   | <b>Developing</b>   | <b>Effective</b>   | <b>Highly Effective</b>  |
| <b>4f: Showing Professionalism</b>   | Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations. | Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by. | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in terms of department decision-making. Teacher complies fully with school and district regulations. | Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teachers 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. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations taking a leadership role with |

|                            |   |   |   |   |
|----------------------------|---|---|---|---|
|                            |   |   |   | colleagues.   |
| <b>Critical Attributes</b> | <ul style="list-style-type: none"> <li>✦ Teacher is dishonest</li> <li>✦ Teacher does not notice the needs of students.</li> <li>✦ The teacher engages in practices that are self-serving.</li> <li>✦ The teacher willfully rejects school district regulations.</li> </ul> | <ul style="list-style-type: none"> <li>✦ Teacher is honest.</li> <li>✦ Teacher notices the needs of students, but is inconsistent in addressing them.</li> <li>✦ Teacher does not notice that some school practices result in poor conditions for students.</li> <li>✦ Teacher makes decisions professionally, but on a limited basis.</li> <li>✦ Teacher complies with school district regulations.</li> </ul> | <ul style="list-style-type: none"> <li>✦ Teacher is honest and known for having high standards of integrity.</li> <li>✦ Teacher actively addresses student needs.</li> <li>✦ Teacher actively works to provide opportunities for student success.</li> <li>✦ Teacher willingly participates in team and departmental decision-making.</li> <li>✦ Teacher complies completely with school district regulations.</li> </ul> | <ul style="list-style-type: none"> <li>✦ Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</li> <li>✦ Teacher is highly proactive in serving students.</li> <li>✦ Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</li> <li>✦ Teacher takes a leadership role in team and departmental decision-making.</li> <li>✦ Teacher takes a leadership role regarding school district regulations.</li> </ul> |
| <b>Possible Examples</b>   | <ul style="list-style-type: none"> <li>✦ The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.</li> <li>✦ The teacher does not realize that three of</li> </ul>  | <ul style="list-style-type: none"> <li>✦ The teacher says: "I have always known my grade partner to be truthful. If she called in sick, then I believe her.</li> <li>✦ The teacher considers staying late to help</li> </ul>  | <ul style="list-style-type: none"> <li>✦ The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.</li> <li>✦ Despite her lack of</li> </ul>  | <ul style="list-style-type: none"> <li>✦ When a young teacher has trouble understanding directions from the principal, she immediately goes to the teacher whom she knows can be</li> </ul>   |

|  |  |   |   |   |
|--|--|---|---|---|
|  | <p>her neediest students arrived at school an hour early every morning because their mother can't afford daycare.</p> <ul style="list-style-type: none"> <li>✚ The teacher fails to notice that one of her Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.</li> <li>✚ When one of his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities.</li> <li>✚ The teacher does not file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break.</li> </ul> | <p>some of her students in after school daycare, but realizes it conflicts with her gym class so she decides against it.</p> <ul style="list-style-type: none"> <li>✚ 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 it has been taken care of.</li> <li>✚ When her grade partner goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but does not offer any further assistance.</li> <li>✚ The teacher keeps his district required grade book up to date, but enters exactly the minimum number of assignments specified by this department chair.</li> </ul> | <p>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> <ul style="list-style-type: none"> <li>✚ 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.</li> <li>✚ The English department chair says, "I appreciate when ... attends our after school meetings – he always contributes something meaningful to the discussion.</li> <li>✚ The teacher learns the district's new online curriculum mapping system and</li> </ul> | <p>relied on for expert advice and complete discretion.</p> <ul style="list-style-type: none"> <li>✚ 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.</li> <li>✚ The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some disadvantaged students.</li> <li>✚ 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.</li> </ul> |
|--|--|---|---|---|

|  |  |  |                               |  |
|--|--|--|-------------------------------|--|
|  |  |  | writes in all of her courses. | ✚ When the district adopts a new web-based grading program, the teacher learned it inside and out so that she could assist her colleagues with implementation. |
|--|--|--|-------------------------------|--|



# APPENDIX

**BETHLEHEM CENTRAL SCHOOL DISTRICT**

***Teacher Goal Proposal Form***

Teacher's Name: \_\_\_\_\_

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

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

Probationary

\_\_\_\_\_

Replacement

Individual Goal \_\_\_\_\_ Group Goal \_\_\_\_\_

Part-time

\_\_\_\_\_

Tenured

\_\_\_\_\_

Completion of the goal process determines the overall point value for APPR, not the attainment of the actual goal. The goals process will account for **5 points** for your APPR composite score.

Goal: Must be measurable and impact student growth.

What process/strategies will I use to attain this goal?

What data will I collect to assess the attainment of this goal?

How will the attainment of this goal improve the learning of my students?

**Examples of Growth Goals for APPR**

| Works for Growth Goal  | Does Not Work for Growth Goal   |
|--|---|
| Students will improve their ability to support a thesis with relevant information                  | To improve students' writing ability  |
| All of my students will meet the standard for using evidence to support their arguments in writing | To create and implement curriculum maps for science using Rubicon Atlas   |
| Decrease the number of students who are achieving a Level 2 on the AP Exam                         | To develop common writing assessments to measure student growth   |
| Students will increase mastery of math facts on five minute timed tests                            | To increase parent communication  |
| Students will increase the number of reading strategies for non-fiction text for comprehension     | To develop a web site   |
| Students will demonstrate improved math achievement on the district's common assessments           | To create a program that encourages high school students to collaborate with fifth grade students in the area of technology |

|  |   |
|--|---|
| All students in my class will increase their mastery of priority words | All students in my class will demonstrate mastery of priority words (measurable, but does not demonstrate growth) |
|--|---|

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

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Principal/Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

**This form must be completed by October 15**

**BETHLEHEM CENTRAL SCHOOL DISTRICT**

*End of Year  
Teacher Goal Attainment Form*

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Probationary  
\_\_\_\_\_  
Replacement

Individual Goal \_\_\_\_\_ Group Goal \_\_\_\_\_  
\_\_\_\_\_

Part-time  
  
Tenured

Restate your Goal: \_\_\_\_\_

(You may attach additional sheets of paper when answering the questions below)

|   |
|---|
| Looking back on your goal proposal, please describe the process/strategies you employed toward attaining your goal. Describe any deviation from your original plan. |
| <b>Teacher's Reflection:</b>  |
| <b>Did you attain your goal? Must include analysis of student data.</b>   |
| <b>Teacher's Reflection:</b>  |
| How will this goal process change your future instruction?  |
| <b>Teacher's Reflection:</b>  |

**Supervisor/Administrator Feedback on Goals Process:**

---

Teacher Signature

Date

---

Principal/Supervisor Signature

Date

**Teacher should submit to supervisor/administrator between May 15 and June 1. The supervisor/administrator must meet with the teacher and provide feedback on the attainment form by June 15**

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with her administrator/supervisor. Teachers shall have the right to insert written explanation or responses to written feedback of the administrator/supervisor within 10 days, which may be considered during the Appeals process.

### **Bethlehem Central School District**

#### **Structured Review of Student Work**

The intent of this structured review is to provide a collection and analysis of student work directly related to your goal. The completion of the items below will account for point accrual and not the actual goal attainment. This structured review will account for **15 points** for your APPR composite score.

#### **Examples of Evidence:**

Student Work that demonstrates growth-

**(5 points)**

Pre/post assessment  
Graded work samples  
Student work samples with feedback

Analysis of student work- **(10 points)**  
Assessment results (item, group and/or distractor analysis, rubrics etc)  
**(5 points)**  
Teacher Reflection of how student work/results informed instruction  
**(5 points)**

**Supervisor/Administrator Comment:** (only comment if items are not completed and the amount of points not earned)

---

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

---

Principal/Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

**The supervisor/administrator must meet with the teacher and provide feedback on the evidence of student work form by June 15**

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with her administrator/supervisor. Teachers shall have the right to insert written explanation or responses to written feedback of the administrator/supervisor, which may be considered during the Appeals process.

**Bethlehem Central School District**

**Mid- Year Conference for Teachers**

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

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

This conference provides opportunity for mutual exploration of items relevant to all Domains 1-4 including those which transcend classroom observations. This discussion should occur between **January 15 and February 15**.

**Topics discussed must include progress toward goal and review of the *Frameworks for Teaching Rubric*:**

**Dates of classroom observation(s)** \_\_\_\_\_  
\_\_\_\_\_

---

Teacher Signature

Date

---

Principal/Supervisor Signature

Date

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with her administrator/supervisor. Teachers shall have the right to insert written explanation or responses to written feedback of the administrator/supervisor within 10 days, which may be considered during the Appeals process.

**Bethlehem Central School District**  
**Teacher Improvement Plan**

Name: XXXXXXXXXXXXXXXX

Date: September XX, 2011

Administrator/Supervisor: XXXXXXXXXXXXXXXX Principal  
XXXXXXXXXXXXXXXXX. Supervisor

**Rationale for Teacher Improvement Plan:**

XXXXXX received an (ineffective/developing) evaluation on <date>. Based on that evaluation, the following Teacher Improvement Plan has been established:

**Areas in Need of Improvement:**

*Domain One, Planning and Preparation*

*Domain Two, The Classroom Environment*

*Domain Three, Instruction*

*Domain Four, Professional Responsibilities*

<teacher name> is expected to make improvements to the areas listed above by <date>. <supervisor> and <principal> are available and willing to provide direction and support to <teacher name> in meeting the Areas in Need of Improvement listed above.

**Supports to be provided Include:**

- <Support 1>
- <Support 2>
- A meeting with <teacher name>, <bldg principal>, <subject supervisor>, <assistant superintendent>, and BCTA rep. will occur by <specify date>. The purpose of this meeting is to evaluate this Teacher Improvement Plan.

**Signatures:**

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
BCTA representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

Assistant Superintendent

Date

**Bethlehem Central School District  
Teacher Total Composite Score**

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

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

**Probationary:** \_\_\_\_\_ **Replacement:** \_\_\_\_\_ **PartTime:** \_\_\_\_\_

**Tenured:** \_\_\_\_\_

**Local Measures:** \_\_\_\_\_ **Possible Points**

**Points Earned**

|  |    |    |
|--|----|----|
| 1. Goal proposal and Goal attainment completed | 5  |    |
| _____  |    |    |
| 2. Structured Review of Student Work           |    | 15 |
| a) student work                                | 5  |    |
| _____  |    |    |
| b) assessment results                          | 5  |    |
| _____  |    |    |
| c) teacher reflection                          | 5  |    |
| _____  |    |    |
| 3. Frameworks for Teaching                     |    | 40 |
| a) Domain 1                                    | 10 |    |
| _____  |    |    |
| b) Domain 2                                    | 10 |    |
| _____  |    |    |
| c) Domain 3                                    | 10 |    |
| _____  |    |    |
| d) Domain 4                                    | 10 |    |
| _____  |    |    |

**Total Points for Local Measures Earned** **60**

\_\_\_\_\_

State Test Score 20

\_\_\_\_\_

Local Assessment 20

\_\_\_\_\_

**Total Composite Score**

\_\_\_\_\_

---

Teacher Signature

Date

---

Principal/Supervisor Signature

Date

**Bethlehem Central School District  
Administrator/Supervisor Evaluation Process**

### **Our Belief**

It is our belief that the administrator/supervisor appraisal process is a partnership among administrators and subject supervisors to promote professional growth. This partnership represents a professional community and our plan for growth and evaluation presumes that administrators and subject supervisors are competent and that their performance is at the effective level. It also presumes that it is every administrator and supervisor's responsibility to continue to grow professionally. This partnership is based on mutual understanding, respect, and honest communication. It is with this understanding that we work to provide quality building and departmental leadership and instruction for our students in a learning climate where everyone has the opportunity to reach their highest potential.

### **Our Vision of the Appraisal Process**

The appraisal process is one that:

- Inspires
- Is reflective
- Is efficient
- Encourages risk-taking that includes the element of fun
- Is flexible
- Is collegial and collaborative

- Challenges us to succeed
- Allows for ownership by all
- Is connected to our established goal process
- Can be a multi-year evaluative process
- Includes short term and long term methods of evaluation
- Can have lesson plans as a product
- Determines the effectiveness and accountability of the teacher
- Helps all involved to improve
- Fits the unique evaluative needs of teachers
- Includes evidence of student learning and growth

### **Tenured Administrator/Supervisor Evaluation Process**

Every tenured administrator/supervisor will be formally evaluated in the following manner.

#### **Annual Professional Performance Criteria:**

State Assessments [3] (20%):

Locally-Selected Measures (20%): **To be determined**

Leadership and Management (40%): **To be determined, proposed: A broad assessment of leadership and management skills will be based on the following three (3) sources:**

- a. Direct Supervisory Visit: Two (2) direct supervisory visits shall be conducted by the Superintendent or his/her designee. This observation shall assess the ISLLC Standards, and will be the basis for the assignment of points and remarks within the context of the rubric. Each component and sub-component of the rubric will be assigned points within each domain that total the 40 points for this evaluation.
- b. Two of the following sources, to be used as qualitative feedback for the evaluation of the administrator/supervisor
  - i. Independent evaluator to be mutually agreed upon by the BPA and the District.
  - ii. Structured feedback from students, parents, employees on an issue of concern for the administration of building or department.
  - iii. Review of schools records and data regarding student achievement.

Miscellaneous (20%). Twenty percent of the evaluation will be negotiated between the District and Principals/Union. Goal setting to affect student achievement and supportive learning issues.

Rating System: The rating system shall define the overall categories of performance as follows:

- Highly Effective: Performing at a Higher Level (91-100)
- Effective: Performing at Level Typically Expected (75-90)
- Developing: Not Performing at Level Typically Expected (65-74)
- Ineffective: Performance is unacceptable (0-64)

### Rubric/Formula of Summative Evaluation

Multidimensional Principal Performance Rubric (**Appendix**)

### Administrator/Supervisor Development

3. Professional development on the Multidimensional Performance Rubric.
4. Facilitated instructional leadership sessions to discuss and clarify practical issues and concerns directed at the improvement of student achievement and supportive learning needs.

At the beginning of the school year the superintendent will meet with each administrator, and the assistant superintendent will meet with each subject supervisor to establish goals for the school year. Goals must be measurable and be focused on the student growth and achievement for the administrator/supervisor assignment area. Other goals may be established that best fit the individual's assignment area, but these are to be mutually developed between the administrator/supervisor and their direct supervisor. The goal proposal form is found on page (XX) of this document. It will outline the process and strategies that will be used in attaining the goal as well as the data that will be collected to assess the attainment of the goal. This process must be completed by October 15 of the school year.

At the end of the school year a goal attainment report will be completed by the administrator/supervisor and their direct supervisor. This will be completed by July 30 following the year in question.

The direct supervisory visitation with administrators and supervisors will occur twice a year, one in each semester, and will be conducted by the superintendent or the assistant superintendent.

The leadership framework to be used will be the *Multidimensional Principal Performance Rubric (ISLLC)*. (**Appendix**). There will also be other visitations throughout the year that may be of a shorter duration. At the end of the school year, not later than June 30, subcomponent scores for the rubric will be developed by the superintendent/assistant superintendent for the administrator/supervisor .

After receiving the scoring from NYS, a total composite score will be calculated and provided to the administrator/supervisor. If the score places the administrator/supervisor in the developing or ineffective category, an improvement plan will be initiated.

### **Goal-Setting and Attainment**

Each administrator/supervisor will participate in professional goal setting and review of progress toward goal attainment each year. The administrator/supervisor will identify one significant goal that promises to measure student growth. They will discuss and agree upon this goal with the superintendent/assistant superintendent (see ***Goal Proposal form***). The goal must align with district goals, should be measurable and should include the use of student data to inform instruction. In addition to identifying the goal, the administrator/supervisor and his/her direct supervisor will determine the specific strategies to be employed during the year to attempt to achieve the goal. The evidence used to assess the goal will be chosen specific to each goal. The goal proposal form will be completed by October 15.

Before July 30, the administrator/supervisor will complete the *End of Year Goal Attainment* form (see ***End of Year Goal Attainment form***). Written feedback will then be provided by superintendent/assistant superintendent on the *End of Year Goal Attainment* form, followed by a scheduled meeting set up by the direct supervisor. The meeting between the administrator/supervisor and the superintendent/assistant superintendent will occur after the goals attainment report is received. The administrator/supervisor shall examine the written feedback from the superintendent/assistant superintendent, receive a personal copy, and affix his/her signature to the actual copy to be placed in the administrator/supervisor's personnel file. Such signature does not constitute agreement but merely signifies he/she has examined and discussed the materials. Within ten (10) days the teacher shall have the right to insert written explanation or responses to written feedback of the superintendent/assistant superintendent.

### **Professional Goal Proposal Resolution Process**

In the event that there is not agreement on the teacher's goal proposal, the following procedure is implemented:

1. The administrator/supervisor and his/her direct supervisor recognize that they cannot mutually agree upon the goal proposal

2. The administrator/supervisor will notify their bargaining unit president that the goal setting was not resolved and will proceed to the next step
3. The administrator/supervisor enlists a unit representative and the superintendent arranges a meeting. Within ten (10) working days of the initial professional goal proposal meeting, a meeting scheduled by the superintendent will be held among the administrator/supervisor, the unit representative, to discuss the goal proposal and attempt to arrive at a mutual agreement. At this meeting the nature of the professional goal proposal impasse is presented and an attempt is to be made to establish a compromise professional goal proposal using all pertinent information from the original professional goal proposal meeting
4. If the issue is not resolved at this meeting, then a mutually agreed upon hearing officer is contracted (the cost to be shared by the unit and the district). A hearing will be conducted and a decision reached by the hearing officer in a timely fashion.

### **Evidence of Student Work**

Each administrator/supervisor will provide evidence of student work to support their goal proposal and evidence of progress toward their goal attainment each year. The administrator/supervisor will provide evidence of student work that supports their growth goal, as well as an analysis of student work (see **Structured Review of Student Work form**). After establishing the goal, evidence should be kept during the course of the year. The administrator/supervisor will bring the examples of evidence to the end of year meeting to provide evidence in support of their goal. These documents will then be discussed at the end of year conference with the direct supervisor.

### **Calculating Composite Score**

#### **Scoring Calculation for *Multidimensional Principal Performance Rubric-***

|                    |   |
|--------------------|---|
| Ineffective =      | 1 |
| Developing =       | 2 |
| Effective =        | 3 |
| Highly Effective = | 4 |

#### Domain 1: Shared Vision of Learning

- |                    |          |
|--------------------|----------|
| 1a) Culture        | 2 points |
| 1b) Sustainability | 2 points |

#### Domain 2: School Culture and Instructional Program

- |                           |          |
|---------------------------|----------|
| 2a) Culture               | 2 points |
| 2b) Instructional Program | 2 points |
| 2c) Capacity Building     | 2 points |
| 2d) Sustainability        | 2 points |
| 2e) Strategic Planning    | 2 points |

|           |  |                  |
|-----------|--|------------------|
| Domain 3: | Safe, Efficient, Effective Learning Environment        |                  |
|           | 3a) Capacity Building                                  | 3 points         |
|           | 3b) Culture  | 3 points         |
|           | 3c) Sustainability                                     | 3 points         |
|           | 3d) Instructional Program                              | 3 points         |
| Domain 4: | Community  |                  |
|           | 4a) Strategic Planning                                 | 2 points         |
|           | 4b) Culture  | 2 points         |
|           | 4c) Sustainability                                     | 2 points         |
| Domain 5: | Integrity, Fairness, Ethics                            |                  |
|           | 5a) Sustainability                                     | 2 points         |
|           | 5b) Culture  | 2 points         |
| Domain 6: | Political Social, Economic, Legal and Cultural Context |                  |
|           | 6a) Sustainability                                     | 2 points         |
|           | 6b) Culture  | <u>2 points</u>  |
|           | <b>Total</b>   | <b>40 points</b> |

**Total Composite Score**

|                         |                   |
|-------------------------|-------------------|
| Local Selected Measures | 20 points         |
| State Assessments       | 20 points         |
| Leadership & Management | 40 points         |
| Goal Setting            | <u>20 points</u>  |
| <b>Total Points</b>     | <b>100 points</b> |

### Multidimensional Principal Performance Rubric

|   |  |  |  |  |
|---|--|--|--|--|
| <b>Domain 1: Shared Vision of Learning</b>  | <b>An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</b>  |  |  |  |
|   | <b>Ineffective</b>   | <b>Developing</b>  | <b>Effective</b>   | <b>Highly Effective</b>  |
| <b>Culture</b><br>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) | <ul style="list-style-type: none"> <li>✚ Claims to have a vision and mission for the school, but keeps it private</li> <li>✚ School vision and mission are unrelated to the district vision and mission</li> <li>✚ Disregards the need to use the school's vision and</li> </ul> | <ul style="list-style-type: none"> <li>✚ Identifies the school's vision and mission, and makes them public</li> <li>✚ School vision and mission are created in isolation of the district's vision and mission and aligned as an afterthought</li> <li>✚ Refers to the</li> </ul> | <ul style="list-style-type: none"> <li>✚ Collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning</li> <li>✚ School vision and mission aligns with the vision and mission of the district</li> </ul> | <ul style="list-style-type: none"> <li>✚ Engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning</li> </ul> |

|   |  |  |  |   |
|---|--|--|--|---|
|   | mission to guide goals, plans and actions  | school vision and mission as a document unconnected to programs, policies or practices | ✚ Explicitly links the school's vision and mission to programs and policies                            | <ul style="list-style-type: none"> <li>✚ School vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide</li> <li>✚ Uses the school's vision and mission as a compass to inform reflective practice, goal-setting, and decision-making</li> </ul> |
| <b>Sustainability</b><br>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future) | ✚ Assumes that the school's improvement is either an event for the responsibility of a single individual | ✚ Provides selected staff with opportunities to discuss school improvement efforts     | ✚ Has a process and structure in place for organizational improvement and uses it to assess the school | ✚ Uses and regularly evaluates strategic processes and structures to promote the school's continuous and sustainable improvement  |





|   |   |  |   |   |
|---|---|--|---|---|
| <b>Domain 2: School Culture and Instructional Programs</b>  | An education leaders promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to students learning and staff professional growth.  |  |   |   |
|   | <b>Ineffective</b>  | <b>Developing</b>  | <b>Effective</b>  | <b>Highly Effective</b>   |
| <b>Culture</b><br>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) | <ul style="list-style-type: none"> <li>✚ Acknowledges the need for communication and collaboration</li> <li>✚ Provides selected individuals with basic information about various collaborative teaching, learning and work related concepts or practices to several individuals</li> <li>✚ Creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student</li> </ul> | <ul style="list-style-type: none"> <li>✚ Considers proposals for collaborative structures and projects</li> <li>✚ Encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design</li> <li>✚ Creates a learning environment in which students are passive recipients</li> </ul> | <ul style="list-style-type: none"> <li>✚ Supports various teaming opportunities, common planning an inquiry time, and visitation within the organization to increase learning and improve practice</li> <li>✚ Develops a culture of collaboration, trust, learning and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program</li> </ul> | <ul style="list-style-type: none"> <li>✚ Establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice</li> <li>✚ Nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for</li> </ul> |

|  |  |  |  |  |
|--|--|--|--|--|
|  | <p>compliance and learning opportunities that are disconnected from students' experiences, needs or cultures</p> | <p>in learning opportunities that are only peripherally connected to their experiences or cultures</p> | <p>design, integrated curriculum, or other individual or organizational projects)</p> <ul style="list-style-type: none"> <li>✚ Creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures</li> </ul> | <p>cross role groups to design and implement innovative approaches to improving learning, work and practice</p> <ul style="list-style-type: none"> <li>✚ Engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or</li> </ul> |
|--|--|--|--|--|

|   |  |  |   |   |
|---|--|--|---|---|
|   |  |  |   | processes in deductive or inductive ways  |
| <b>Instructional Program</b><br>(design and delivery of high quality curriculum that produces clear evidence of learning) | <ul style="list-style-type: none"> <li>✚ Promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts</li> <li>✚ Maintains a hands off approach to instruction</li> <li>✚ Initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements,</li> </ul> | <ul style="list-style-type: none"> <li>✚ Establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning</li> <li>✚ Provides mixed messages related to expectations for instructional methodology and own understanding of “best practices”</li> <li>✚ Allows actions that</li> </ul> | <ul style="list-style-type: none"> <li>✚ Creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks</li> <li>✚ Supervises instruction and makes explicit the expectation that teachers remain current in research-based,</li> </ul> | <ul style="list-style-type: none"> <li>✚ Engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meanings as they engage in a thorough exploration of a concept, program, issue, or question</li> <li>✚ Supervises instruction on an ongoing basis, and engages in</li> </ul> |

|   |   |   |  |  |
|---|---|---|--|--|
|   | <p>unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>   | <p>disrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone class to teachers in classrooms, etc.)</p>   | <p>best practices and incorporate them into their own work</p> <ul style="list-style-type: none"> <li>✚ Maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time</li> </ul> | <p>collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning</p> <ul style="list-style-type: none"> <li>✚ Involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them</li> </ul> |
| <p><b>Capacity Building</b><br/>(developing potential and tapping existing internal expertise to promote learning and improve practice)</p> | <ul style="list-style-type: none"> <li>✚ Assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students</li> <li>✚ Is unaware of effective and appropriate</li> </ul> | <ul style="list-style-type: none"> <li>✚ Invests in activities that promote the development of a select group of leaders</li> <li>✚ Provides the necessary hardware and software, and establishes the expectation that</li> </ul> | <ul style="list-style-type: none"> <li>✚ Develops the instructional and leadership capacity of staff</li> <li>✚ Promotes the use of the most effective and appropriate technologies to support teaching</li> </ul>   | <ul style="list-style-type: none"> <li>✚ Develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership</li> </ul>   |

|   |  |  |   |   |
|---|--|--|---|---|
|   | technologies available   | teachers will integrate technology into student learning experiences   | and learning and ensures that necessary resources are available   | <ul style="list-style-type: none"> <li>Engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization</li> </ul>                           |
| <p><b>Sustainability</b><br/>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</p> | <ul style="list-style-type: none"> <li>Uses "accountability" to justify a system that links students achievement with accolades and blame</li> </ul> | <ul style="list-style-type: none"> <li>Assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other</li> </ul> | <ul style="list-style-type: none"> <li>Develops assessment and accountability systems to monitor student progress, uncover patters and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes</li> </ul> | <ul style="list-style-type: none"> <li>Facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student's progress, teacher learning, uncover patterns and trends, and provides a way</li> </ul> |

|  |   |  |  |  |
|--|---|--|--|--|
|  |   |  | in teaching and learning to student achievement  | to contextualize student achievement, both inside history and projected into the future  |
| <b>Strategic Planning Process</b><br><br><b>Monitoring/inquiry</b><br>(the implementation and stewardship of goals, decisions and actions) |  Judges the merit of the instructional program based on what is used by others |  Evaluates the impact of the instructional program based on results of standardized assessments |  Gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program |  Provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement |

|   |   |
|---|---|
| <b>Domain 3: Safe, Efficient, Effective</b> | An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. |
|---|---|

| Learning Environment  |   |   |   |  |
|---|---|---|---|--|
|   | Ineffective   | Developing  | Effective   | Highly Effective   |
| <p><b>Capacity Building</b><br/>(developing potential and tapping existing internal expertise to promote learning and improve practice)</p> | <ul style="list-style-type: none"> <li>✚ Obtains and uses human, fiscal and technological resources based on available funds or last year’s budget instead of need</li> <li>✚ Considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others</li> </ul> | <ul style="list-style-type: none"> <li>✚ Obtains human, fiscal and technological resources and allocates them without an apparent plan</li> <li>✚ Shares “leadership” by providing others with limited responsibilities for tasks and functions but no decision making ability</li> </ul> | <ul style="list-style-type: none"> <li>✚ Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources</li> <li>✚ Develops the capacity for distributed leadership by providing interested individuals with opportunities and support for assuming leadership responsibilities and roles</li> </ul> | <ul style="list-style-type: none"> <li>✚ Considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs</li> <li>✚ Embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-creates a process by which</li> </ul> |

|   |   |  |  |   |
|---|---|--|--|---|
|   |   |  |  | today's leaders identify, support and promote the leaders of tomorrow   |
| <b>Culture</b><br>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)                             | ✚ Speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it | ✚ Establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures | ✚ Promotes and protects the welfare and safety of students and staff | ✚ Engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls |
| <b>Sustainability</b><br>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future) | ✚ Avoids engaging with management or operations systems   | ✚ Monitors and evaluates the management and operational systems  | ✚ Monitors, evaluates and revises management and operational systems | ✚ Establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement |

|   |   |  |   |  |
|---|---|--|---|--|
| <p><b>Instructional Program</b><br/>(design and delivery of high quality curriculum that produces clear evidence of learning)</p> | <p>✚ Allocates time as required to comply with regulations and mandates</p> | <p>✚ Schedules time outside of the typical school day for teachers to support instructional learning</p> | <p>✚ Ensures teacher and organizational time is focused to support quality instruction and student learning</p> | <p>✚ Engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning</p> |
|---|---|--|---|--|

|  |  |  |   |   |
|--|--|--|---|---|
| <p><b>Domain 4: Community</b></p>  | <p>An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> |  |   |   |
|  | <p><b>Ineffective</b></p>  | <p><b>Developing</b></p>   | <p><b>Effective</b></p>   | <p><b>Highly Effective</b></p>  |
| <p><b>Strategic Planning Process: Inquiry</b><br/>(gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments)</p> | <p>✚ Makes decisions about whether or not to change the educational environment based on own impressions and beliefs</p>   | <p>✚ Collects and analyzes data and information pertinent to the educational environment</p> | <p>✚ Collects and analyzes data and information pertinent to the educational environment, and uses it to make related</p> | <p>✚ Engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to</p> |

|   |  |   |  |  |
|---|--|---|--|--|
| as needed to better enable success)   |  |   | improvements   | ensure continues improvement   |
| <b>Culture</b><br>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) | ✚ Considers the community as separate from the school                          | ✚ Provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service projects | ✚ Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through diverse activities | ✚ Engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning |
| <b>Sustainability</b><br>(a focus on continuance and meaning beyond the present moment, contextualizing today's                             | ✚ Identifies lack of family and caregiver involvement as a key explanation for | ✚ Takes actions intended to increase family and caregiver support for the school  | ✚ Builds and sustains positive relationships with families and caregivers  | ✚ Builds sustainable, positive relationships with families and caregivers and  |

|   |                     |  |  |  |
|---|---------------------|--|--|--|
| successes and improvements as the legacy of the future) | lack of achievement |  |  | enables them to take on significant roles in ongoing improvement efforts |
|---|---------------------|--|--|--|

|   |  |   |  |   |
|---|--|---|--|---|
| <b>Domain 5: Integrity, Fairness, Ethics</b>  | An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.  |   |  |   |
|   | <b>Ineffective</b>   | <b>Developing</b>   | <b>Effective</b>   | <b>Highly Effective</b>   |
| <b>Sustainability</b><br>(a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future) | <ul style="list-style-type: none"> <li>✚ Associates “accountability” with threats and blame for students’ academic and social difficulties</li> <li>✚ Makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them</li> <li>✚ Blames mandates</li> </ul> | <ul style="list-style-type: none"> <li>✚ Focuses on accountability for academic and social success of students whose test results threaten the school’s standing</li> <li>✚ Makes decisions and takes actions without considering consequences, dealing with them if and when they occur</li> <li>✚ Assumes responsibility for</li> </ul> | <ul style="list-style-type: none"> <li>✚ Ensures a system of accountability for every student’s academic and social success</li> <li>✚ Considers and evaluates the potential moral and legal consequences of decision-making</li> <li>✚ Assumes responsibility for thoughtfully considering and upholding mandates so that the school can</li> </ul> | <ul style="list-style-type: none"> <li>✚ Enables an approach to “accountability” that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student’s academic and social success</li> <li>✚ Engages in diverse perspectives of</li> </ul> |

|   |   |   |   |  |
|---|---|---|---|--|
|   | for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders | decisions and actions related to mandates     | successfully tread the line between compliance and moral and ethical responsibility | various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good<br><ul style="list-style-type: none"> <li>✚ Promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's learning and work and align with its ethical and moral beliefs</li> </ul> |
| <b>Culture</b><br>(attitudes, knowledge, behaviors and beliefs) | ✚ Mourns the lack of the self-awareness, reflective practice  | ✚ Proclaims the importance of self-awareness, | ✚ Models principals of self-awareness, reflective practice,                         | ✚ Engages stakeholders in identifying and  |

|   |   |  |   |  |
|---|---|--|---|--|
| <p>that characterize the school environment and are shared by its stakeholders)</p> | <p>transparency and ethical behavior in others</p> <ul style="list-style-type: none"> <li>+ Pays lip service to values related to democracy, equity and diversity</li> <li>+ Implements strategies that group and label students with specific needs, isolating them from the mainstream</li> </ul> | <p>reflective practice transparency and ethical behavior and seeks it in others</p> <ul style="list-style-type: none"> <li>+ Holds others accountable for upholding the values of democracy, equity and diversity</li> <li>+ Asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action</li> </ul> | <p>transparency, and ethical behavior</p> <ul style="list-style-type: none"> <li>+ Safeguards the values of democracy, equity, and diversity</li> <li>+ Promotes social justice and ensures that individual students needs inform all aspects of schooling</li> </ul> | <p>describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determining how to replicate them</p> <ul style="list-style-type: none"> <li>+ Provides opportunities for all stakeholders groups to define, embrace and embody the values of democracy, equity, and diversity</li> <li>+ Creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of</li> </ul> |
|---|---|--|---|--|

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|  |  |  |  | individuals with improvement initiatives, actions and decisions. |
|--|--|--|--|--|

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|---|---|--|---|--|
| <b>Domain 6: Political, Social, Economic, Legal and Cultural Context</b>  | An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.  |  |   |  |
|   | <b>Ineffective</b>  | <b>Developing</b>  | <b>Effective</b>  | <b>Highly Effective</b>  |
| <b>Sustainability</b><br>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future) | <ul style="list-style-type: none"> <li>✚ Appears unaware of decisions affecting student learning made outside of own school or district</li> <li>✚ Waits to be told how to respond to emerging trends or initiatives</li> <li>✚ Advocates for self and own interests</li> </ul> | <ul style="list-style-type: none"> <li>✚ Reacts to district, state and national decisions affecting student learning</li> <li>✚ Continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field</li> </ul> | <ul style="list-style-type: none"> <li>✚ Acts to influence local, district, state and national decisions affecting student learning, within and beyond their own school and district</li> <li>✚ Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership</li> </ul> | <ul style="list-style-type: none"> <li>✚ Engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning</li> <li>✚ Draws upon the</li> </ul> |

|  |  |                                 |  |  |
|--|--|---------------------------------|--|--|
|  |  |                                 | strategies   | perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements |
| <b>Culture</b><br>(attitudes, knowledge, behaviors and beliefs that characterize and are shared by its stakeholders) | ✚ Advocates for self and own interests | ✚ Advocates for selected causes | ✚ Advocates for children, families, and caregivers | ✚ Guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another   |

|  | <b>Other: Goal Setting and Attainment</b>   |   |   |  |
|--|---|---|---|--|
|  | <b>Ineffective</b>  | <b>Developing</b>   | <b>Effective</b>  | <b>Highly Effective</b>  |
| <b>Uncovering Goals</b><br>-Align<br>-Define | <ul style="list-style-type: none"> <li>✚ “does” goal setting in order to be in compliance with mandates or regulations</li> <li>✚ Operates from own opinion and perceptions without attending to vision and data</li> <li>✚ Extracts goals from own interests</li> <li>✚ Goals are isolated action steps, unaligned to a goal that can actually be worked toward</li> </ul> | <ul style="list-style-type: none"> <li>✚ Completes goal setting activities to satisfy external expectations and assumptions about the connection between principal practice and student learning</li> <li>✚ Considers data gathered about teacher practice, academic results and/or school learning environment in isolation of the school and district vision</li> <li>✚ Establishes goals that focus on improving teacher practice, and academic results and/or school</li> </ul> | <ul style="list-style-type: none"> <li>✚ Engages in the goal setting process as part of own professional improvement as related to improving student learning</li> <li>✚ Works with the superintendent to consider the school district vision and student learning needs, as well as information gathered about teacher practice, academic results and/or the school learning environment</li> <li>✚ Creates goals that connect changes in principal practice to the improvement</li> </ul> | <ul style="list-style-type: none"> <li>✚ Embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school’s current reality and the vision</li> <li>✚ Engages a cross role group, including the superintendent, teachers and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and/or the school</li> </ul> |

|  |  |   |   |   |
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|  |  | <p>learning environment</p> <ul style="list-style-type: none"> <li>Goals are broad, general, aspirational statements that are too big to be assessed</li> </ul>   | <p>of teacher practice, academic results, and/or school learning environment in order to improve student learning</p> <ul style="list-style-type: none"> <li>Goals are stated in ways that allow progress toward them to be assessed</li> </ul> | <p>learning environment</p> <ul style="list-style-type: none"> <li>Generates goals that maximize on the principal's role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning</li> <li>Goals are expressed in statements that are both actionable and measurable</li> </ul> |
| <p><b>Strategic Planning</b></p> <p>-prioritize</p> <p>-strategize</p> | <ul style="list-style-type: none"> <li>Considers goals in no special order</li> <li>Changes commitment to goals as new ones emerge</li> <li>Lists generic strategies that could apply to a variety of goals</li> </ul> | <ul style="list-style-type: none"> <li>Prioritizes goals based on own interests</li> <li>Relies on own perspective to assess the importance and alignment of identified goals</li> <li>Lists strategies that will be used to</li> </ul> | <ul style="list-style-type: none"> <li>Prioritizes goals by considering what can be gained by pursuing each</li> <li>Uses superintendent's perspective to test own assumptions about goals to see if they are truly</li> </ul>                  | <ul style="list-style-type: none"> <li>Prioritizes goals by considering the potential benefits and unintended consequences of pursuing certain goals vis-à-vis others</li> <li>Uses the perspectives of</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>✚ States the benefits of attaining the goals</li> </ul> | <p>accomplish goals identified</p> <ul style="list-style-type: none"> <li>✚ Describes, in general terms, what successful goal attainment will look like and accomplish</li> </ul> | <p>connected to be school/district vision and needs</p> <ul style="list-style-type: none"> <li>✚ Articulates strategies supporting actions, and reasons for selecting them</li> <li>✚ Identifies anticipated specific measures of success for each goal</li> </ul> | <p>others to test own assumptions about the goals articulated and to see if they are truly connected to the school/district vision and needs</p> <ul style="list-style-type: none"> <li>✚ Articulates strategies supporting actions and also for overcoming obstacles to the plan, with rationale for selecting them that includes anticipated results, implementation intentions related to each, and evidence of strategy's impact</li> <li>✚ Describes the evidence that, when collected and annotated, will support that</li> </ul> |
|--|--|---|--|---|

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|  |   |   |   | attending to these goals actually decreases the distance between current reality and the vision  |
| <b>Taking Action</b><br>-mobilize<br>-monitor<br>-refine | <ul style="list-style-type: none"> <li>+ Refers in general to working toward goals, but is unable to articulate related steps or strategies</li> <li>+ Speaks about taking actions, but has trouble committing and getting started</li> <li>+ Changes goals to better match what is currently happening or uses what is happening to rationalize giving up</li> </ul> | <ul style="list-style-type: none"> <li>+ Identifies a series of individual actions for each goal without specifying whether the goals are long or short term</li> <li>+ Implements the action plan quietly and privately</li> <li>+ Adjusts goals and actions based on instinct and self-perceptions</li> </ul> | <ul style="list-style-type: none"> <li>+ Creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term</li> <li>+ Implements the action plan publically, and invites others to use it as a model for goal setting that they can do as well</li> <li>+ Monitors and refines goals and/or action steps, based on formative assessment of evidence collected</li> </ul> | <ul style="list-style-type: none"> <li>+ Designs an action plan that clearly differentiates between short and long term goals and their associated steps and strategies</li> <li>+ Shares and implements the action plan publically, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning</li> <li>+ Seeks multiple, diverse perspectives to</li> </ul> |

|   |   |   |  |  |
|---|---|---|--|--|
|   |   |   |  | review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan   |
| <b>Evaluating Attainment</b><br>-Document Insights Accomplishments New Questions Implications for moving forward<br>-Next Steps | <ul style="list-style-type: none"> <li>+ Documents is a beginning and end event and focuses on restating actions taken and noting obstacles to goal achievement</li> <li>+ Categorically claims goal attainment or uses failure to meet goals set as evidence that the goal setting process does not work</li> <li>+ Dismisses the possibility of using goals to define next</li> </ul> | <ul style="list-style-type: none"> <li>+ Sporadically documents thinking related to key moments, obstacles or achievement</li> <li>+ Evaluates goals and goal attainment based on own impressions of what success should have looked like and what was actually achieved</li> <li>+ Considers new goals based on success in achieving current goals, adjusting</li> </ul> | <ul style="list-style-type: none"> <li>+ Periodically documents own thinking and reactions to the progress made obstacles encountered, and insights or questions that arise</li> <li>+ Evaluates goals and goal attainment by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and</li> </ul> | <ul style="list-style-type: none"> <li>+ Throughout the implementation of the action plan, systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences</li> <li>+ Taps the perspectives of those who supported the initial</li> </ul> |

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|  | step | them to match perceived ability of the school to actually improve | <p>determining next steps towards attaining the school vision</p> <ul style="list-style-type: none"> <li>✚ Determines next steps and future actions to improve student learning, teacher practice, academic results and/or the school learning environment in light of how successful the recent work was in making improvements.</li> </ul> | <p>data analysis to help evaluate goal attainment and related impact on learning by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and determining next steps in attaining the school vision and improving learning</p> <ul style="list-style-type: none"> <li>✚ Engages stakeholders in planning, future goals, actions and next steps to improve student learning, teacher practice, academic results and/or the school learning environment based</li> </ul> |
|--|------|---|--|--|

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  | on how much closer the school and district are to the vision |
|--|--|--|--|--|

# APPENDIX

**BETHLEHEM CENTRAL SCHOOL DISTRICT**

*Administrator/Supervisor Goal Proposal Form*

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

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

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

Probationary

\_\_\_\_\_

Tenured

\_\_\_\_\_

Completion of the goal process determines the overall point value for APPR, not the attainment of the actual goal. The goals process will account for **20 points** for your APPR composite score.

Goal: Must be measurable and impact student growth.

What process/strategies will I use to attain this goal?

What data will I collect to assess the attainment of this goal?

How will the attainment of this goal improve the learning of my students

**Examples of Growth Goals for APPR**

| Works for Growth Goal  | Does Not Work for Growth Goal   |
|--|---|
| Students will improve their ability to support a thesis with relevant information                  | To improve students' writing ability  |
| All of my students will meet the standard for using evidence to support their arguments in writing | To create and implement curriculum maps for science using Rubicon Atlas   |
| Decrease the number of students who are achieving a Level 2 on the AP Exam                         | To develop common writing assessments to measure student growth   |
| Students will increase mastery of math facts on five minute timed tests                            | To increase parent communication  |
| Students will increase the number of reading strategies for non-fiction text for comprehension     | To develop a web site   |
| Students will demonstrate improved math achievement on the district's common assessments           | To create a program that encourages high school students to collaborate with fifth grade students in the area of technology |
| All students in my class will increase their mastery of priority words                             | All students in my class will demonstrate mastery of priority words (measurable, but does not demonstrate growth)           |

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Principal/Supervisor

Date

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Superintendent/Assistant Supt.

Date

**This form must be completed by October 15**

**BETHLEHEM CENTRAL SCHOOL DISTRICT**

*End of Year  
Administrator/Supervisor Goal Attainment Form*

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

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

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

Probationary \_\_\_\_\_

Tenured \_\_\_\_\_

Restate your Goal:

(You may attach additional sheets of paper when answering the questions below)

Looking back on your goal proposal, please describe the process/strategies you employed toward attaining your goal. Describe any deviation from your original plan.

***Administrator/Supervisor's Reflection:***

**Did you attain your goal? Must include analysis of student data.**

***Administrator/Supervisor's Reflection:***

How will this goal process change your future work?

***Administrator/Supervisor's Reflection:***

**Superintendent/Assistant Superintendent Feedback on Goals Process:**

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*Administrator/Supervisor* Signature      Date

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Superintendent/Assistant Superintendent      Date  
Signature

***Administrator/Supervisor* should submit to Superintendent/Assistant Superintendent between June 30 – July 30. The superintendent/assistant superintendent must meet with the *Administrator/Supervisor* and provide feedback on the attainment form by September 1 of the following school year.**

*Administrator/Supervisor*'s signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with her administrator/supervisor. Teachers shall have the right to insert written explanation or responses to written feedback of the administrator/supervisor within 10 days, which may be considered during the Appeals process.

**Bethlehem Central School District**  
***Administrator/Supervisor Improvement Plan***

**Name:**

**Date:**

**Superintendent:/Assistant Superintendent:**

**Rationale for *Administrator/Supervisor* Improvement Plan:**

**Areas in Need of Improvement:**

**Supports to be provided include:**

**Next Meeting:**

**Signatures:**

\_\_\_\_\_  
*Administrator/Supervisor*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Unit representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Assistant Superintendent

**Bethlehem Central School District**  
**Administrator/Supervisor Total Composite Score**

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*Administrator/Supervisor* **Date**

**Probationary:**\_\_\_\_\_

**Tenured:**\_\_\_\_\_

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**Building/ Department**

|           | <b>Component Item of Score<br/>Points Earned</b>  | <b>Possible Points</b> |             |
|-----------|---|------------------------|-------------|
| <b>1.</b> | <b>Goal Proposal &amp; Goal Attainment</b>        | <b>20</b>              |             |
|           |   |                        |             |
| <b>2.</b> | <b>Leadership &amp; Management</b>                |                        |             |
|           | <b>ISLLC Standards Evaluation<br/>Rubric</b>      | <b>40</b>              |             |
|           | <b>Option 1: Structured Feedback</b>              | <b>XXXX</b>            | <b>XXXX</b> |
|           | <b>Option 2: Independent Consultant</b>           | <b>XXXX</b>            | <b>XXXX</b> |
|           | <b>Option 3: Review of school records</b>         | <b>XXXX</b>            | <b>XXXX</b> |
|           |   |                        |             |
|           | <b>Total Points for Local Measures<br/>Earned</b> | <b>60</b>              |             |
|           |   |                        |             |
| <b>3</b>  | <b>State Assessments Scores</b>                   | <b>20</b>              |             |
|           |   |                        |             |
| <b>4</b>  | <b>Local Assessments Score</b>                    | <b>20</b>              |             |
|           |   |                        |             |
|           | <b>Total Composite Score</b>                      | <b>100</b>             |             |

**Comments:**

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Administrator/Supervisor Signature Date

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Superintendent Signature Date

