



FREEPORT PUBLIC SCHOOLS

Annual Professional Performance
Review (APPR)
(Part 30-2)

Teachers' Evaluation Handbook

Freeport Public Schools
Freeport, New York

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Preface

The most important tool a school district possesses to assist with the growth and development of all staff is a well developed, annually reviewed supervision and evaluation process. Such a process will lead to improved performance and ultimately enhance student achievement. This supervision and evaluation process does not stand alone; rather it incorporates the continuing cycle of recruitment, hiring, orientation, mentoring and professional development. When each part is successfully carried out, it should result in greater knowledge and skills and improved student learning.

Supervision is defined as any process that is used to improve instruction, which results in increased student achievement. A teacher will work with his/her supervisor to develop a plan, linked to the District Goals, the school's improvement plan and reflective of student achievement data. The year-long supervision process, the *Annual Professional Performance Review (APPR)*, leads to a summative evaluation. The end-of-year Summative Evaluation Report makes a statement regarding the teacher's performance.

A supervision and evaluation process that is both challenging and effective with teachers is based on research and best practices. This process will be reviewed annually, as well as on an as needed basis by the APPR committee and guided by the District's vision, mission, values and goals, as well as fair and ethical implementation will help to develop a culture of high expectations for all. The outcome of this process is that it lends itself to self-reflection, reflection among peers and worthwhile discussions between the principal and teacher and will lead to improved learning for students.

Philosophy

The supervision and evaluation process is the Freeport Public School District's primary method of quality control and educational improvement. The evaluation process is based on mutual trust and confidence. It is one of the few processes that impact every teacher, thereby affecting the education of every student in the district.

In order to accomplish this purpose, we have developed the *APPR Handbook* based on the following criteria:

- Clear, consistent review of criteria aligning to State and Federal Standards
- Ensure professional personnel members input to the process
- Multiple measures tied to the performance of District/school goals
- Increase responsibility for self improvement
- Provide support and resources to professional personnel

The District's supervision and evaluation process is aimed at improving effective communication and enhancing dialogue between teacher and administrators ultimately improving the quality of education for all students.

Mission Statement

The primary purpose of our school system is to teach all children how to learn and to foster in each child the desire for life-long learning. We are committed to providing the means for cultural, intellectual, emotional, ethical, social and physical growth and an appreciation for

cultural and ethnic diversity, which will assist every individual to become an informed and productive participant in our democratic society.

Vision Statement

The vision of the Freeport Public Schools is to inspire in all the desire to learn and succeed. Our schools will be safe learning communities that celebrate our achievements and encourage active partnerships with families and the entire community. We will empower students to embrace the challenges and opportunities of the future.

Value Statements

1. We will treat each other in a professional and ethical manner.
2. We will *Keep Our Eyes on the Prize*, holding a “child-first” attitude.
3. We will focus on Teaching and Learning while managing the distractions.
4. We will provide high-quality professional development.
5. We will strive for excellence in instruction resulting in student mastery.

DRAFT

APPR Overview

Pursuant to sections 101, 207, 215, 305, 3012-c of the Education Law and Chapter 103 of the Laws of 2010, and the new Paragraph (1) of subdivision (o) of section 100.2 of the Regulations of the Commissioner of Education effective July 1, 2011.

I. Performance Review of Teachers

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

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

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

IV. Evaluation Statement

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

1. Rating Scale

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

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

1. **Student Growth** on State assessments or other comparable measures in English Language Arts and Mathematics in grades four through eight for general education, students with disabilities and English Language Learners. (0-20 points for the 2011-2012 school year and in subsequent school years for those grades/subjects where there is no value-added growth model approved by the Board of Regents, and 0-25 points for the 2012-2013 school year and thereafter for those grades/subjects where a value-added growth model is approved by the Board of Regents) **Student Growth** means the change in student achievement for an individual student between two or more points in time. **Student Percentile Score** shall mean the result of a statistical model that calculates each student's change in achievement between two or more points in time on a State assessment or other comparable measure and compares each student's performance to that of similarly achieving students.

2. **Locally selected measures of Student achievement** (0-20 points for the 2011-2012 school year and in subsequent school years for those grades/subjects where there is no value-added growth model approved by the Board of Regents, and 0-15 points for the 2012-2013 school year and thereafter for those grades/subjects where a value-added growth model is approved by the Board of Regents). The North Western Evaluation Association (NWEA) and other District created assessments comparable with State Learning Standards will be used for the Locally Selected Growth or Achievement score.

3. **Other Measures of Effectiveness**

New York State guidelines state that other measures will be based on state requirements, as follows:

- + Multiple measures
- + At least a majority (31) of the 60 points shall be based on multiple (at least 2) classroom observations by principal, or other trained administrator, at least one of which must be unannounced:
 - o Observations may be conducted in-person or using video
- + Any remaining shall be allocated to one or more of the following:
 - o One or more observations by trained evaluators independent of school
 - o Observations by trained in-school peer teachers
 - o Feedback from students and/or parents using state approved tools
 - o Structured review of lesson plans, student portfolios, and/or other teacher artifacts
- + Any remaining teaching standards not addressed in classroom observation must be assessed at least once a year

The Freeport Public Schools have designated the Other Measures of Effectiveness, as follows: The Other measures of teacher's effectiveness (0-60

points for the 2011-2012 school year and thereafter) will be based on New York State Teaching Standards.

New York State Teaching Standards for Assessing Teacher Performance

- I. **Knowledge of Students and Student Learning (10 points)** – Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.
- II. **Knowledge of Content and Instructional Planning (10 points)** – Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.
- III. **Instructional Practice (15 points)** – Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
- IV. **Learning Environment (10 points)** – Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
- V. **Assessment for Student Learning (5 points)** – Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
- VI. **Professional Responsibilities and Collaboration (5 points)**– Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.
- VII. **Professional Growth –(5 points)**- Teachers set informed goals and strive for continuous professional growth.

4. Rating Scores: A teacher shall be deemed to be:

- I. **Overall Composite Rating Score:**
 - a. **Highly Effective** if they achieve a composite effectiveness score of 91-100
 - b. **Effective** if they achieve a composite effectiveness score of 75-90
 - c. **Developing** if they achieve a composite effectiveness score of 65-74.
 - d. **Ineffective** if they achieve a composite effectiveness score of 0-64.
- II. **Subcomponent Ratings (for State Assessments or Locally Selected Measures):**
 - a. **Highly Effective** 19-20
 - b. **Effective** 17-18
 - c. **Developing** 15-16
 - d. **Ineffective** 0-14
- III. **Other measures of Teacher Effectiveness (Scoring Range to be determined by District to total 60 points):**

- a. **Highly Effective** 59-60
- b. **Effective** 57-58
- c. **Developing** 49-56
- d. **Ineffective** 0-48

Table 1. Subcomponent and Composite Scoring Ranges

Level (There is no value-added measure)	Student Growth or Comparable Measures	Locally Selected Growth or Achievement (NWEA)	Other Measures of Effectiveness (60 Points)	Overall Composite Score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	49-56	65-74
Ineffective	0-2	0-2	0-48	0-64

Table 2

Level (Where value-added Growth Measure Applies)	Student Growth or Comparable Measures	Locally Selected Growth or Achievement (NWEA)	Other Measures of Effectiveness (60 Points)	Overall Composite Score
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	75-90
Developing	3-9	3-7	49-56	65-74
Ineffective	0-2	0-2	0-48	0-64

5. Evaluator

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

6. Evaluator Training

- a. Freeport Public School District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual’s performance review. Evaluator training will be conducted by certified Nassau BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended SED model certification process incorporating per the 3012c regulations. This training will include the following Requirements for Lead Evaluators:

- i. New York State Teaching Standards and their related elements performance indicators
 - ii. Evidence-based observation techniques that are grounded in research
 - iii. Application and use of Student Growth Percentile and Value Added Growth Model data
 - iv. Application and use of the State-approved teacher rubrics
 - v. Application and use of any assessments tools used to evaluate teachers
 - vi. Application and use of State-approved locally selected measures of student achievement (NWEA)
 - vii. Use of Statewide instructional Reporting System
 - viii. Scoring methodology used to evaluate teachers
 - ix. Specific considerations in evaluating teachers of ELLS and students with disabilities
 - x. Training methodology to ensure inter-rating reliability
- b. Evaluation Team: the team consists of those persons who may be involved in the input/evaluation process of the teacher.
 - c. Periodic in-service sessions will be conducted to familiarize all members of the evaluation team with the procedures and materials used in the system.
 - d. Simulation will be used to provide common, controlled experiences for sharpening skills. Educational materials will be drawn from several sources. Subsequent workshops should be built on relevant operational experiences of observers/evaluators.

1. Goal Setting

By September 15th of the school year, the teacher will have worked with his/her supervisor to complete a *Teacher Goal-Setting Plan (TGSP)*, linked to the school's improvement plan and based on student achievement data. In the goal-setting process, the teacher will identify at least one annual goal for improving student learning, which is *specific, measurable, attainable and realistic*.

The TGSP process should include but is not necessarily limited to the following:

- Review relevant data;
- Analyze data selected to determine student and teacher needs;
- Interpret data looking for patterns or areas of weakness;
- Determine the areas of need based upon these concrete data sources; and
- Select a focus for the goal(s).

In addition to the school improvement plan, the following are examples of relevant data sources that may be used in the TGSP process:

STUDENT LEARNING

- Grades/Standardized Tests
- Teacher Surveys
- Portfolios
- Activity Logs

INSTRUCTIONAL COMPETENCE

- *Supervisor Observation*
- *Alternative Evaluation Tools*
- *Portfolios*
- *Activity Logs*

- Parent Surveys
- Student Surveys/Self Reporting
- Parent/Teacher Conferences
- *Parent and Student Surveys*
- *Teacher Surveys/Self Reporting*
- *Teacher Groups*

The teacher will work to identify areas of student performance and instruction that require improvement. Once patterns are identified, the teacher selects area(s) that he/she would like to improve for both him/her and his/her students. The overarching purpose of these steps is to identify and define a baseline performance goal(s) for teacher and his/her students. The actual goal-setting (baseline data, demographics, content area, goal statement, strategies for improvement, end-of-year data/results) involves the following:

- Define a clear objective
 - Use baseline data, demographics and content area
 - Set a measurable target (e.g., percentage point)
- Select assessment strategies that are aligned with the goal
 - Collect pre and post data
 - Analyze student learning using multiple measures
- End-of-year
 - Reflect on end-of-year data results

The annual goal-setting process enables the supervisor to make a more comprehensive assessment of the teacher's performance.

2. Formative Observation Report

In the area of supervision, the observation report for teacher calls for statements as outlined in the *Components for Assessing Performance* (knowledge of content and instructional planning, instructional practice learning environment, assessment for student learning, professional responsibilities and collaboration, and professional growth). The supervisor is expected to comment on what is observed in each category and then make appropriate recommendations, when necessary. In completing this form, it is recommended that supervisors refer to the sections in the manual which describe the rubrics of effective instruction for each category. The supervisor is expected to make a statement regarding student learning and an overall rating. The teacher signs the report and at that time receives a copy. Additionally, he/she has the opportunity to make comments. The teacher's signature does not connote agreement, but rather attests to the fact that he/she has read and received the completed report.

3. Pre-Observation Conference

The supervisor will notify the teacher at least five (5) school days before the Formative Observation. The pre-observation conference will be scheduled two (2) to three (3) days

prior to the actual Formative Observation. At this (face-to-face) conference, the teacher is required to bring his/her written plan for the lesson/area to be observed. This lesson/area plan becomes part of the Formative Observation document. The evaluator-teacher discussion will include but not limited to:

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

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

7. Post Observation Conference

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

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

Timeline for Feedback

- The post-observation conference will be held within five (5) school days of date of observation.
- A written report of the observation will be given to the teacher within ten (10) school days of the observation.
- If the administrator does not adhere to the above timeline, without any extenuating reasons, then the District and the Freeport Teachers Association will agree that the observation is null and void.

8. Non-Scheduled Visitation

The non-scheduled visitation form has been developed to facilitate the supervisory program. A supervisor will visit for a short period of time (minimum of five minutes) and may make comments/suggestions on the visitation by filling out the Non-Scheduled Visitation form.

9. End-of-Year: Summative Evaluation

Commissioner's Regulations require that all teachers be evaluated annually. The end-of-year *Summative Evaluation* should be completed for all teachers and a conference held by the end of the required period of time. When teacher receive a *developing* or *ineffective* rating, evidence must be given. Those comments will come from claims and/or judgments that are backed by evidence through supporting documentation. Commendations may also be written under the *evidence* section.

Time line for feedback:

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

10. Observation Frequency

Non-tenured teachers:

- Scheduled Formative Observation..... Two (2) to six (6) annually
- Non-Scheduled Visitation..... At least one
- End-of-year Summative Evaluation..... Annually (by Sept. 1st)

Tenured teachers (not on TIP):

- Scheduled Formative Observation..... One (1) to three (3) annually
- Non-Scheduled Visitation..... At least one
- End-of-year Summative Evaluation..... Annually (by Sept. 1st)

11. Routing Procedures

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

12. Professional Data Form

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

III. Teacher Improvement Plan (Tenured Staff)

The principal, in consultation with the assistant principal, director and/or coordinator, shall evaluate a teacher as unsatisfactory based upon a preponderance of evidence in the scheduled and non-scheduled classroom observations, as well as the summative evaluation consistent with the categories of the rubrics found in the *Supervision and Evaluation Handbook*.

A teacher receiving an overall rating of *developing* or *ineffective* on the summative evaluation, in consultation with the supervisor, shall develop a ***Teacher Improvement Plan (TIP)***.

A ***Teacher Improvement Plan (TIP)*** will be required for any teacher who receives an overall rating of *developing* or *ineffective* on the *Summative Evaluation*. The building administration, in consultation with the teacher, shall develop this plan. The teacher has the option of seeking a **trained** teacher colleague to assist in the planning and implementation of the TIP. The TIP is designed to assist the teacher and is not to be construed as either a punishment or a reprimand. A completed TIP must be developed no later than 10 school days after the opening of classes for the school year following the school year for which the teacher has received a rating of *developing* or *ineffective*. Any

teacher receiving a partial summative score (20% local plus 60% Other Measures) of 54 points or less must start the TIP process with his/her principal by the end of business on the last day of school.

At a minimum, an improvement plan should be a written document that includes areas for improvement, recommendations for improving those areas, supports available to the teacher and the monitoring system.

1. The **Areas for Improvement** section spells out to the teacher member exactly which areas of performance are in need of improvement. The statements should relate directly to the District's *Components for Assessing Performance*. This section describes those areas in such a way that the teacher and administrator understands what is not happening and should be happening.
2. The **Action Plan** section explains what the teacher is expected to do to overcome the concerns identified in the **Areas for Improvement** section. Activities may include, but not limited to:
 - ✓ Attendance at workshops, courses and or conferences that address the targeted needs of the teacher
 - ✓ Modeling experiences in which the teacher will have the opportunity to:
 - Visit and observe teacher who have expertise in the targeted needs
 - Observe demonstration by teacher who has expertise in targeted needs.
 - Participate in co-assignments with teacher who has expertise in the targeted needs.
 - ✓ Role-playing opportunities to practice desired new behaviors or skills in a restricted environment before applying it.
 - ✓ Taping and reviewing the teacher's performance

This section will also include the resources (people, materials, workshops, etc) that are available to assist the teacher in his/her efforts to improve. The frequency of teacher observations will be no less than that of tenured teachers not on TIP.

3. The **Timeline for Completion** section describes how progress on the plan will be measured. It should include the pattern and approximate time lines for observations, conferences, and interim and final reports. The teacher and supervisor shall meet on a bi-monthly basis, beginning in September, no later than the last day of the month, to discuss the impact of the improvement activities on the Teacher's professional performance. The supervisor, using the Formative Observation, will review the teacher's performance. By the last day of school, the teacher will receive a Summative Evaluation for the 80% (20% local and 60% Measures of Effectiveness).
4. The **Evidence** section will include a description of the progress or completion of each Action step.

Appeal Process

VII. Appeals of Annual Performance Evaluation Procedures

The following appeal process was negotiated between the Freeport School District and the Freeport Teachers Association on _____ for tenured teachers who have been rated “ineffective” for two consecutive years.

Appeal of Teacher Evaluation

- a. The second consecutive “ineffective” annual evaluation shall be presented to a teacher at a meeting between the administrator and the teacher by September 1st.
- b. Within five (5) business days of the receipt of the final annual summative from the administrator, the teacher may appeal the summative evaluation, in writing to the building administrator. The appeal must be hand delivered to the building administrator, and the administrator must date and time stamp it.
- c. The written appeal shall articulate in detail the basis of the appeal to the building administrator. As set forth in Section 3012-c of the Education Law, the evaluated teacher may only challenge;
 - i. the school district’s adherence to the standards and methodologies required for such review pursuant to Section 3012-c of the Education Law;
 - ii. the school district’s adherence to the Regulations of the Commissioner and compliance and/or implementation of the terms of the administrator’s improvement plan.
 - iii. the school district’s adherence to the timelines as outlined in the APPR document
- d. Within five (5) business days of receipt of the appeal, the building administrator shall render his or her determination, in writing, with respect to the appeal. These time frames may be extended by mutual agreement of the parties.
- e. If the appeal is not settled at step d, or an answer has not been received by the teacher in the given time specified in step d, the teacher may within five business days submit the same in writing to the Committee on Appeals. This committee shall consist of the Assistant Superintendent of Personnel or designee, the Assistant Superintendent of Curriculum or designee, the FTA President or designee, the FTA Grievance Chairperson, or a designee of the President, on the part of the Union. A fifth person will be chosen randomly from a pool of two administrators and two FTA members. The committee will meet for the purpose of resolving the appeal with the following two exceptions:

- a. Exception 1: If a second consecutive summative evaluation results in an ineffective rating and the administrator does not meet two or more deadlines, without any extenuating reasons, then the District and the Freeport Teachers Association will agree not to move forward with the 3020-a process. The TIP plan will remain in effect for another year.
- b. Exception 2: If any part of the TIP plan is not successfully administered then no part of the second ineffective evaluation can be used in any future 3020-a action.
- f. The committee will meet and render its decision within ten school days of notification of the appeal.
- g. If the committee fails to resolve the appeal, the appeal will be forwarded to the Superintendent of Schools or designee who will have ten school days to render a decision.
- h. The decision of the Superintendent of Schools or designee shall not be grievable, arbitrable, or reviewable in any other forum.
- i. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law section 3020-a.
- j. Performance ratings of “ineffective” are the only ratings subject to appeal. Teachers who receive a rating of “highly effective”, “effective” or “developing” shall not be permitted to appeal their rating. Teachers are permitted to attach a rebuttal.
- k. Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district’s issuance and/or implementation of the terms of a teacher’s improvement plan.

V. Data Management

Freeport will work with Nassau BOCES and SED to develop a process that aligns its Student Information System (School Tools), TEACH, and Pentamation 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.

Freeport will work the Nassau BOCES and SED to develop a process that aligns its SIS, TEACH, and Pentamation systems for reporting to SED the individual subcomponent scores and the total composite effectiveness score for each applicable educator.

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

Also, Freeport will work with the Nassau BOCES, SED, and the regional testing center to ensure that all testing materials are placed in a safe/vault and access to these materials will be restricted. All test booklets will be stored in a sure location under lock and key. All test booklets, both used and unused, all scoring keys and rating guides, and all student answer papers will be secured during the entire test administration and make-up period designated by SED This will ensure that 3-8 assessments are not disseminated to students before administration and principals do not have a vested interest in the outcome of the assessments they score.

Freeport will work with Nassau BOCES’ Instructional Support Division to facilitate the secure scoring of all 3-8 assessments to help ensure that principals do not have a vested interest in the scoring process.

Glossary

Administrator/Supervisor: The person who is responsible for the management for the organization within which the teacher works, who usually is in charge of the evaluation of the teachers, and who is accountable for the quality of learning and for insuring that teachers have, to the extent possible, the resources needed to perform their duties and professional responsibilities

Data: The information and evidence gathered during the assessment process for use in determining the level of performance.

Evaluation Team: Persons who may be involved in the input/evaluation process for teachers

Formative/Formal Evaluation: An evaluation conducted primarily for the purpose improving the teacher through identifying his/her strengths or weaknesses and for which the teacher can prepare.

Formative Evaluation Report: Document on which to record data following the formal observation

Non-Scheduled Visitation: An evaluation activity of the teacher with little or no advance notice.

Pre-Observation Conference: Face-to-face meeting, prior to the formal observation, between the evaluator and the teacher to discuss the lesson/activity to be observed.

Summative Evaluation: An assessment conducted primarily to determine the year-long progress of Teacher

Summative Evaluation Report: Document containing the results of the progress which has been made toward the achievement of a predetermined objective.

References

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New York State Learning Standards NYSUT Rubrics

Standard I: Knowledge of Students and Student Learning

	Indicators	Ineffective	Developing	Effective	Highly Effective	Score
1A.	<i>Describes developmental characteristics of students</i>	Teacher is unable to describe orally or in writing the developmental characteristics of the age group.	Teacher describes orally and in writing some knowledge of the developmental characteristics of the age group.	Teacher describes orally and in writing an accurate knowledge of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, teacher describes orally and in writing the extent to which individual students follow the general patterns and how 21st Century Skills fit into this knowledge base.	
1B.	<i>Creates developmentally appropriate lessons</i>	Teacher does not create lessons that are developmentally appropriate or that address individual student learning needs.	Teacher creates lesson plans that are generally appropriate to the developmental needs of students and meet the student learning needs of groups of students.	Teacher creates lesson plans that are appropriate to the developmental needs of students and meet the student learning differences and needs of groups of students.	Teacher creates lesson plans that are appropriate to the developmental needs of students and meet the student learning differences and needs of each individual student.	
2A.	<i>Uses strategies to support learning and language acquisition</i>	Teacher designs lessons with few strategies that support student learning and language acquisition needs. Teacher does not adjust instruction.	Teacher designs lessons to include some instructional strategies that support the learning and language acquisition needs of some students. Teacher is able to adjust instruction by implementing one or two additional strategies.	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of most students. Teacher is able to adjust instruction by adapting and/or adding strategies to meet the needs of specific students.	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of each student. Teacher is able to adjust instruction by adapting and/or adding strategies to meet the needs of specific students. Students suggest specific strategies that help them achieve the outcomes of the lesson and teacher supports the students' suggestions.	
2B.	<i>Uses current research</i>	Teacher is unable to cite current research to explain instructional decisions.	Teacher cites limited or dated research to explain instructional decisions.	Teacher cites current research to explain instructional decisions.	Teacher cites current research to explain instructional decisions and seeks out additional research to inform practice.	
3A.	<i>Meets diverse learning needs of each student</i>	Teacher does not vary or modify instruction to meet diverse learning needs of students.	Teacher varies or modifies instruction to meet the diverse learning needs of some students.	Teacher varies or modifies instruction to meet the diverse learning needs of most students.	Teacher varies or modifies instruction to meet the diverse learning needs of each student. Students suggest ways in which the lesson might be modified to advance their own learning and teacher acknowledges the suggestion.	
3B.	<i>Plans for student strengths, interests, and experiences</i>	Teacher does not plan instruction to address the strengths, interests, and experiences of students.	Teacher plans instruction to address the strengths, interests, and experiences of some students.	Teacher plans instruction to address the strengths, interests, and experiences of most students.	Teacher plans instruction to address the strengths, interests, and experiences of each student and is able to adapt the lesson as needed.	
4A.	<i>Communicates with parents, guardians, and/or caregivers.</i>	Teacher does not communicate directly with student's parents, guardians, and/or caregivers to enhance student learning and/or does not accommodate the communication needs of the family.	Teacher occasionally communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is occasionally modified to meet the needs of the family.	Teacher regularly communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is frequent and uses multiple modes of contact to accommodate the needs of the family.	Teacher communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Multiple modes of contact are used to accommodate the needs of the family. Students and parents/guardians initiate communication.	
5A.	<i>Incorporates the knowledge of school community and environmental factors</i>	Teacher does not incorporate knowledge and understanding of the school community when designing or implementing instruction.	Teacher incorporates general knowledge of the school community when planning and implementing instruction.	Teacher incorporates detailed and specific knowledge of the school community when planning and implementing instruction reflecting a deep understanding of the school community.	Teacher incorporates detailed and specific knowledge of the school community when planning and implementing instruction, reflecting a deep understanding of the school community. Teacher continuously seeks additional information to impact instruction.	

5B.	<i>Incorporates multiple perspectives</i>	Teacher does not consider students' personal and family experiences when discussing content.	Teacher considers students' personal and family experiences when discussing content by incorporating more than one perspective.	Teacher considers students' personal and family experiences when discussing content by incorporating multiple perspectives.	Teacher considers students' personal and family experiences when discussing content by incorporating multiple perspectives. Students are supported by the teacher to share their personal perspective as it relates to the content.	
6A.	<i>Understands technological literacy</i>	Teacher does not use available technological tools or a variety of communication strategies to engage students or assist them in becoming critical users of quality information. Teacher's knowledge of 21st Century Skills is rudimentary. Teacher is unaware of 21st Century Skills.	Teacher uses available technological tools and communication strategies to engage some students and/or to assist them in becoming critical users of quality information.	Teacher uses available technological tools and communication strategies to engage most students, and to assist them in becoming critical users of quality information. Teacher's knowledge of 21st Century Skills is current and embedded in the communication strategies.	Teacher uses available technological tools and communication strategies to engage each student. Teacher's knowledge of 21st Century Skills is current and embedded in the communication strategies. Students contribute to the variety of technological strategies used to engage them in their own learning and become critical users of quality information.	

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Standard II: Knowledge of Content and Instructional Planning

	Indicators	Ineffective	Developing	Effective	Highly Effective	Score
1A.	<i>Understands key concepts and themes in the discipline</i>	Teacher does not understand key concepts or themes in the discipline.	Teacher has a rudimentary understanding of key concepts and/or themes in the discipline.	Teacher understands key concepts and themes in the discipline and can relate them to one another.	Teacher understands key concepts and themes in the discipline and how they relate within and outside of the discipline.	
1B.	<i>Understands key disciplinary language</i>	Teacher does not understand the importance of students using and comprehending key disciplinary language.	Teacher understands the importance of students using and comprehending key disciplinary language.	Teacher understands the importance of students being cognitively engaged in their use and comprehension of key disciplinary language.	Teacher understands the importance of students being cognitively engaged in the use and comprehension of key disciplinary language in order to enrich learning experiences in the discipline.	
1C.	<i>Uses current developments in pedagogy and content</i>	Teacher is not current on content-related pedagogy.	Teacher has a limited understanding of current content-related pedagogy.	Teacher understands current content-related pedagogy.	Teacher understands current content-related pedagogy and seeks out new developments to enhance performance.	
1D.	<i>Understands learning standards</i>	Teacher does not understand the learning standards.	Teacher has a limited understanding of the learning standards.	Teacher understands the learning standards and relates standards to one another.	Teacher understands the learning standards, relates standards to one another, and connects them to 21st Century Skills.	
2A.	<i>Incorporates diverse social and cultural perspectives</i>	Teacher does not plan instruction that facilitates students' ability to develop diverse social and cultural perspectives. Instruction is not aligned with 21st Century Skills.	Teacher plans some instruction to facilitate students' ability to develop diverse social and cultural perspectives. Instruction may or may not be aligned with 21st Century Skills.	Teacher plans most instruction to facilitate students' ability to develop diverse social and cultural perspectives. Teacher incorporates perspectives from a variety of disciplines and embeds interdisciplinary skills in instruction to align with 21st Century Skills.	Teacher plans all instruction to facilitate students' ability to develop diverse social and cultural perspectives. The perspectives are connected to a sequence of learning both in the discipline and related disciplines and align with 21st Century Skills.	
2B.	<i>Incorporates individual and collaborative critical thinking and problem solving</i>	Teacher does not provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher provides occasional opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher provides frequent opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st Century Skills. The teacher models effective interpersonal skills.	Teacher provides ongoing opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st Century Skills. The teacher models and encourages effective use of interpersonal skills to build student capacity for collaboration.	
2C.	<i>Incorporates disciplinary and cross-disciplinary learning experiences</i>	Teacher does not create learning experiences for students to apply disciplinary and cross disciplinary knowledge to personal experiences and real world problems.	Teacher creates occasional learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.	Teacher creates regular learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.	Teacher creates regular opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems. Teacher seeks student input prior to planning such learning experiences.	
3A.	<i>Designs instruction to meet diverse learning needs of students</i>	Teacher does not use a range of instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of students.	Teacher uses few differentiated instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of students. Teacher plans an alternate strategy to adapt instruction if needed.	Teacher uses several differentiated instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of students with some differentiation for different groups of students and awareness of 21st Century Skills. Teacher plans several alternate strategies to adapt instruction as needed.	Teacher uses several differentiated instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of all students. Instruction is differentiated, as appropriate, for individual learners and incorporate 21st Century Skills. Teacher plans alternate strategies to adapt instruction in anticipation of various levels of student understanding.	
3B.	<i>Designs learning experiences that connect to students' life experiences</i>	Teacher does not make connections between content and students' life experiences or the connections are insensitive and/or inappropriate.	Teacher attempts to make connections between the content and students' life experiences; some connections may be inappropriate.	Teacher makes frequent, appropriate connections between the content and students' life experiences.	Teacher makes frequent and appropriate connections between the content and students' life experiences. Teacher includes suggestions offered by students.	
3C.	<i>Designs self-directed learning experiences</i>	Teacher does not design learning experiences that engage students in self-directed learning.	Teacher designs limited learning experiences that engage students in self-directed learning.	Teacher designs frequent learning experiences that engage students in challenging, self-directed learning.	Teacher designs frequent learning experiences that engage students in challenging, self-directed learning. Teacher seeks student input in the design of such experiences.	
4A.	<i>Aligns learning standards</i>	Teacher does not design learning experiences that are aligned with learning standards.	Teacher designs some learning experiences that are aligned with learning standards.	Teacher designs most learning experiences that are aligned with learning standards.	Teacher designs all learning experiences that are aligned with learning standards.	
4B.	<i>Articulates learning objectives/goals with learning standards</i>	Teacher is unable to articulate how learning objectives are aligned with learning standards and/or how students will achieve the learning goals.	Teacher is able to articulate how some learning objectives are aligned with learning standards and has designed some opportunities for students to achieve the learning goals.	Teacher is able to articulate how the learning objectives align with learning standards and includes several different opportunities for students to achieve the learning goals including application of 21st Century Skills.	Teacher is able to articulate how the learning objectives are aligned with learning standards and includes several different opportunities for students to achieve the learning goals including application of 21st Century Skills. Students suggest additional ways in which to demonstrate their learning.	

5A.	<i>Designs instruction using current levels of student understanding</i>	Teacher does not use students' responses to questions, discussion or other work nor considers possible misconceptions when planning instruction.	Teacher uses students' responses to questions, discussion or other work, and may or may not consider common misconceptions when planning instruction.	Teacher uses students' responses to questions, discussion, and other work, and considers common misconceptions when planning instruction.	Teacher uses individual students' responses to questions, discussion, and other work, and routinely considers common misconceptions when planning instruction.	
5B.	<i>Designs learning experiences using prior knowledge</i>	Teacher does not design learning experiences that connect students' prior content knowledge to new learning.	Teacher designs some learning experiences that connect prior content knowledge to new learning.	Teacher designs learning experiences that connect prior content knowledge to new learning within and across disciplines.	Teacher designs learning experiences that connect prior content knowledge to new learning. Teacher plans opportunities for students themselves to make connections to prior learning within and across disciplines.	
6A.	<i>Organizes physical space</i>	Teacher does not plan the use of physical space to meet learner needs and curricular goals.	Teacher plans the use of physical space to meet some learner needs and curricular goals.	Teacher plans the use of physical space to meet all learner needs and curricular goals.	Teacher plans the use of physical space to meet all learner needs and curricular goals. Teacher acknowledges student suggestions for physical space.	
6B.	<i>Incorporates technology</i>	Teacher does not understand how technology can enhance student learning or chooses not to use technology even when aware of the benefits.	Teacher occasionally incorporates available technology in lessons to enhance student learning or technology is used for communication and relatively rote activities.	Teacher regularly incorporates available technology in lessons to enhance student learning. Technology is used to extend and apply learning in the lesson beyond communication and completion of classroom assignments.	Teacher regularly incorporates available technology in lessons to enhance student learning. Technology is used to support complex understanding of subject matter.	
6C.	<i>Organizes time</i>	Teacher does not consider time allocations to achieve learning goals.	Teacher considers time allocations but those times may be either too long or too short to achieve the learning goals.	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time. Students may request additional or less time to achieve learning goals.	
6D.	<i>Selects materials and resources</i>	Teacher is unaware of curricular materials and resources that align with student learning standards or is aware but chooses not to use or adapt materials and resources to meet diverse learning.	Teacher selects curricular materials and resources that align with student learning standards. Teacher occasionally adapts materials and resources to meet diverse learning needs.	Teacher selects curricular materials and resources that align with student learning standards. Teacher regularly adapts materials and resources to meet diverse learning needs.	Teacher selects a variety of curricular materials and resources that align with student learning standards. Teacher regularly adapts materials to meet diverse learning needs and seeks out additional materials and resources to support student learning.	

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Standard III: Instructional Practice

	Indicators	Ineffective	Developing	Effective	Highly Effective	Score
1A.	<i>Aligns instruction to standards</i>	Teacher does not implement learning experiences that are aligned with learning standards.	Teacher implements some learning experiences that are aligned with learning standards.	Teacher implements most learning experiences that are aligned with learning standards.	Teacher implements all learning experiences that are aligned with learning standards.	
1B.	<i>Uses research-based instruction</i>	Teacher does not use research-based instructional practices.	Teacher uses some research-instructional practices.	Teacher uses multiple research-based instructional practices.	Teacher uses multiple research-based instructional practices. Teacher seeks out the newest research to deepen and expand instruction.	
1C.	<i>Engages students</i>	Teacher's instructional practices engage students at a low level of cognitive challenge. Students have little interaction with the teacher or with peers.	Teacher's instructional practices engage students at an insufficient level of cognitive challenge. Students have occasional opportunities to interact with the teacher and/or with peers.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement.	
2A.	<i>Provides directions and procedures</i>	Teacher directions and procedures are confusing to students. Teacher does not adjust explanation to meet student needs.	Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs.	Teacher directions and procedures are clear to students. Teacher adjusts explanations to meet student needs.	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students.	
2B.	<i>Uses questioning techniques</i>	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion.	Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion.	Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion.	Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Students formulate many questions to advance their understanding.	
2C.	<i>Responds to students</i>	Teacher ignores students' questions/comments and/or provides a response that shuts down student learning.	Teacher responds to some students' questions/comments. Response gives students the answer rather than challenge student thinking	Teacher responds to students' questions/comments. Responses challenge student thinking.	Teacher and students respond to students' questions/comments. Responses challenge all students' thinking.	
2D.	<i>Communicates content</i>	Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language contains errors. Graphic methods are not used or used ineffectively.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Graphic methods are used occasionally.	Teacher's spoken and written language is clear and correct. Graphic methods are used regularly to enhance content understanding.	Teacher's spoken and written language is correct and expressive. Graphic methods are used regularly to enhance content understanding. Students offer their own graphic representation of the content.	
3A.	<i>Establishes high expectations</i>	Teacher articulates low expectations for most or all students.	Teacher articulates moderate expectations for most or all students or articulates different expectations for different groups of students.	Teacher articulates high expectations for all students.	Teacher articulates high expectations for all students, and differentiates instruction to ensure that all students meet the expectations.	
3B.	<i>Articulates measures of success</i>	Teacher does not articulate how success will be measured; students are unaware of the criteria for success.	Teacher articulates how success will be measured; students may be confused about the criteria for success.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria as a guide.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria and exemplars as models. Students have created or analyzed the success criteria with the teacher.	
3C.	<i>Implements challenging learning experiences</i>	Teacher does not challenge or support all students through instructional strategies, learning experiences and/or resources.	Teacher attempts to challenge and support all students through instructional strategies, learning experiences and/or resources, but efforts are ineffective or limited.	Teacher persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, learning experiences, and resources.	Teacher persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, experiences, and resources, soliciting additional resources from colleagues and/or the community.	
4A.	<i>Differentiates instruction</i>	Teacher uses instructional strategies that are not appropriate to students or to instructional purposes, and do not motivate or cognitively challenge students.	Teacher uses only some instructional strategies that are appropriate to students or to the instructional outcomes. Some strategies motivate and represent a moderate cognitive challenge.	Teacher uses instructional strategies that are appropriate to all students and to the instructional outcomes, and strategies motivate and represent significant cognitive challenge and promote an awareness of 21st Century Skills.	Teacher uses instructional strategies that motivate and engage all students in high level cognitive activities that reflect instructional outcomes, 21st Century Skills, and are differentiated, as appropriate, for individual and diverse learners.	
4B.	<i>Implements strategies for mastery of learning outcomes</i>	Teacher adheres rigidly to an instructional approach, even when a change is clearly needed to allow students to demonstrate mastery of learning outcomes.	Teacher attempts to incorporate instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes, with partially successful	Teacher incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes.	Teacher seamlessly incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes. Students suggest instructional strategies that will help them	

			results.		demonstrate their own learning.	
5A.	<i>Provides opportunities for collaboration</i>	The teacher provides few opportunities for students to collaborate with others.	The teacher provides occasional opportunities for students to collaborate with others from diverse groups and/or with opposing points of view.	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view.	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. Students themselves ensure that all voices and ideas are heard in the discussion.	
5B.	<i>Provides synthesis, critical thinking, and problem-solving</i>	Teacher provides few opportunities in written or oral format for students to synthesize, think critically, or problem solve. The teacher does not use the available technology to support instruction.	Teacher provides occasional opportunities in written or oral format for students to synthesize, think critically, and problem solve. Teacher and students use the available technology with limited effectiveness.	Teacher provides regular opportunities in written or oral format for students to synthesize, think critically, problem solve and to use available technology in alignment with 21st Century Skills.	Teacher provides regular opportunities in written or oral format for students to synthesize, think critically, problem solve and use available technology in alignment with 21st Century Skills. Students initiate collaborative, problem-solving opportunities.	
6A.	<i>Uses formative assessment</i>	Teacher does not use formative assessment during instruction and does not monitor student learning.	Teacher occasionally uses formative assessment. Teacher monitors student learning unevenly.	Teacher frequently uses formative assessment to immediately inform instruction. Teacher monitors the progress of students, using assessment data.	Teacher always uses formative assessment to immediately inform instruction. Teacher monitors the progress of individual students and uses a variety of formative assessments to adjust and differentiate instruction to meet individual needs.	
6B.	<i>Provides feedback during and after instruction</i>	Teacher's feedback to students is limited, infrequent and/or irrelevant.	Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students make use of the feedback in their learning.	
6C.	<i>Adjusts pacing</i>	Teacher does not use student progress to adjust the pace, focus, or delivery of instruction.	Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction.	Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction	Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.	

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Standard IV: Learning Environment

	Indicators	Ineffective	Developing	Effective	Highly Effective	Score
1A.	<i>Interactions with Students</i>	Teacher interaction with at least some students is inappropriate to the age or culture of the students. The classroom climate is not conducive to feeling accepted or free to take learning risks.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Only some students feel accepted and free to take learning risks	Teacher-student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Teacher creates a safe learning environment where students feel accepted and free taking learning risks.	Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individuals as well as groups of students. Teacher creates a safe learning environment where all students feel accepted and free taking learning risks.	
1B.	<i>Supports student diversity</i>	Teacher ignores diversity in the classroom and does not use it to support the learning environment.	Teacher acknowledges diversity in the classroom but is inconsistent in using it to enrich the learning environment.	Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment.	Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment. Students take initiative to respect and support diversity.	
1C.	<i>Reinforces positive interactions among students</i>	Teacher does not address student interactions that are inappropriate and disrespectful.	Teacher inconsistently addresses inappropriate student interactions.	Teacher ensures that student interactions are generally polite and respectful. Such interactions are appropriate to the age and cultures of the students.	Teacher ensures that students demonstrate respect for one another and monitor one another's treatment of peers. Students correct classmates respectfully when needed, and assume and demonstrate personal responsibility.	
2A.	<i>Establishes high expectations for achievement</i>	Teacher discourages students from expressing their ideas, and/or initiating their own learning and achievement.	Teacher inconsistently creates an environment where students express their ideas, take initiative and have high expectations for their own learning and achievement.	Teacher creates an environment where students are encouraged to express their ideas, take initiative and have high expectations for their own learning and achievement.	Teacher creates an environment where all students are expected to express their ideas, take initiative and have high expectations for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals.	
2B.	<i>Promotes student curiosity and enthusiasm</i>	Teacher conveys a negative attitude, suggesting that learning is not important or has been mandated. Students are not cognitively engaged in learning.	Teacher conveys importance of learning, but with little conviction and only minimal apparent buy-in by the students. Some students are cognitively engaged.	Teacher conveys enthusiasm for learning, and students demonstrate consistent commitment to its value. Students are cognitively engaged in appropriately challenging learning.	Teacher conveys genuine enthusiasm for learning. Students—through their curiosity, initiative, and active participation—demonstrate enthusiasm for learning. Students are cognitively engaged and striving to meet challenging learning goals.	
2C.	<i>Promotes student pride in work and accomplishments</i>	Teacher does not promote a sense of pride in student work or accomplishment. Students are not motivated to complete work or are unwilling to persevere.	Teacher inconsistently promotes a sense of pride in student work or accomplishment. Students minimally accept the responsibility to "do good work" but invest little of their energy into its quality.	Teacher consistently promotes a sense of pride in student work or accomplishment. Students accept the teacher's insistence on work of high quality and demonstrate perseverance.	Teacher consistently promotes a sense of pride in student work or accomplishment. Student work demonstrates innovation, flexibility, originality, and perseverance in their work.	
3A.	<i>Establishes expectations for student behavior</i>	The teacher has not established standards of conduct, or students are confused by the standards.	The teacher has established standards of conduct, and most students seem to understand them.	The teacher has established standards of conduct and they are clear to all students.	The teacher and students have established standards of conduct. They are clear to all students and appear to be internalized.	
3B.	<i>Establishes routines, procedures and transitions</i>	The teacher's routines, procedures, and transitions are chaotic, with much instructional time being lost between activities or lesson segments.	The teacher's routines, procedures, and transitions are somewhat efficient, resulting in some loss of instructional time.	Teacher's routines, procedures, and transitions occur smoothly, with little loss of instructional time. Students assume some responsibility under teacher direction.	Teacher's routines, procedures, and transitions are seamless, with students assuming responsibility in ensuring their efficient operation.	
3C.	<i>Establishes instructional groups</i>	Teacher's grouping results in students who are not working with the	Teacher's grouping results in students in only some groups being productively	Teacher's grouping results in small group work being well organized and most students	Teacher's grouping results in small group work being well-organized and students are productively	

		teacher, are not productively engaged in learning and/or exhibit disrespect to the teacher and/or other students.	engaged in learning while unsupervised by the teacher. Student behavior is generally appropriate but occasionally may reflect disrespect for one another.	are productively engaged in learning while unsupervised by the teacher. Student behavior is generally polite and respectful.	engaged at all times, with students assuming responsibility for productivity. Students work independently and collaboratively to accomplish goals. Student behavior is consistently polite and respectful.	
4A.	<i>Organizes the physical environment</i>	Teacher has not organized the physical environment to meet student learning needs, or the teacher makes poor or inequitable use of physical resources.	Teacher has organized the physical environment to adequately accommodate student learning needs. Available resources and technologies are accessible to most students. The resources may be adjusted for a lesson, but with limited effectiveness.	Teacher has organized the physical environment to accommodate all student learning needs. Available resources and technologies are equally accessible to all students. The resource arrangement supports the learning activities.	Teacher has organized the physical environment to accommodate all student learning needs. Available resources and technologies are equally accessible to all students. Students adjust the resources to advance their learning.	
4B.	<i>Manages volunteers and/or para-professionals</i>	Teacher does not effectively use the services and skills of available para-professionals and/or volunteers.	Teacher attempts to use the services and skills of available paraprofessionals and/or volunteers with limited effectiveness.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers, and supports their contributions to a productive learning environment.	
4C.	<i>Establishes classroom safety</i>	Teacher does not know, or knows but does not implement classroom safety procedures.	Teacher inconsistently implements classroom safety procedures.	Teacher consistently implements classroom safety procedures.	Teacher knows and implements classroom safety procedures consistently. Students have internalized the safety procedures.	

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Standard V: Assessment for Student Learning

	Indicators	Ineffective	Developing	Effective	Highly Effective	Score
1A.	<i>Uses assessments to establish learning goals and inform instruction</i>	Teacher does not use appropriate diagnostic or ongoing formative assessment to establish learning goals or to inform instruction.	Teacher occasionally uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction.	Teacher frequently uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction.	Teacher regularly and skillfully uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction.	
1B.	<i>Measures and records student achievement</i>	Teacher does not use multiple measures to determine a summative assessment of student achievement. Teacher rarely and/or ineffectively uses multiple formats, including available technology, to document student performance.	Teacher uses limited measures to determine a summative assessment of student achievement. Teacher inconsistently uses multiple formats, including available technology, to document student performance.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, including available technology, to document student performance.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, including available technology, to document student performance. Students participate in documenting their own performance.	
1C.	<i>Aligns assessments to learning goals</i>	Teacher designs assessments that are not aligned with curricular and instructional goals and do not accurately determine mastery of student skills and knowledge.	Teacher designs some assessments that are aligned with curricular and instructional goals and accurately determine mastery of student skills and knowledge.	Teacher designs most assessments to align with curricular and instructional goals and to accurately determine mastery of student skills and knowledge.	Teacher designs all assessments to align with curricular and instructional goals and to accurately determine mastery of each student's skills and knowledge.	
1D.	<i>Implements testing accommodations</i>	Teacher does not implement required testing accommodations.	Teacher inconsistently implements required testing accommodations.	Teacher consistently implements required testing accommodations.	Teacher consistently implements required testing accommodations. Teacher works with specialists as necessary to ensure accommodations meet student needs.	
2A.	<i>Analyzes assessment data</i>	Teacher does not analyze assessment data or analyzes it inaccurately.	Teacher analyzes data accurately but has a rudimentary understanding of the data.	Teacher analyzes data accurately to monitor student progress and inform instruction.	Teacher analyzes data accurately to monitor student progress and design differentiated instruction.	
2B.	<i>Uses assessment data to set goals and provide feedback to students</i>	Teacher does not use feedback or assessment data to set goals with students or to design differentiated instruction.	Teacher occasionally uses feedback and assessment data to set goals with students and to design differentiated instruction.	Teacher frequently uses feedback and assessment data to set goals with students and to design differentiated instruction.	Teacher regularly uses feedback and assessment data to set goals with students and to design differentiated instruction; students self-monitor their progress towards their goals.	
2C.	<i>Engages students in self-assessment</i>	Teacher does not engage students in self-assessment of their learning goals, strategies, or outcomes.	Teacher occasionally engages students in self-assessment of their learning goals, strategies, and outcomes.	Teacher frequently engages students in self-assessment of their learning goals, strategies, and outcomes.	Teacher regularly engages students in self-assessment of their learning goals, strategies, and outcomes and suggests next steps for achieving the learning	
3A.	<i>Accesses and interprets assessments</i>	Teacher does not provide appropriate information about or interpretation of various assessment data.	Teacher provides appropriate information; interpretation of various assessment data may be rudimentary.	Teacher provides appropriate information about and accurate interpretation of various assessment data.	Teacher provides appropriate information about and accurate interpretation of various assessment data. Students contribute information and interpretation of data.	
4A.	<i>Understands assessment measures and grading procedures</i>	Teacher demonstrates little understanding of student assessment measures, or grading procedures.	Teacher demonstrates limited understanding of student assessment measures or grading procedures.	Teacher demonstrates understanding of student assessment measures and grading procedures as a means of monitoring student progress.	Teacher demonstrates understanding of student assessment measures and grading procedures as means of monitoring progress for individual students.	
4B.	<i>Establishes an assessment system</i>	Teacher does not have an overall assessment system in which formative and/or summative data is used to inform instruction.	Teacher develops a rudimentary plan for an overall assessment system in which formative and summative data can be used to inform instruction.	Teacher develops a plan for an overall assessment system in which formative and summative data is used to inform instruction.	Teacher develops a comprehensive plan for an overall assessment system in which formative and summative data is used to inform instruction. The system is reviewed regularly, and adjustments are made as needed.	
5A.	<i>Communicates</i>	Teacher does not	Teacher communicates	Teacher communicates purposes	Teacher communicates purposes	

	<i>purposes and criteria</i>	communicate purposes of assessments, the assessment criteria or the parameters for success to students.	purposes of assessments, the assessment criteria or the parameters for success to students, but for some students, the explanation is unclear.	of assessments, the assessment criteria, and the parameters for success, and the explanation is clear to most students.	of assessments, the assessment criteria, and the parameters for success clearly to all students. Students are able to explain purposes and criteria to others.	
5B.	<i>Provides preparation and practice</i>	Teacher does not prepare students for assessment formats using authentic curriculum and/or does not provide appropriate accommodations including accommodations in testing conditions for students with exceptional learning needs. Teacher rarely seeks out specialists to ensure accommodations meet individual student needs.	With limited success, teacher prepares students for assessment formats using authentic curriculum and provide appropriate accommodations including accommodations in testing conditions for students with exceptional learning needs. Teacher occasionally seeks out specialists to ensure accommodations meet individual student needs.	Teacher prepares students for assessment formats using authentic curriculum and provides appropriate including accommodations in testing conditions for students with exceptional learning needs. Teacher frequently seeks out specialists to ensure accommodations meet individual student needs.	Teacher prepares students for assessment formats using authentic curriculum and provides appropriate accommodations including accommodations in testing conditions for students with exceptional learning needs. Teacher consistently seeks out specialists/resources to ensure accommodations meet individual student needs.	
5C.	<i>Provides assessment skills and strategies</i>	Teacher does not equip students with assessment skills and/or strategies.	Teacher equips students with some assessment skills and/or strategies. Some students apply the skills and/or strategies when coached by teacher.	Teacher equips students with several assessment skills and strategies. Students apply the skills and strategies when coached by teacher.	Teacher equips students with multiple assessment skills and strategies. Students independently apply the skills and strategies.	

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Standard VI: Professional Responsibilities and Collaboration

	Indicators	Ineffective	Developing	Effective	Highly Effective	Score
1A.	<i>Demonstrates ethical, professional behavior</i>	Teacher interactions with colleagues, students, families and the public are characterized by dishonesty and/or unethical, self-serving conduct. Teacher is not self-reflective and/or unreceptive to feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public are usually characterized as honest and ethical. Teacher occasionally self-reflects and/or accepts feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public are consistently characterized by high standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public consistently model the highest standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior. Teacher seeks out stakeholder feedback on his or her own initiative.	
1B.	<i>Advocates for students</i>	Teacher does not advocate to meet the needs of students resulting in some students or groups being ill served.	Teacher sometimes advocates to meet the needs of students efforts.	Teacher consistently advocates to meet the students' needs.	Teacher is proactive in advocating for students' needs, and in seeking out resources when necessary	
1C.	<i>Demonstrates ethical use of information and information Technology</i>	Teacher does not comply with or advocate for the ethical use of information or information technology.	Teacher sometimes complies with and advocates for the ethical use of information and information technology	Teacher consistently complies with and advocates for the ethical use of information and information technology	Teacher consistently information and information technology, and ensures respect for intellectual property rights, credits sources, and adheres to safe and legal use guidelines.	
1D.	<i>Completes training to comply with State and local requirements and jurisdictions</i>	Teacher does not complete trainings to meet State and local requirements	Teacher inconsistently completes trainings to meet State and local requirements	Teacher consistently completes trainings to meet State and local requirements.	Teacher seeks out training opportunities to meet or exceed State and local requirements, and contributes positively to student achievement	
2A.	<i>Supports the school as an organization with a vision and Mission</i>	Teacher fails to understand or acknowledge the school's historical, cultural, political or social context. Teacher does not support the school and district vision and mission and/or engages in practices that are explicitly contrary to the vision and mission.	Teacher has a general understanding of the school as an organization with an historical, cultural, political and social context, and has a general awareness of the school and district mission and vision, but is inconsistent in supporting or promoting the vision and mission.	Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy practices, and the school and district mission and vision. The teacher supports the vision and mission for the purpose of school improvement.	Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy, practices and the school and district mission and vision. The teacher is aware of and actively promotes the school and district mission and vision, and strives to help others understand them.	
2B.	<i>Participates on an instructional team.</i>	Teacher makes no effort to collaborate with teammates or to share information and/or best practices with colleagues to support high expectations for student learning.	Teacher inconsistently collaborates with teammates to fulfill duties. Teacher shares limited information and/or best practices with colleagues to support high expectations for student learning.	Teacher collaborates with teammates to support high expectations for student learning. Teacher regularly shares information and/or best practices with colleagues to improve practice and to support high expectations for student learning.	Teacher proactively collaborates with teammates to support high expectations for student learning. Teacher consistently shares information and/or best practices with colleagues	
2C.	<i>Collaborates with the larger Community</i>	Teacher does not to collaborate with the larger community to access and/or share learning resources.	Teacher occasionally collaborates with the larger community to access and share learning resources when invited or required to do so.	Teacher frequently collaborates with the larger community to access and share learning resources.	Teacher regularly and willingly leads efforts to collaborate with the larger community to access and share learning resources.	
3A	<i>Engages families</i>	Teacher does not engage with family's guardians/caregivers to share information to involve families in the instructional program or to enhance student development and achievement	Teacher occasionally engages with families, guardians/caregivers to share information and strategies to involve families in the instructional program and to enhance student development and achievement.	Teacher frequently engages with families, guardians/caregivers to share information and strategies to involve families in the instructional program and to enhance student development and achievement.	Teacher regularly engages individual families, guardians/caregivers to share information and strategies to involve families in the instructional program and to enhance student development and achievement. Students contribute ideas that encourage family participation.	
3B.	<i>Communicates student Performance</i>	Teacher rarely or does not communicate expectations, student performance, or progress, and/or discussions are addressed in a manner that is insensitive, negative, or blaming.	Teacher occasionally communicates expectations, student performance, or progress. Discussions are occasionally respectful of and sensitive to cultural norms.	Teacher regularly communicates expectations, student performance or progress. Discussions are frequent, sensitive to cultural norms.	Teacher establishes processes that enable and encourage regular, two-way communication. Students facilitate communication between the family and school. Discussions are frequent, respectful, and sensitive to cultural norms	
4A.	<i>Maintains records</i>	Teacher does not collect required data and/or records are in disarray, incomplete, or error-filled.	Teacher collects required data, monitoring is required to maintain accuracy.	Teacher collects required data that is timely and accurately maintained	Teacher's system for collecting and maintaining required data is highly effective and accurate with students contributing to its operation and maintenance as appropriate.	
4B.	<i>Manages time and Attendance</i>	Teacher does not manage time and/or attendance in adherence with district guidelines, negatively impacting student learning	Teacher usually manages time and/or attendance in adherence with district guidelines. Student learning is not negatively impacted.	Teacher always manages time and attendance in adherence with district guidelines. Teacher attendance is regular and professional, ensuring uninterrupted student learning.	Teacher always manages time and attendance in adherence with district guidelines. Teacher attendance is exemplary; ensuring that student learning is always a priority.	
4C.	<i>Maintains classroom and school resources</i>	Teacher does not maintain classroom and/or school resources and materials.	Teacher usually maintains classroom and/or school resources and materials.	Teacher regularly maintains classroom and school resources.	Teacher always maintains classroom and school resources and materials. Students contribute to their	

	<i>and materials</i>				maintenance as appropriate.	
4D.	<i>Participates in school and district events</i>	Teacher does not participate in school and district events.	Teacher occasionally participates in school and district events or does so only when specifically asked or required.	Teacher regularly participates in school and district events	Teacher actively volunteers to participate in school and district events, and sometimes assumes a leadership role.	
5A.	<i>Communicates policies</i>	Teacher does not communicate relevant regulations and policies to stakeholders or is unaware of such policies.	Teacher communicates relevant regulations and policies to stakeholders, but may have limited understanding of such policies.	Teacher knowledgeably communicates relevant regulations and policies to stakeholders.	Teacher is proactive and knowledgeable in communicating relevant regulations and policies to stakeholders.	
5B.	<i>Maintains Confidentiality</i>	Teacher does not maintain confidentiality regarding student records or information.	Teacher inconsistently maintains confidentiality regarding student records and information.	Teacher maintains confidentiality regarding student records and information in a professional manner.	Teacher models the maintenance of confidentiality regarding student records and information in a professional manner.	
5C.	<i>Reports concerns</i>	Teacher does not report instances of child abuse, safety violations, bullying or other concerns.	Teacher reports instances of child abuse, safety violations, bullying and other concerns but may not be fully aware of regulations and policies.	Teacher always reports instances of child abuse, safety violations, bullying and other concerns	Teacher always reports instances of child abuse, safety violations, bullying and other concerns, and models appropriate reporting.	
5D.	<i>Adheres to policies and contractual obligations</i>	Teacher does not adhere to board policies, district procedures, and/or contractual obligations.	Teacher usually adheres to board policies, district procedures, and contractual obligations. Teacher may not be fully aware of policies and obligations.	Teacher adheres to board policies, district procedures, and contractual obligations	Teacher always adheres to board policies, district procedures, and contractual obligations, and actively advocates compliance	
5E.	<i>Accesses resources</i>	Teacher does not access information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities.	Teacher accesses some information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities. Teacher may be unaware of all available resources.	Teacher accesses information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities.	Teacher accesses information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities, and serves as a resource to others	

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Standard VII: Professional Growth

	Indicators	Ineffective	Developing	Effective	Highly Effective	Score
1A.	<i>Reflects on evidence of student learning</i>	Teacher does not examine and/or analyze formal and informal evidence of student learning to inform professional growth.	Teacher occasionally examines and/or analyzes formal and informal evidence of student learning; professional growth is only loosely aligned with the needs of students.	Teacher regularly examines and analyzes formal and informal evidence of student learning; professional growth is aligned with the needs of students.	Teacher engages in an ongoing examination and analysis of formal and informal evidence of student learning; professional growth is aligned with the needs of students. The teacher reviews the impact of professional learning on student achievement.	
1B.	<i>Reflects on biases</i>	Teacher reflects on prior experiences, and acknowledges how those experiences may bias professional practice.	Teacher does not recognize or acknowledge how prior experiences may bias their professional practice.	Teacher reflects on prior experiences, however may not recognize how those experiences may bias professional practice.	Teacher reflects on prior experiences and acknowledges how those experiences may bias professional practice, and identifies necessary steps to address any biases.	
1C.	<i>Plans professional growth</i>	Teacher rarely uses reflection or other information to identify strengths and weaknesses to plan professional growth.	Teacher occasionally uses reflection and other information to identify strengths and weaknesses to plan professional growth. Teacher may need guidance selecting appropriate professional opportunities.	Teacher uses reflection and other information to identify strengths and weaknesses to plan professional growth.	Teacher regularly uses reflection and other information to identify strengths and weaknesses to plan professional growth. Teacher seeks out professional growth opportunities to address areas of weakness.	
2A	<i>Sets goals</i>	Teacher does not set goals to enhance personal strengths or address personal weaknesses in teaching practice	Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice, however goals are poorly formulated and do not improve teaching and learning.	Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice. Goals are well formulated and improve teaching and learning.	Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice. Personal goals are well formulated and improve teaching and learning. Goals are well formulated with specific student learning needs.	
2B.	<i>Engages in professional growth</i>	Teacher does not engage in opportunities for professional growth and development.	Teacher occasionally engages in opportunities for professional growth and development.	Teacher regularly engages in opportunities for professional growth and development.	Teacher regularly seeks out and engages in opportunities for professional growth and development. Teacher provides professional development and/or support for others.	
3A.	<i>Gives and receives constructive feedback</i>	Teacher does not give or receive constructive feedback to improve professional practice.	Teacher inconsistently gives or receives constructive feedback to improve professional practice.	Teacher regularly gives, receives and acts upon constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner.	Teacher regularly gives, receives, and reflects upon constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner. Teacher encourages and engages in peer assessment to improve professional practice.	
3B.	<i>Collaborates</i>	Teacher does not collaborate with peers, or interactions are negative.	Teacher inconsistently collaborates with peers to improve professional practice.	Teacher regularly collaborates with peers to improve professional practice.	Teacher actively and consistently collaborates with peers to improve professional practice. Teacher assumes leadership roles and works to improve practice on the team.	
4A.	<i>Accesses professional memberships and resources</i>	Teacher does not belong to any relevant professional organizations. Teacher does not access and/or use professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations. Teacher occasionally accesses and/or uses professional resources to teaching and learning.	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning. Teacher plays leadership role with peers in promoting relevant resources.	
4B.	<i>Expands knowledge base</i>	Teacher does not expand knowledge of current research in curriculum, instruction, and assessment methods.	Teacher acquires a minimal knowledge of current research in curriculum, instruction, and assessment methods, but does not apply the knowledge to improve practice	Teacher regularly expands knowledge of current research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice.	Teacher regularly expands knowledge of current research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice. Teacher engages in research based upon new learning.	

Appendix

Forms

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Freeport Public Schools
Freeport, New York 11520

Teacher Goal-Setting Plan Form

School Year 20__-20__

Name: _____ Grade/Area: _____

Signature: _____ Date: _____

Building(s): _____

Principal/Designee: _____ Title: _____

Signature: _____ Date: _____

1. BASELINE DATA (Where I am now, which is based on previous year-end accomplishments)
2. DEMOGRAPHICS (Describe the population and special learning circumstances)
3. CONTENT AREA (The area/topic I will address, e.g. reading instruction, problem solving, etc.)
4. GOAL STATEMENT (What I want to accomplish this year—evidence of results in specific measurable terms, e.g. percentage points)
5. STRATEGIES FOR IMPROVEMENT (Activities I will use to accomplish my goal)
6. END-OF-YEAR DATA/RESULTS (Reflection on year-end accomplishments)

**Freeport Public Schools
Freeport, New York 11520**

FORMATIVE EVALUATION REPORT

School Year 20__-20__

Observation Date: _____ Observation Duration: _____

Name: _____ Position: _____

Signature: _____ Date: _____

Building(s): _____ Status: 1st 2nd 3rd Yr. Tenured

Evaluator: _____ Title: _____

Signature: _____ Date: _____

Overall Rating: Highly Effective Effective Developing Ineffective

Summary of Observation:

Overall Recommendations / Commendations:

The Freeport School District does not discriminate on the basis of race, national origin, sex or handicap in the educational programs or activities which it operates.

Teaching Staff

Standard I: Knowledge of Students and Student Learning
Recommendations/Commendations:
Rating: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective
Standard II: Knowledge of Content and Instructional Planning
Recommendations/Commendations:
Rating: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective
Standard III: Instructional Practice
Recommendations/Commendations:
Rating: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective
Standard IV: Learning Environment
Recommendations/Commendations:
Rating: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective
Standard V: Assessment for Student Learning
Recommendations/Commendations:
Overall Rating: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective

Standard VI: Professional Responsibilities and Collaboration

Recommendations/Commendations:

Rating: Highly Effective Effective Developing Ineffective

Standard VII: Professional Growth

Recommendations/Commendations:

Rating: Highly Effective Effective Developing Ineffective

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**Freeport Public Schools
Freeport, New York**

Non-Scheduled Visitation

(minimum of 5 minutes; if more than 20 minutes comments must be given and a follow-up formal visit if necessary)

Teacher: _____ **Time:** _____ **Date:** _____

Signatures: _____ **Administrator:** _____

Subject/Grade: _____ **1st 2nd 3rd year / Tenured Building:** _____

Overall Rating: H E D I NA (Circle One) **Check Evidence**

Knowledge of Content and Instructional Planning

- Demonstrates appropriate content/context knowledge
- Lesson aligned to curriculum map
- Lesson is sequentially appropriate
- Response to questions reflects knowledge of content
- Plans current, visible and congruent to curriculum
- Plans indicate content standards
- Clear and concise goals and objective aligned to CCSS.
- Plans include accommodations and modifications for individual differences
- Student centered lesson
- Appropriate methods of evaluation
- Other: _____

Instructional Practice

- Communicates clearly & accurately
- Uses appropriate discussion and questioning techniques
- Employs cooperative learning / group work
- Fosters independent activities
- Incorporates technology
- Encourages students in hands-on activities
- Lab work
- Other: _____

Learning Environment

- Conducive to learning and maximizing student achievement
- Attractively displays current student work
- Provides for well-maintained learning centers
- Rules, rewards and consequences posted and enforced
- Students orderly and on task
- Instructional materials and supplies are organized
- Classroom free of debris/clutter
- Emergency procedures and daily schedules posted and followed
- Other: _____

Knowledge of Students and Student Learning

- Responds grade/course level appropriately to student
- Provides opportunity for all students to participate
- Shows sensitivity to individual differences
- Provides positive reinforcement as appropriate
- Other: _____

Assessment for Student Learning

- Implements appropriate assessment strategies
- Other: _____

Comments: (continue on next page if necessary)

**Freeport Public Schools
Freeport, New York 11520**

Professional Data Form

Name: _____

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

1. **INNOVATIVE INSTRUCTIONAL PROGRAMS:** _____

2. **SERVICE ON DISTRICT COMMITTEES:** _____

3. **SCHOOL COMMITTEES:** _____

4. **ARTICLES PUBLISHED, SPEECHES PRESENTED OR WORKSHOPS PRESENTED:** _____

5. **SERVICES TO IMPROVE THE FUNCTION OF THE DEPARTMENT:** _____

6. **COMMUNITY SERVICE/PTA:** _____

7. **AFTER SCHOOL CLUBS / TEAMS:** _____

8. **GRADUATE OR IN-SERVICE COURSES:** _____

9. **CONFERENCES / WORKSHOPS ATTENDED:** _____

10. **ADDITIONAL COMMENTS:** _____

**Freeport Public Schools
Freeport, New York 11520**

SUMMATIVE EVALUATION REPORT

School Year 20__-20__

Name: _____	Position: _____
Signature: _____	Date: _____
Building: _____	Status: 1 st 2 nd 3 rd Yr. Tenured
Evaluator: _____	Title: _____
Signature: _____	Date: _____

Growth Factor Score (20)	Local Measure (NWEA) (20)	Learning Standards (60)	Total Score

Overall Rating: Highly Effective Effective Developing Ineffective

Directions:

Beside each descriptive element, place a check in the column that best describes the staff member's performance. Each descriptive element must be completed. When a staff member receives a "Developing" or "Ineffective" rating, evidence must be given. Those comments will come from claims and/or judgments that are backed by evidence through supporting documentation. Commendations may also be written under the "Evidence" section.

LEARNING STANDARDS
NYSUT RUBRICS

STANDARD I: KNOWLEDGE OF STUDENTS AND STUDENT LEARNING				
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
INDICATORS	EVIDENCE:			
Describes developmental characteristics of students				
Creates developmentally appropriate lessons				
Uses strategies to support learning and language acquisition				
Uses current research				
Meets diverse learning needs of each student				
Plans for student strengths, interests, and experiences				
Communicates with parents, guardians, and/or caregivers				
Incorporates the knowledge of school community and environmental factors				
Incorporates multiple perspectives				
Understands technological Literacy				
SCORE FOR STANDARD #I. _____				

STANDARD II: KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PLANNING				
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
INDICATORS	EVIDENCE:			
Understands key concepts and themes in the discipline				
Understands key disciplinary language				
Uses current developments in pedagogy and content				
Understands learning standards				
Incorporates diverse social and cultural perspectives				
Incorporates individual and collaborative critical thinking and problem solving				
Incorporates disciplinary and cross-disciplinary learning experiences				
Designs instruction to meet diverse learning needs of students				
Designs learning experiences that connect to students' life experiences				
Designs self-directed learning experiences				
Aligns learning standards				
Articulates learning objectives/goals with learning standards				
Designs instruction using current levels of student understanding				
Designs learning experiences using prior knowledge				
Organizes physical space				
Incorporates technology				
Organizes time				
Selects materials and resources				

SCORE FOR STANDARD #II. _____

STANDARD III: INSTRUCTIONAL PRACTICE

	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
INDICATORS	EVIDENCE:			
Aligns instruction to standards				
Uses research-based instruction				
Engages students				
Provides directions and procedures				
Uses questioning techniques				
Responds to students				
Communicates content				
Establishes high expectations				
Articulates measures of success				
Implements challenging learning experiences				
Differentiates instruction				
Implements strategies for mastery of learning outcomes				
Provides opportunities for collaboration				
Provides synthesis, critical thinking, and problem-solving				
Provides synthesis, critical thinking, and problem-solving				
Uses formative assessment				
Provides feedback during and after instruction				

SCORE FOR STANDARD #III. _____

STANDARD IV: LEARNING ENVIRONMENT				
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
INDICATORS	EVIDENCE:			
Interactions with students				
Supports student diversity				
Reinforces positive interactions among students				
Establishes high expectations for Achievement				
Promotes student curiosity and enthusiasm				
Promotes student pride in work and accomplishments				
Establishes expectations for student behavior				
Establishes routines, procedures and transitions				
Establishes instructional groups				
Organizes the physical environment				
Manages volunteers and/or para-professionals				
Establishes classroom safety				
SCORE FOR STANDARD #IV. _____				

STANDARD V: ASSESSMENT FOR STUDENT LEARNING

DESCRIPTIVE ELEMENT	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
INDICATORS	EVIDENCE:			
Uses assessments to establish learning goals and inform instruction				
Measures and records student achievement				
Aligns assessments to learning goals				
Implements testing accommodations				
Analyzes assessment data				
Uses assessment data to set goals and provide feedback to students				
Engages students in self-assessment				
Accesses and interprets assessments				
Understands assessment measures and grading procedures				
Establishes an assessment system				
Communicates purposes and criteria				
Provides preparation and practice				
Provides assessment skills and strategies				
SCORE FOR STANDARD #V. _____				

STANDARD VI: PROFESSIONAL RESPONSIBILITIES AND COLLABORATION				
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
INDICATORS	EVIDENCE:			
Demonstrates ethical, professional behavior				
Advocates for students				
Demonstrates ethical use of information and information Technology				
Completes training to comply with State and local requirements and jurisdictions				
Supports the school as an organization with a vision and Mission				
Participates on an instructional team.				
Collaborates with the larger community				
Engages families				
Communicates student performance				
Maintains records				
Manages time and attendance				
Maintains classroom and school resources and materials				
Participates in school and district events				
Communicates policies				
Maintains confidentiality				
Reports concerns				
Adheres to policies and contractual obligations				
Accesses resources				
SCORE FOR STANDARD #VI. _____				

STANDARD VII: PROFESSIONAL GROWTH				
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
INDICATORS	EVIDENCE:			
Reflects on evidence of student learning				
Reflects on biases				
Plans professional growth				
Sets goals.				
Engages in professional growth				
Gives and receives constructive feedback				
Collaborates				
Accesses professional memberships and resources				
Expands knowledge base				
SCORE FOR STANDARD #VII. _____				

SUMMARY FOR TEACHERS WITH A DEVELOPING OR INEFFECTIVE RATING
Comments below reflect areas that must be addressed in the Teacher Improvement Plan.

Freeport Public Schools Freeport, New York 11520

Teacher Improvement Plan Form

(To be completed by teacher in consultation with administrator)

School Year 20__-20__

Name: _____ Position: _____

Signature: _____ Date: _____

Building(s): _____

Principal/Designee Name: _____ Title: _____

Signature: _____ Date: _____

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (DETAIL STEPS TO BE TAKEN & SUPPORTS TO BE PROVIDED)	TIMELINE FOR COMPLETION	EVIDENCE

Teacher's Comments:

Administrator's Comments: