YONKERS
PUBLIC SCHOOLS

Annual Professional Performance Review Plan

December 2016



Teacher Evaluation Guide

Yonkers Public Schools
Yonkers, New York

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PUBLIC SCHOOLS

Annual Professional Performance Review Plan

Aligned to Education Law § 3012-d

Approved December 2016

Teacher Evaluation Guide

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INTRODUCTION:
Teacher Annual Professional Performance Review (APPR)

The Yonkers Public Schools community, including board members, the superintendent and professional staff are all committed to ensuring the district's instructional program is the finest in New York State. By implementing this new evaluation system, it focuses on the shared collaborative responsibility to improve instructional practices, to focus on student achievement, to promote teacher development and secure timely, relevant feedback to professional staff.

In accordance with Chapter 56 of the Laws of 2015, which created Education Law §3012-d, and sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents[1], the purpose of this evaluation system, namely the Annual Professional Performance Review Plan (APPR) is to ensure there is an effective teacher in all our classrooms, as well as effective administrators in all our schools. It will create an environment where there will be on-going professional development, collaboration among instructional staff and opportunities for all to grow professionally.

In accordance with education Law 3012-d, New York State has differentiated teacher and administrator effectiveness using four (4) levels of performance: *Highly Effective, Effective, Developing and Ineffective* also referred to as the HEDI Scale. For those teachers who fall under 3012-d, the overall final rating is based on the following matrix:

		Teacher Observations			
	Scores	**H**ighly Effective (H)	**E**ffective (E)	**D**eveloping (D)	**I**neffective (I)
Student Performance	**H**ighly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

All classroom teachers (teachers of record) who are primarily and directly responsible for a student's learning activities aligned to the performance measures of a grade, subject or course are required to be evaluated annually with the HEDI system. All other personnel identified in the APPR Plan will be evaluated with the sections of the APPR Plan pertaining specifically to their positions.

At least once a school year teachers will be given professional development during a staff meeting to explain all procedures and processes of the teacher evaluation, as well as the assessments used in this process. The District will provide all professional development for teachers pertaining to the APPR. Professional development will be conducted prior to observations occurring. New hires will be given training during the VISIONS new hire orientation program prior to the start of the school year.

[1] See APPENDIX I for a summary of Sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents, which provide for a four-year transition period for annual professional performance reviews (APPRs).

SUMMARY:
Teacher Annual Professional Performance Review (3012-d) Guide

I. TEACHER OBSERVATION CATEGORY (0-4 POINTS)[2]

Refer to APPENDIX H: "Teacher Observation Category – Definitions" for definitions of terms used in this section of the APPR Guide.

Each teacher is rated on all sections of the NYSUT Teacher Practice Rubric 2014 Edition, as related to the Teacher Performance Standards (HEDI Scale) (APPENDIX A).

Administrators conduct four (4) holistically-rated observation cycles for probationary teachers and three (3) holistically-rated observation cycles for tenured teachers.

Evidence gathered during the course of a Walk-through observation must be documented in the "Tenure/Probationary Teacher Walk-through Observation Form" (APPENDIX B).

Evidence gathered during the course of a formal observation must be documented in the "Tenure/Probationary Teacher Formal Observation Form," (formerly known as the Teacher Formal Observation Form Part 2) (APPENDIX C).

The "Tenure/Probationary Teacher Observation Cycle Rating Worksheet" (formerly known as the Teacher Formal Observation Form Part 1) is used to rate each observation cycle (APPENDIX D). Below are two examples of how to use the Teacher Observation Cycle Rating Worksheet:

Probationary: For probationary teachers, Cycle 1 is comprised of one (1) walk-through observation and post-conference/professional conversation; as well as a pre-conference, announced formal observation and post-conference/ professional conversation. Evidence gathered during the course of the September Walk-through observation is documented in the "Tenure/Probationary Teacher Walk-through Observation Form." Evidence gathered during the course of the first formal announced observation must be documented in the "Tenure/Probationary Teacher Formal Observation Form." All evidence gathered during the Cycle 1 Walk-through, conferences (where applicable) the first announced formal observation, as well as professional conversations and artifacts pertaining to Rubric elements that are not observable during the classroom observation are holistically-rated in the "Teacher Observation Cycle Rating Worksheet."

Tenured: For tenured teachers, Cycle 1 is comprised of two (2) walk-through observations and optional post-conferences/professional conversations; as well as a pre-conference, announced formal observation and post-conference/ professional conversation. Evidence gathered during the course of each walk-through observation is documented in a separate "Tenure/Probationary Teacher Walk-through Observation Form." Evidence gathered during the course of the first formal announced observation must be documented in the "Tenure/Probationary Teacher Formal Observation Form." All evidence gathered during the Cycle 1 walk-through observations, conferences (where applicable) and the first announced formal observation, as well as professional conversations and artifacts pertaining to Rubric elements that are not observable during the classroom observation are holistically-rated in the "Teacher Observation Cycle Rating Worksheet."

All teachers must submit the "Professional Responsibilities, Collaboration and Growth Form" no later than the last working day in April (APPENDIX E). This form is used for, though not limited for, providing evidence to

[2] Please refer to APPENDIX H: "Teacher Observation Category – Definitions" for specific definitions of terms used in this section of the APPR Guide.

support the teacher's fulfillment of Standard 6: Professional Responsibilities and Collaboration and Standard 7: Professional Growth of the NYSUT Rubric 2014 Edition.

Considering all prior cycles ratings as well as well as professional conversations and artifacts pertaining to Rubric elements that are not observable during the classroom observation, the trained and certified Lead Evaluator will complete the "Professional Annual Evaluation Summary Worksheet for Teachers." The Professional Annual Evaluation Composite Summary Form and Overall Teacher Rating Form will be completed using the Student Performance scores and the Professional Annual Evaluation Summary Worksheet ratings.

II. STUDENT PERFORMANCE CATEGORY (0-20 POINTS)

This score is provided by the District based on the State-provided Growth Score or locally-selected Student Learning Objectives (SLO).[3]

III. OVERALL TEACHER RATING

An Overall Teacher Rating is calculated based on the three matrices below:

Teacher Observation Category (0-4 Points)

Rating	Points
Highly Effective (H)	3.5-4.0
Effective (E)	2.50-3.49
Developing (D)	1.50-2.49
Ineffective (I)	0*-1.49

*In the event that a teacher earns a score of 1 on all rated components of the NYSUT 2014 Rubric across all observations, a score of 0 must be assigned.

Student Performance Category (0-20 Points)

Rating	Points	Percent Students Meeting Target
Highly Effective (H)	18-20	90-100
Effective (E)	15-17	75-89
Developing (D)	13-14	60-74
Ineffective (I)	0-12	0-59

Overall Teacher Rating

		Teacher Observations			
	Scores	Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

[3] See APPENDIX I for a summary of Sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents, which provide for a four-year transition period for annual professional performance reviews (APPRs).

Section A

Teacher Observation Category

SECTION A.1: GUIDELINES FOR THE APPR PROCESS

Refer to APPENDIX H: "Teacher Observation Category – Definitions" for definitions of terms used in this section of the APPR Guide.

SEPTEMBER – OCTOBER: Instructional Planning and Beginning of Observation Cycle #1

- Teachers whose "Professional Annual Evaluation Composite Summary Form was completed in September due to lack of assessment scores in June shall receive a copy of it with all accompanying data
- Teacher Improvement Plan (TIP): For any teachers whose APPR, including Overall Teacher Rating, was completed in September due to lack of Assessment scores in June, and received an annual rating of *Developing* or *Ineffective*, develop a TIP by the end of September
- Review prior year's students' disaggregated achievement data at professional development, faculty/department meetings, congruence and 8:05a.m. meetings (October 1)
- Review curriculum, standards and rubrics
- By October 15, notify shared teachers which administrator(s) are conducting each observation
- Walk-through observation to be conducted by the last day of September (Probationary and Tenured Teachers)
    - Post-conference/professional conversation is optional for tenured teachers

OCTOBER – JANUARY: OBSERVATIONS

- Walk-through observation #2 for tenured teachers (October – mid-November)
    - optional post-conference/professional conversation for tenured teachers
- Pre-conference, First Formal Announced Observation, Post-conference/professional conversation:
    - between October and November for Probationary teachers
    - between mid-November and the second week in January for Tenured teachers
    - Post-conference/professional conversation is optional for tenured teachers
- Walk-through observation #2 for probationary teachers (beginning of Observation Cycle #2) to be conducted after the first formal and no later than the last day in December

JANUARY – FEBRUARY: OBSERVATIONS (CYCLE #2) AND OPTIONAL MID-YEAR REVIEW CONFERENCE

- Second Formal Unannounced Observation for probationary teachers and post-conference/professional conversation
- Walk-through observation #3 (beginning of Observation Cycle #2) for tenured teachers.
- Optional review of progress by teachers and administrators. May include, but it not limited to:
    - Individual review meeting held during the school day at a mutually agreed upon time between teacher and administrator to discuss evidence collection, administrator feedback, highlights, and professional development

NOVEMBER – APRIL: OBSERVATIONS

- Walk-through observation (3rd Walk-through for probationary; 4th Walk-through for tenured teachers)
    - Post-conference/professional conversation is optional for tenured teachers
    - This Walk-through is part of Cycle 3 for tenured teachers and part of Cycle 4 for Probationary teachers

MARCH – MAY: OBSERVATIONS

- For probationary teachers: pre-conference (for announced only), Announced or Unannounced Formal Observation, and Post-conference/ Professional Conversation
- For tenured teachers: Unannounced Formal Observation, and optional Post-conference/ Professional Conversation

- All teachers submit the "Professional Responsibilities, Collaboration and Growth Form" no later than the last working day in April.

MAY – JUNE: SUMMATIVE CONFERENCE

- This constitutes an observation cycle that includes but is not limited to a review of evidence
- Teacher receives a copy of the "Professional Annual Performance Evaluation Summary Worksheet for Teachers" and, if data is available, the "Professional Annual Evaluation Composite Summary Form" two weeks prior to the last day of school
- If the Overall Teacher Rating is issued and the teacher receives a rating of *Developing* or *Ineffective,* a TIP must be jointly developed.

SECTION A.2.i:
THE OBSERVATION CALENDAR FOR PROBATIONARY TEACHERS

Month	Probationary Teacher Observation Cycle	
September	Walk-through observation Post-conference/ Professional Conversation	
October (Cycle I)	Pre-conference	
November (Cycle I)	Announced Formal Observation Post-conference/ Professional Conversation	Professional Responsibilities, Collaboration and Growth Form submission
December (Cycle II)	Walk-through observation (December through January)	
January (Cycle II)	Unannounced Formal Observation Post-conference/ Professional Conversation	
February (Cycle II)	Walkthrough observation	
March (Cycle III)	Pre-conference, if any Announced or Unannounced Formal Observation Post-conference/ Professional Conversation	
April (Cycle III)	Walkthrough observation Post-conference/ Professional Conversation	
May	**Cycle IV:** Summative Conference: This constitutes an observation cycle that includes but is not limited to a review of evidence collected in all prior observation cycles	Ongoing: professional conversations and collection of evidence towards non-observable rubric subcomponents
June**		

**no later than two (2) weeks prior to the last day of school.

SECTION A.2.ii:
THE OBSERVATION CALENDAR FOR TENURED TEACHERS

Month	Tenured Teacher Observation Cycle	
September	Walk-through observation Optional Post-conference/ Professional Conversation	
October	Walk-through observation Optional Post-conference/ Professional Conversation	
November (Cycle I)	Optional Pre-conference Announced Formal Observation Optional Post-conference/ Professional Conversation	Professional Responsibilities, Collaboration and Growth Form submission
December		
January	Walk-through observation Optional Post-conference/ Professional Conversation	
February (Cycle II)		
March	Unannounced Formal Observation Optional Post-conference/ Professional Conversation	
April	Walkthrough observation Optional Post-conference/ Professional Conversation	
May	**Cycle III:** Summative Conference: constitutes an observation cycle that includes but is not limited to a review of evidence collected in all prior observation cycles	Ongoing: professional conversations and collection of evidence towards non-observable rubric subcomponents
June**		

**no later than two (2) weeks prior to the last day of school.

SECTION A.3: The Formal Observation Process: Probationary, Tenured and Shared Teachers

- All of the points assigned to the Teacher Observation Category are issued using the NYSUT Teacher Practice Rubric 2014 Edition.
- Probationary teachers and Shared teachers (probationary) have 4 observation cycles.
- Tenured teachers and shared teachers (tenured) have 3 observation cycles.
- The **Observation Cycle** constitutes a specific sequence of observation events that conclude in a post conference/professional conversation wherein a teacher receives a 1-4 observation rating.
    - Refer to the Timelines included in pages 9-10 to view the Observation Cycles Calendar.
- The **Summative Conference** constitutes an observation cycle that includes but is not limited to a review of all evidence collected in all prior observation cycles.

(1) Probationary Teachers
Probationary teachers will receive three (3) formal observations. The observations will be in person and conducted by a trained and certified Lead Evaluator (administrator). The process of these observations will be as follows:

a. One formal observation will be conducted by a trained and certified Lead Evaluator (administrator). The first observation will include a pre-observation conference, announced observation, and a post-observation conference. The pre and post-observation conferences will take place during the school day, at a mutually agreed upon time by the teacher and administrator. This observation will be conducted no later than the end of November and the observation will be announced. The observation must be scheduled within three (3) workdays of the pre-observation conference. In the event that the observation does not take place as scheduled, a new pre-observation conference will be required. A specific time/day of observation will be determined at the pre-observation conference.

b. Two (2) formal observations will be conducted by a trained and certified Lead Evaluator (administrator). The first of the two observations will be conducted no later than the end of February and will be unannounced; and the third will be conducted no later than the end of April and can be either announced or unannounced. The procedures for both observations will be the same as above in step (1)(a) except that a preconference is not needed for an unannounced observation.

c. A probationary teacher whose service may be terminated shall be entitled, upon request, to a formal hearing with the Superintendent or his/her designee. The teacher may be accompanied by the YFT President or his/her designee. Any additional information submitted at this hearing will be reviewed by the Superintendent or his/her designee before reaching a final decision.

d. The post conference meetings should take place within two (2) weeks of each observation at which time the teacher shall receive a copy of the written observation signed by the administrator. The teacher shall have the right to make comments on the observations. A copy of the administrator's observation with the teacher's comments and signature shall be placed into the teacher's personnel file. During the course of a school year, the teacher shall, at the teacher's request, have access to such notes and the right to comment on them.

(1A) Shared Teacher (Probationary)

Shared teachers are teachers who are assigned to two or more schools for the school year. Shared teachers will receive three (3) formal observations a year by a trained and certified Lead Evaluator (administrator). The process of these observations will be as follows:

a. If the split is .5/.5, the shared teacher will receive one formal observation from each assigned school for the year. The third formal observation will be decided by both administrators as to who will conduct the observation. The building administrators from these assigned schools will decide who among them will complete the first, second, and third of the three (3) observations. If there is no mutual agreement on which of the administrators will conduct the observations, a designated Central Office Administrator will make the determination. The teacher will be notified no later than October 15th as to who will conduct each of the observations. Administrators from both schools will collaborate on the shared teacher's final evaluation to determine one rubric score.

   i. One formal observation will be conducted by a trained and certified Lead Evaluator (administrator). The first formal observation will be an announced observation and the observation will be conducted no later than the end of November. Teachers will be notified and the observation must be scheduled within three (3) workdays of the pre-observation conference. In the event that the observation does not take place as scheduled, a new pre-observation conference will be required. A specific time/day of observation will be determined at the pre-observation conference. The pre and post observation conferences will be held during the school day at a mutually agreed upon time by the teacher and administrator.

   ii. Two (2) formal observations will be conducted by a trained and certified Lead Evaluator (administrator). The first of the two observations will be conducted no later than the end of February and will be unannounced: The last will be conducted no later than the end of April and can be either announced or unannounced. If the third (3rd) observation is announced, teachers will be notified at least three (3) working days before the observation. In the event that the observation does not take place as scheduled, a new pre-observation conference will be required. A pre-observation conference, if any, and a post-observation conference will be held during the school day, at a mutually agreed upon time by the teacher and administrator. These observations will follow the same procedures as in steps (1A)(a)(i) except a preconference is not needed for an unannounced observation.

   iii. The post conference meetings should take place within two (2) weeks of each observation at which time the teacher shall receive a copy of the written observation signed by the administrator.

b. Shared teachers who are in more than two (2) schools will receive three (3) formal observations a year. The building administrator from these assigned schools will decide who among them will complete each of the three (3) observations.

   Each of the three (3) observations will be conducted in a different school by a different trained and certified Lead Evaluator (administrator). If there is no mutual

agreement on which of the administrators will conduct the observations, a designated Central Office Administrator will make the determination. The teacher will be notified no later than October 15th as to who will conduct the observations. The observations shall follow the same procedures as described in (1A) a. (i), (ii), (iii) above except preconference is not needed for unannounced observation.

c. The teacher shall have the right to make comments on the observations. A copy of the administrator's observation with the teacher's comments and signature shall be placed into the teacher's personnel file. During the course of a school year, the teacher shall, at the teacher's request, have access to such notes and the right to comment on them.

(2) Tenured Teachers

Tenured teachers will receive two (2) formal observations. The observations will be in person and conducted by a trained and certified Lead Evaluator (administrator). The process of these observations will be as follows:

a. One formal observation will be conducted by a trained and certified Lead Evaluator (administrator). The first observation will be an announced observation. Teachers will be notified at least five (5) working days before the observation and the observation will be conducted no later than the end of December. Upon request, the tenured teacher has the right to a pre and post-observation conference during the school day, at mutually agreed upon time by the teacher and administrator. This does not preclude the administrator from meeting with teachers as she/he deems necessary at a mutually agreed upon time during the school day.

b. The second formal observation will be conducted by a trained and certified Lead Evaluator (administrator). This will be an unannounced observation and will be conducted no later than the end of April. Upon request, the teacher has the right to a post- observation conference during the school day at a time mutually agreed upon by the teacher and administrator.

c. The observation forms, signed by the administrator and teacher shall be placed in the teacher's personnel file and the teacher may comment on each observation within a school year. During the course of a school year, the teacher shall, at the teacher's request, have access to such notes and the right to comment on them.

(2A) Shared Teacher (Tenured)

Shared teachers are teachers who are assigned to two or more schools for the school year. Shared teachers will receive two (2) formal observations a year by a trained and certified Lead Evaluator (administrator). The process of these observations will be as follows:

a. If the split is .5/.5, the shared teacher will receive one formal observation from each assigned school for the year. Teachers will be notified no later than October

15th as to who will conduct each observation. Administrators from both buildings will collaborate on the shared teacher's final evaluation to determine one rubric score.

i. One formal observation will be conducted by a trained and certified Lead Evaluator (administrator). The first observation will be an announced observation and the observation will be conducted no later than the end of December. Teachers will be notified at least five (5) working days before the observation. Upon request, the tenured teacher has the right to a pre and post-observation conference during the school day, at mutually agreed upon time by the teacher and administrator. This will not preclude the administrator from meeting with teachers as s/he deems necessary at a mutually agreed upon time during the school day.

ii. The second formal observation will be conducted by a trained and certified Lead Evaluator (administrator). The observation will be an unannounced observation and the observation will be conducted no later than the end of April. Upon request the teacher has the right to a post observation conference during the school day at a time mutually agreed upon by the teacher and administrator. This will not preclude the administrator from meeting with teachers as s/he deems necessary at a mutually agreed upon time during the school day.

b. Shared teachers who are in more than two (2) schools will receive two (2) formal observations a year. The building administrator from these assigned schools will decide who among them will complete the first of the two (2) observations and the second of the two (2) observations. Each of the two (2) observations will be conducted in a different school by a different trained and certified Lead Evaluator (administrator). If there is no mutual agreement on which of the administrators will conduct the observations, a designated Central Office Administrator will make the determination. The teacher will be notified no later than October 15th as to who will conduct the observations.

c. The observation forms, signed by the administrator and teacher shall be placed in the teacher's personnel file and the teacher may comment on each observation within a school year. During the course of a school year, the teacher shall, at the teacher's request, have access to such notes and the right to comment on them.

(3) Annual Evaluation

All probationary and tenured teachers covered under 3012-d shall receive a written evaluation on the appropriate Professional Annual Evaluation Composite Summary ("PAECS") form. Ratings on this PAECS form shall be of a "HEDI" nature. This evaluation will use the rating determined using a HEDI scale.

H = Highly Effective
E = Effective
D = Developing
I = Ineffective

A teacher shall be entitled to comment on the written evaluation report, sign it, and retain one copy.

NYS Education Department-provided Rating Matrix:

Student Performance	Teacher Observations			
Scores	**H**ighly Effective	**E**ffective	**D**eveloping	**I**neffective
Highly Effective	H	H	E	D
Effective	H	E	E	D
Developing	E	E	D	I
Ineffective	D	D	I	I

PERSONNEL FILES:

New evaluations and all other items within the school system received after September 30, 1965, shall be open to the teacher's review. Individual teachers shall have the right to review such materials, upon request, in the presence of the administrator responsible for such files, or his/her designee. Teachers may also review all past non-confidential materials in their personnel files whether in the central office or any school building, in the same manner. They shall have the right to copy such materials, provided such action does not interfere with the normal business of the school or office. References from outside of the Yonkers Public Schools and official transcripts of graduate and undergraduate studies shall remain confidential, as shall evaluation reports submitted prior to September 30, 1965.

TEACHER ATTENDANCE CRITERIA

In the NYSUT Teacher Practice Rubric, 2014 Edition, Element VI#4b, rates teachers on attendance. The BOE criteria for this element will be as follows:

Rating	H=4	E=3	D=2	I=1
Days Absent	0-4	5-8	9-11	12>

If there have been extenuating circumstances regarding teacher's attendance, when calculating attendance rating, your decision should be based on "normal attendance patterns". In addition, a comment should be added to the General Comment section reflecting the reason for excessive absence. Conferences, bereavement, worker's compensation, and leaves of absence (including, but not limited to FMLA, maternity leave, military leave, sick leave, child care leave) shall not negatively impact a teacher's rating.

SECTION A.4:
Pre- and Post- Observation Conferences/Professional Conversations in the Observation Cycles

The purpose of the pre- and post-observation conferences/professional conversations within the observation cycles is to engage in professional dialogue about the observed classroom lesson. Specifically, the purpose of the pre-observation conference is to provide the teacher with an opportunity to discuss preparations and objectives for the lesson that will be observed. The teacher may also wish to provide the administrator with background information relative to students in their class(es) and rationale for decisions made in preparing and delivering the lesson. This is also an opportunity for the teacher to share information/evidence the trained and certified lead evaluator (administrator) may have missed or to explain and clarify decisions that were made before and during the lesson. The purpose of the post-observation conference is for the teacher and trained and certified lead evaluator (administrator) to reflect on the outcomes of the lesson. Furthermore, pre- and post-observation conferences/professional conversations provide opportunities for the teacher and trained and certified lead evaluator (administrator) to engage in professional conversations about teaching standards and indicators that are part of the NYSUT Practice Rubric (2014) but may not be observed during the classroom lesson (including but not limited to professional planning, professional development, reflective practices, communication with families and colleagues, and artifacts pertaining to Rubric elements that are not observable during the classroom observation etc.).

Please Note: Pre- and post-observation conferences/professional conversations are held upon the request of the tenured teacher. This does not preclude the administrator from meeting with teachers, as they deem necessary at a mutually agreed upon time during the school day.

Guiding questions may include but are not limited to the following:

Please note: these reflections/questions are intended for professional conversations and are not required to be written or submitted.

Pre-Observation Reflection Questions:

1. What are the lesson objective(s)?
2. Which skill, standard or curriculum area will be addressed?
3. Describe the lesson: How will it engage students? What will you do in the lesson? What will the students do?
4. Briefly describe the students in this class and any modifications required to assist specific learning needs.
5. Is there anything else you would like to share about this lesson or class? Is there anything you would like the trained and certified lead evaluator (administrator) to specifically observe during the class?
6. How do you intend to measure student outcomes?

Post-Observation Reflection Questions:

1. Did you achieve your objective(s) for this lesson?
2. How did the instructional strategies you chose support your lesson objectives?
3. What evaluation techniques did you implement during the lesson to assess students' understanding of the lesson content?
4. Did you alter your lesson or adjust your intended strategies as you taught the lesson? If so, how and why?
5. If you taught this lesson again to the same group of students, would you change your instructional strategies at all? Why or why not?
6. Is there anything else you would like to share about this lesson, such as artifacts pertaining to Rubric elements that are not observable during the classroom observation?

SECTION A.5: Optional Mid-Year Review Meeting/ Professional Dialogue

As part of the annual observation cycle, the teacher and trained and certified lead evaluator (administrator) may agree to engage in a professional mid-year dialogue to review evidence collected or maintained up to that point by the teacher and/or administrator. This is also an opportunity for the teacher to share additional data, documents, information and evidence that the administrator may not have recorded previously.

A copy of the teacher's "Professional Responsibilities, Collaboration and Growth Form" and list of "Professional Development Approved Activities" will be provided for reference (Appendix E).

Guiding Questions for this meeting may include, but are not limited to the following:

1. How have you been contributing to school/district initiatives or total school program (i.e. professional activities) so far?
2. How are you progressing?
3. What additional support do you need in order to progress further?
4. What professional development activities have you engaged in so far this year?
5. What, if any, additional training or support do you need for your continued professional growth?
6. Is there any other information or evidence you would like to discuss at this time?

Please note: These guiding questions are intended for professional conversation and are not required to be written or submitted.

Section B

Student Performance Category

SECTION B.1: All K-8 Teachers[4] except teachers of grade 8 Science classes and Teachers listed in Section B.2

K-8 Teachers' Student Performance Category Rating is based on teacher-specific student-level growth targets derived from the NWEA MAP Reading or Mathematics results, except for teachers of grade 8 Science classes and teachers listed in Section B.2[5]:

Type of Teacher	NWEA MAP Subtest
Reading Teachers	Reading Subtest
Grades 7-8 Mathematics Teachers	Mathematics Subtest
Grades 7-8 ELA Teachers	Reading Subtest
Common Branch Teachers	Reading or Mathematics Subtest
Grade 7 Science	Reading or Mathematics Subtest
Grades 7-8 Social Studies	Reading or Mathematics Subtest
All Others	Reading or Mathematics Subtest

What are the Expected Growth Targets?

Baseline: Student Fall Rasch unIT (RIT) Score on MAP Reading or Math.

Targets for 2016-17 and 2017-18:

- **General Education Students:**
  Students who score a Spring RIT Score that is equal to or higher than their Fall RIT score **PLUS** 55% of Projected Growth (established at Fall administration) are considered to have met the target.
  Example: A student with a Fall score of 150 and a projected growth of 10 RIT points, will be expected to have a Spring RIT score of 155.5 / Calculation: 150 + (10 x 55%=5.5) = 155.5

- **Students with Special Education Status (IEP holders):**
  Students who score a Spring RIT Score that is equal to or higher than their Fall RIT score **PLUS** 40% of Projected Growth (established at Fall administration) are considered to have met the target.
  Example: a student with a Fall score of 150 and a projected growth of 10 RIT points, will be expected to have a Spring RIT score of 154 / Calculation: 150 + (10x40%=4) = 154

- **Students identified as English Language Learners (ELL):**
  Students will achieve a Spring RIT Score that is equal to or higher than their Fall RIT score **PLUS** 40% of Projected Growth (established at Fall administration)
  Example: a student with a Fall score of 150 and a projected growth of 10 RIT points, will be expected to have a Spring RIT score of 154 / Calculation: 150 + (10x40%=4) = 154

The Student Growth Formula using the NWEA MAP:
STEP 1: Determine how many students on the teachers' verified roster who were present on BEDS day and participated in both the Fall and Spring administrations of the NWEA MAP exam.

[4] Includes Reading Teachers and Social Studies teachers

[5] [5] See APPENDIX I for a summary of Sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents, which provide for a four-year transition period for annual professional performance reviews (APPRs).

STEP 2: For each student, select the higher score of the two MAP scores (Reading or Math) to determine if the student met or exceeded the projected growth target (as defined above) on the MAP Reading or Mathematics assessments.

STEP 3: Convert the number of students who met or exceeded projected growth target to a percent of students who are considered to have met the target.

STEP 4: Apply chart below:

HIGHLY EFFECTIVE			EFFECTIVE			DEVEL-OPING		INEFFECTIVE											
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

SECTION B.2: K-8 Teachers of Foreign Language and Special Areas

For all K-8 Teachers of Foreign Language and Special Areas, the Student Performance Category Rating is based on student-level growth targets derived from the NWEA MAP Reading or Mathematics results. Special Areas are Art, Music, PE, Health, Technology Education, Business/Computers.

What are the Expected Growth Targets?

Baseline: Student Fall Rasch unIT (RIT) Score on MAP Reading or Math

Targets for 2016-17 and 2017-18:

- **General Education Students:**
  Students who score a Spring RIT Score that is equal to or higher than their Fall RIT score **PLUS** 55% of Projected Growth (established at Fall administration) are considered to have met the target.
  Example: A student with a Fall score of 150 and a projected growth of 10 RIT points, will be expected to have a Spring RIT score of 155.5 / Calculation: 150 + (10 x 55%=5.5) = 155.5

- **Students with Special Education Status (IEP holders):**
  Students who score a Spring RIT Score that is equal to or higher than their Fall RIT score **PLUS** 40% of Projected Growth (established at Fall administration) are considered to have met the target.
  Example: A student with a Fall score of 150 and a projected growth of 10 RIT points, will be expected to have a Spring RIT score of 154 / Calculation: 150 + (10x40%=4) = 154

- **Students identified as English Language Learners (ELL):**
  Students will achieve a Spring RIT Score that is equal to or higher than their Fall RIT score **PLUS** 40% of Projected Growth (established at Fall administration)
  Example: A student with a Fall score of 150 and a projected growth of 10 RIT points, will be expected to have a Spring RIT score of 154 / Calculation: 150 + (10x40%=4) = 154

The Student Growth Formula using the NWEA MAP:

STEP 1: Determine how many students on the teachers' verified roster who were present on BEDS day and participated in both the Fall and Spring administrations of the NWEA MAP exam.
STEP 2: For each student, select the higher score of the two MAP scores (Reading or Math) to determine if the student met or exceeded the projected growth target (as defined above) on the MAP Reading or Mathematics assessments.
STEP 3: Convert the number of students who met or exceeded projected growth target to a percent of students who are considered to have met the target.
STEP 4: Apply chart below:

HIGHLY EFFECTIVE			EFFECTIVE			DEVEL-OPING		INEFFECTIVE											
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

SECTION B.3: Teachers of Eighth (8th) Grade Science Courses whose course ends in the NYS Grade 8 Science Test

The Student Performance Category Rating of teachers of eighth (8th) grade science courses is based on teacher-specific student-level growth based on the NYS Grade 8 Science results.

Baseline: Student baseline performance is based on student performance on a pre-test. The pre-test is comprised of questions from previous NYS Science 8 exams and following a similar blueprint.

Target:

1. Students who scored a performance level score of 3 or greater are considered to have met the target.
2. Students who are IEP holders who scored a performance level score of 2 or greater are considered to have met the target.
3. Students identified as English Language Learners who scored a performance level score of 2 or greater are considered to have met the target.
4. Students who scored a "low 1" performance level on the pre-test and who performed at performance level "high 1" or higher on the NYS Science 8 exam are considered to have met the target.
5. Students who scored a "low 2" performance level on the pre-test and who scored a "high 2" performance level or higher on the NYS Science 8 exam are considered to have met the target.

Setting:

1. One content area teacher designated by the YFT President will consult with one content area specialist designated by the Superintendent to review the pretest. Any disagreement with the pretest will be brought to the YFT President and Superintendent for prompt resolution.
2. Low and high performance level score ranges are defined using the prior year's conversion chart as exemplified below:

NYSED-provided Chart for Converting Scale Scores to Performance Level Scores[6]:

Performance Level	Scale Score
1	0-43
2	44-64
3	65-84
4	85-100

*Retrieved from June 2016 NYS Grade 8 Intermediate-Level Science Test Conversion Chart

Using the data above, the YPS sets-forth the following definitions:

Performance Level	Scale Score
Low 1	0-21
High 1	22-43
Low 2	44-53
High 2	54-64

What is the Student Growth Formula?

STEP 1: Determine the number of students who took the Science 8 pre-test, were present on BEDS day, and took for the NYS Science 8 assessment.
STEP 2: Compute the number and percent of students who met the target (as defined above).
STEP 3: Apply chart below:

[6] This chart shall be amended if the NYS Scale scores to Performance level scores change.

HIGHLY EFFECTIVE			EFFECTIVE			DEVEL-OPING		INEFFECTIVE											
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

SECTION B.4: Teachers who teach a combination of 7th and 8th grade science courses:

The Student Performance Category Rating for teachers of grades 7 and 8 science classes is comprised of 2 measures – the grade 7 MAP Reading or Mathematics assessment and the NYS grade 8 science assessment.

A. For 7th grade Science Classes:
Refer to Section B.2 for a description on how the grade 7 MAP reading or mathematics assessment results will be used to compute this portion of the teachers Student Performance Category score and rating.

B. For 8th grade Science Classes:
Refer to Section B.3 or B.6 for a description on how the NYS Grade 8 Science test or Science Regents results are used to compute this portion of the teachers' Student Performance Category score and rating.

What is the Student Growth Formula?

STEP 1: Each score (refer to Bullets A and B above) will be weighted proportionately to the number of students tested by each measure, as exemplified below:

Score Part	HEDI Score and Rating	Number of Students Tested	Weighting	Weight-adjusted HEDI Score	Final HEDI Score and Rating
7th grade science classes	18	90	90 ÷150 × 100 = 60%	18 × 60%= 10.8	10.8 + 6.4 = 17.2 After Rounding: **17 Effective**
8th grade science classes	16	60	60 ÷ 150 × 100 = 40%	16 × 40%= 6.4	

STEP 2: To determine the HEDI rating apply the chart below again to the weight-averaged score:

HIGHLY EFFECTIVE			EFFECTIVE			DEVEL-OPING		INEFFECTIVE											
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

SECTION B.5: Teachers of Grades 9-12 who teach non-Regents Courses:

The student performance category rating of teachers who teach a non-Regents course in grades 9-12 is based on a districtwide measure. The districtwide measure is comprised of ELA Regents January and June results. An example of a non-Regents course: "Modeling Algebra and Geometry"

Baseline: The percent of students districtwide in the prior year who achieved a score of 65 or greater on the January and/or June results ELA Regents (hereafter known as baseline District performance).

Target:

1. The percent of students districtwide who meet or exceed 90% of the prior year's Districts baseline.
2. Students who score a 65 or greater on the January and/or June ELA Regents are considered to have met the target.
3. Students who are IEP holders who score a 55 or greater on the January and/or June ELA Regents are considered to have met the target.
4. Students identified as English Language Learners who score a 55 or greater on the January and/or June ELA Regents are considered to have met the target.

What is the Student Growth Formula using ELA Regents Results?

STEP 1: Determine the number of students districtwide present on BEDS day and took the January and/or June ELA Regents assessment.
STEP 2: Determine the number and percent of student's districtwide who achieved the ELA Regents target (as defined above).
STEP 3: Apply the chart below:

HIGHLY EFFECTIVE			EFFECTIVE			DEVEL-OPING		INEFFECTIVE											
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

Sample Calculation:

Baseline: 2015-16 January and June District Performance on the English Language Arts Regents:

District	Performance Level					Proficiency Level		ALL
	1	2	3	4	5	Below	At/Above	
Number	494	197	566	306	699	691	1571	2262
Percent	21.8	8.7	25.0	13.5	30.9	30.5	69.5	100

Target for 2016-17:
90 percent of the percent of student district who achieved proficiency = 62.55 percent

SECTION B.6: Teachers of Grades 8-12 who teach Courses that end in a Regents exam.

Teachers of Grades 8-12 who teach a course that ends in a Regents exam shall be rated based on teacher-specific student-level January and/or June Regent's results.

Baseline: Student baseline performance is based on student performance on a pre-test administered no later than September 30. The pre-test is comprised of questions from previous Regents exams and following a similar blueprint of the respective Regents exam and administered across 2 periods.

Target:

1. Students who scored a performance level score of 3 or greater on the appropriate January and/or June Regents exam are considered to have met the target.
2. Students who are IEP holders who scored 55 or greater on the appropriate January and/or June Regents exam are considered to have met the target.
3. Students identified as English Language Learners who scored 55 or greater on the appropriate January and/or June Regents exam are considered to have met the target.
4. Students who scored a "low 1" performance level on the pre-test and who performed at performance level "high 1" or higher on the appropriate January and/or June Regents exam are considered to have met the target.
5. Students who scored a "low 2" performance level on the pre-test and who performed at performance level "high 2" or higher on the appropriate January and/or June Regents exam are considered to have met the target.

Setting:

1. One content area teacher designated by the YFT President will consult with one content area specialist designated by the Superintendent to review the pretest relevant to the course. Any disagreement with the pretest will be brought to the YFT President and Superintendent for prompt resolution.
2. Students enrolled in a Regents course who do not take the Regents exam are excluded from APPR calculations.
3. "Low" and "High" Performance Level score ranges are defined using the appropriate Regents June exams' conversion chart as exemplified below:

Low and High Performance Level scores ranges for the Common Core ELA Regents Exam:

NYSED-provided Conversion Chart[7]:

Performance Level	Scale Score
1	0-51
2	52-64
3	65-78
4	79-83
5	84-100

*Retrieved from June 2016 Regents Exam scoring key

Using the data above, the YPS sets-forth the following definitions for the Common Core ELA Regents[8]:

[7] This chart shall be amended if the NYS Scale scores to Performance level scores change.

Performance Level	Scale Score
Low 1	0-25
High 1	26-51
Low 2	52-57
High 2	58-64

What is the Student Growth Formula?

STEP 1: Determine the number and percent of students who met the target (as defined above).

STEP 2: Apply Chart below:

HIGHLY EFFECTIVE			EFFECTIVE			DEVEL-OPING		INEFFECTIVE											
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

[8] Identical tables will be crafted for each of the appropriate Regents exams.

SECTION B.7: Teachers of Grades 9-12 who teach a mix of courses with/without Regents exams

The Student Performance Category Rating for teachers of Grades 9-12 who teach a mix of courses with/without Regents exams is comprised of two measures:

A. For teachers of grades 9-12 who teach non-Regents courses:
Refer to Section B.5 for a description on how to compute this portion of the teacher's Student Performance Category score and rating.

B. For teachers of grades 9-12 who teach Regents courses:
Refer to Section B.6 for a description on how to compute this portion of the teacher's Student Performance Category score and rating.

What is the Student Growth Formula?

STEP 1: Each score (refer to Bullets A and B above) will be weighted proportionately to the number of students tested by each measure, as exemplified below:

Score Part	HEDI Score and Rating by Assessment	Number of Students Tested	Weighting	Weight-adjusted HEDI Score	Final HEDI Score and Rating
Non-regents courses	18	90	90 ÷140 × 100 = 64.2%	18 × 64.2% =11.5	11.5 + 5.7 = 17.2 After Rounding: **17 Effective**
Regents courses	16	50	50 ÷140 × 100 = 35.7%	16 × 35.7% =5.7	

STEP 2: To determine the HEDI rating apply the chart below again to the weight-averaged score:

HIGHLY EFFECTIVE			EFFECTIVE			DEVEL-OPING		INEFFECTIVE											
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

SECTION B.8: Teachers with Students who take the NYSESLAT Exam

ENL teachers and teachers of Transitional Bilingual Education (TBE) programs are required to set Student Learning Objectives using the NYSESLAT assessment as the underlying measure.

Baseline:
Student baseline performance is based on student performance on the prior year NYSESLAT exam.

Target:

1. Students who scored an Expanding or Commanding proficiency level are considered to have met the target.
2. Students who are IEP holders who scored an Emerging or higher proficiency level are considered to have met target.
3. Students in the Entering, Emerging and Transitioning Proficiency levels will be considered to have met the target if they move from one quartile to another quartile. The chart below shows the quartile divisions of the Entering, Emerging and Transitioning proficiency levels, based on the NYSED-provided scale score to proficiency level conversion charts for the 2015-16 year.
    a. For example: a Kindergarten student who scored in quartile 1 (Q-1) Entering scale score will, in the subsequent year, score in quartile 2 Entering level score or higher to be considered to have met target.

2015-16 NYSESLAT Entering and Emerging Proficiency Level Quartiles[9]:

Entering				Emerging				Transitioning			
Q-1	Q-2	Q-3	Q-4	Q-1	Q-2	Q-3	Q-4	Q-1	Q-2	Q-3	Q-4
(Kindergarten) 120-212				*(Kindergarten) 213-244*				*(Kindergarten) 245-263*			
120	143	166	189	213	220.75	228.5	236.25	204.5	249.5	254	258.5
(Grade 1) 120-170				*(Grade 1) 171-215*				*(Grade 1) 216-251*			
120	132.5	145	157.5	171	182	193	204	216	224.75	233.5	242.25
(Grade 2) 120-180				*(Grade 2) 181-227*				*(Grade 2) 228-264*			
120	135	150	165	181	192.5	204	215.5	228	237	246	255
(Grade 3) 120-170				*(Grade 3) 171-216*				*(Grade 3) 217-258*			
120	132.5	145	157.5	171	182.25	193.5	204.75	217	227.25	237.5	247.75
(Grade 4) 120-181				*(Grade 4) 182-228*				*(Grade 4) 229-265*			
120	135.25	150.5	165.75	182	193.5	205	216.5	229	238	247	256
(Grade 5) 120-172				*(Grade 5) 173-214*				*(Grade 5) 215-257*			
120	133	146	159	173	183.25	193.5	203.75	215	225.5	236	246.5
(Grade 6) 120-180				*(Grade 6) 181-219*				*(Grade 6) 220-258*			
120	135	150	165	181	190.5	200	209.5	220	229.5	239	248.5
(Grade 7) 120-169				*(Grade 7) 170-212*				*(Grade 7) 213-249*			
120	132.25	144.5	156.75	170	180.5	191	201.5	213	222	231	240
(Grade 8) 120-169				*(Grade 8) 170-212*				*(Grade 8) 213-249*			
120	132.25	144.5	156.75	170	180.5	191	201.5	213	222	231	240

[9] This chart shall be amended if the NYS Scale scores to proficiency level scores change.

Entering				Emerging				Transitioning			
Q-1	Q-2	Q-3	Q-4	Q-1	Q-2	Q-3	Q-4	Q-1	Q-2	Q-3	Q-4
(Grade 9) 120-175				*(Grade 9) 179-220*				*(Grade 9) 221-262*			
120	133.75	147.5	161.25	179	189.25	199.5	209.75	221	231.25	241.5	251.75
(Grade 10) 120-175				*(Grade 10) 176-220*				*(Grade 10) 221-262*			
120	133.75	147.5	161.25	176	187	198	209	221	231.25	241.5	251.75
(Grade 11) 120-178				*(Grade 11) 179-220*				*(Grade 11) 221-262*			
120	134.5	149	163.5	179	189.25	199.5	209.75	221	231.25	241.5	251.75
(Grade 12) 120-178				*(Grade 12) 179-220*				*(Grade 12) 221-262*			
120	134.5	149	163.5	179	189.25	199.5	209.75	221	231.25	241.5	251.75

The Student Growth Formula:

STEP 1: Determine the number and percent of students who met the target (as defined above).

STEP 2: Apply Chart below:

HIGHLY EFFECTIVE			EFFECTIVE			DEVEL-OPING		INEFFECTIVE											
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

SECTION B.9: K-12 Teachers of Special Education students who qualify to take the NYS Alternate Assessment (NYSAA), as per the IEP, and who may or may not take the NYSAA, depending upon their birth date

K-12 Teachers of special education with students who qualify to take the NYSAA, including teachers of special education students in grades kindergarten through grade 3 who qualify for the NYSAA, as per the IEP, but due to their birth dates are not administered the NYSAA for the school year will have a Student Learning Objective using final progress monitoring report marks entered into IEP Direct. A progress monitoring mark of "See Comments" is excluded from APPR calculations. Teachers must enter a mark of A, PS, PG, PI, or NA on all academic IEP goals with the following exception:

- Progress towards the academic goal could not be monitored due to frequent student absences or an extended student leave.
- A Progress Monitoring mark of "see comments" may not be entered for all academic IEP goals for one student.

Baseline: The students Individual Educational Plan (IEP) Measurable Annual Goals.

Target: Students who "Progress Gradually" or better towards at least 50 percent of their academic measurable annual goals listed in their IEP are considered to have met the target.

The Progress Monitoring Marks are:

- Not Achieved (NA) – The student has not achieved the goal.
- Progressing Inconsistently (PI) – The student is making inconsistent progress and may not achieve the goal.
- Progressing Gradually (PG)– The student is making less than anticipated progress and may not achieve the goal.
- Progressing Satisfactorily (PS)– The student is making satisfactory progress and is expected to achieve the goal.
- Achieved (A)– The student has achieved the goal.
- See Comments (SC)

For Example:

Student A has nine (9) annual goals listed in her IEP.
Five (5) of the goals are academic in nature (i.e, pertaining to Reading, Writing, and Mathematics) and one of the goals received "See Comments".
Student A must, at minimum, "progress gradually" on 2 of the remaining 4 goals to be considered to have met the target.

Setting:

All special education teachers are required to enter into IEP Direct, at each Report Card period, progress-monitoring marks for each of their students' IEP goals.

What is the Student Growth Formula?

STEP 1: Compute the number and percent of students who met the target (as defined above).
STEP 2: Apply chart below:

HIGHLY EFFECTIVE			EFFECTIVE			DEVELOPING		INEFFECTIVE											
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

Section C
Appeal for Teachers Receiving an Annual Rating of *Developing* or *Ineffective*

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

In addition to the evaluation procedures contained in the collective bargaining agreement and including the Teacher Improvement Plan procedures, the following process shall apply to all probationary and tenured unit members. Any unit member who receives a Professional Annual Evaluation Composite Summary (PAECS) rating of either "Ineffective" or "Developing" may challenge their rating through this appeal process which will occur in a timely and expeditious manner. The timeframe attached to each step is the maximum days allowed.

1. This is an appeals procedure locally negotiated and established in the Yonkers Public Schools District by which the evaluated teacher may challenge

    a. the substance of the annual professional performance review

    b. the school district's adherence to the standards and methodologies required for such reviews.

    c. the adherence to the regulations of the commissioner

    d. compliance with any applicable locally negotiated procedures

    e. the school district's issuance and/or implementation of the terms of the teacher improvement plan.

2. During the school day at a mutually agreed upon time an End of School Year Meeting to review the Annual Professional Performance Review rating will be held between the building administrator responsible for the evaluation and the unit member, no later than (2) two weeks prior to the last day of school. In the event the District has not received NYSED data or has not yet compiled District data, the teacher's evaluation may include an incomplete composite rating. At that meeting, the unit member will be provided with a copy of the Professional Annual Evaluation Composite Summary (PAECS) which shall be signed by the administrator and unit member acknowledging receipt of the document.

3. Once data from New York State Education Department and the District is compiled, the teacher will receive a completed Professional Annual Evaluation Composite Summary (PAECS) rating. A meeting during the school day and at a mutually agreed upon time will be held between the teacher and the building administrator responsible for the evaluation. In addition, the unit member will receive a copy of any and all data provided by NYS (growth data) as well as YPS data used for his/her students' scores.

Composite Rating Meeting – At this meeting the unit member will be provided with a completed copy of the Professional Annual Evaluation Composite Summary (PAECS) signed by the administrator and the unit member.

Review Meeting – After the completed Composite Rating Meeting in which the unit member receives his/her Professional Annual Evaluation Composite Summary (PAECS) rating of "Ineffective" or "Developing" and if he/she feels it is not justified, the unit member, with a designee of the YFT President shall meet with the administrator who wrote the performance review to hold a Review Meeting to examine the Professional Annual Evaluation Composite Summary (PAECS) within ten (10) school days of receipt of his/her composite rating. Within (5) days of the Review Meeting, if a resolution is reached (a revised mutually agreed upon rating), a new Professional Annual Evaluation Composite Summary (PAECS) will be issued to the YFT unit member and will replace the initial Professional Annual Evaluation Composite Summary (PAECS), then the Appeal process ends.

4. If no resolution can be reached between the parties, the unit member, with the YFT President or his/her designee, may request a formal appeal of the rating within fifteen (15) school days after the Review

Meeting which will be held in a timely and expeditious manner. The notification for such appeal according to NYS law shall be in writing which must include a description of the specific areas of disagreement over his/her evaluation and it may contain supporting documentation. This request will be sent to the building Principal of record, District's Designated Central Office Administrator, a copy to the Superintendent and the YFT President.

5. Within fifteen (15) school days of his/her receipt of the unit member's appeal, the administrator of record may respond in writing to the specific issues raised on appeal. The Superintendent or his/her designee will forward the administrator's and/or district's response to the YFT President five (5) school days prior to the meeting.

6. **Pre-Conference Meeting** – Within thirty (30) school days from the District's receipt of a formal appeal request, a representative of the YFT and a representative of the Superintendent will meet to review the Appeal and supporting documentation in an attempt to resolve the issue. If an agreement is reached regarding the appeal, the Appeal Process ends. If an agreement is not reached regarding the appeal, a hearing will be scheduled within fifteen (15) school days of this meeting in a timely and expeditious manner.

7. **Appeal Hearing** – The appeal will take the form of hearing (Appeal Hearing) to be heard by an Appeal Committee consisting of three (3) YFT members appointed by the YFT President and three (3) persons appointed by the Superintendent of Schools. Upon the Committee's receipt of the Appeal Documents, from the YFT unit member and the administrator of record, the Committee shall have five (5) school days to schedule an Appeal Hearing at a mutually agreed upon date and time between the YPS and YFT. The Appeal Committee will hear from the individual unit member and the administrator of record (if the administrator of record chooses to participate) as well as review all the written documentation that has been submitted to the committee on notice to the other party.

8. The YFT member may have a representative from YFT accompany him/her. An individual who is appointed to the Appeal Committee cannot represent either the YFT unit member or the YCA administrator of record during the Appeal Hearing. The written decision of the Appeal Committee must be delivered to the Superintendent of Schools, the YFT President, and the administrator of record and unit member within fifteen (15) school days of the convened Appeal Hearing. Only documentation submitted at the time of this appeal hearing will be considered. In the event the Appeal Committee cannot reach a decision at the conclusion of the fifteen (15) school days of the convened Appeal Hearing, the Appeal Committee will refer the appeal and all documents submitted to the Appeal Committee to an appointed impartial third party individual, mutually agreed upon by the Yonkers Federation of Teachers and the Yonkers Public Schools. The third party individual must have received training in the new evaluation YPS APPR process. The third party individual has the right to submit questions in writing to either party on notice to the other party. All responses will be in writing and shared with all parties. A written decision shall be rendered by the third party within fifteen (15) school days of receipt of the appeal request. The YPS and YFT will mutually agree upon a list of four (4) third party individuals who will be assigned by rotation through the hearings. In the event that a third party individual is no longer available, a replacement for the third party individual shall be negotiated between the YPS and YFT. The appeal hearing will be completed in a timely and expeditious manner.
9. The 3012-d appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher's Professional Annual Evaluation. A teacher any not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional annual evaluation, except as otherwise authorized by law. Nothing in this agreement, however, is meant or shall be construed to limit the rights of either party in disciplinary charges brought under Education Law section 3020-a or 3020-b and nothing in

this agreement is meant or shall be construed to waive any parties' access to a judicial forum to seek redress for alleged violations of statutory or constitutional rights.

Termination of a probationary teacher for performance is governed by the APPR. However, Subpart 30-3 of the Rules of the Board of Regents provides that, "[n]othing [..] shall be construed to alter or diminish the authority of the governing body of a district to grant or deny tenure to or terminate probationary [educators] during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons, including the [educator's] performance that is the subject of the appeal.

10. If a teacher is rated "Developing" or "Ineffective", the parties agree to implement a Teacher Improvement Plan. Within the Teacher Improvement Plan, the activities determined shall be specific activities that are relevant to the area(s) of need in the TIP as they relate to the specific needs identified in the evaluation and are to be carried out during the school day.

Section D
Teacher Improvement Plan

TEACHER IMPROVEMENT PLAN (TIP)

Purpose: To provide guidance and assistance to the teachers and support staff in need of improvement

A teacher Improvement Plan shall be developed and implemented for:

- Any probationary or tenured teacher whose Annual Professional Performance Review has been rated "ineffective", "developing" or "unsatisfactory". A Teacher Improvement Plan will be developed for the new/next school year.

- Any probationary teacher whose "observation(s)" throughout the school year are rated "unsatisfactory, a Teacher Improvement Plan will be developed on the agreed timeframe.

- If a teacher transfers to another school, the Teacher Improvement Plan is developed by the teacher and the principal who rated the teacher's Annual Professional Performance Review as "ineffective" or "developing" or "unsatisfactory".

The following steps are taken to ensure that this Teacher Improvement Plan yields the most effective results:

1. For all teachers who receive a rating of "ineffective", "developing" or "unsatisfactory" on their Annual Professional Performance Review: within ten (10) school days of the Annual Professional Review, the teacher and the administrator/observer must meet to develop the TIP at a mutually agreed upon time during the school day. The teacher and/or administrator may choose to include other district support staff but not limited to curriculum specialists, subject area coordinators, department representatives, union representatives, etc.

2. For a probationary teacher who receives an "unsatisfactory" observation during the school year within (10) school days of the "unsatisfactory" observation the teacher and administrator/observer must meet to develop the Teacher Improvement Plan at a mutually agreed upon time during the school day. The teacher and/or administrator may choose to include other district support staff but not limited to curriculum specialists, subject area coordinators, department representatives, union representatives, etc.

3. The Teacher Improvement Plan will include:

   a. **Area(s) of Need as They Relate to the Specific Needs Identified in the Evaluation**: Identify the area(s) of need perceived by the teacher and/or administrator in reference to comments in observation/ Annual Performance Review Evaluation. No comments should be made to an area of need if not in the teacher's observation or Annual Performance Review.

   b. **Administrator Responsibility and Activities**: The administrator is responsible for identifying and implementing activities in addition to observations, doing walk-throughs and reviewing instructional plans as they relate to the specific area of need(s). These activities must be implemented during the school day.

   c. **Teacher Responsibility and Activities**: The teacher is responsible for identifying and implementing activities as they relate to the specific area of need(s). These activities must be implemented during the school day.

d. **Timeline**: Teacher and administrator jointly develop the time frame in which the activities are to be implemented and completed. The timeframe shall not exceed one (1) month.

4. When the plan is completed and signed, the administrator shall immediately provide a copy to the teacher.

5. Two review meetings are held to determine progress of the implementation and/or any adjustments that should be made to the plan.

   a. Each review meeting will be held during the school day after a maximum interval of one month.

   b. After two reviews, the teacher and administrator mutually determine the need for additional reviews.

   c. If the teacher (tenure/probationary) receives a satisfactory or higher rating on a formal observation, the teacher Improvement Plan will no longer be in effect.

   d. If a probationary teacher subsequently receives an unsatisfactory rating on a formal observation, a newly developed Teacher Improvement Plan will be created in following with steps 1 – 5.

   e. Each area of need will be assessed for progress or lack of progress by both the teacher (self-assessment) and the certified and trained lead evaluator (administrator) who rated the teacher's Annual Professional Performance Review. If the teacher and/or administrator has transferred to another building, the certified lead evaluator (administrator) of the current building shall be responsible for working with the teacher in assessing progress.

Yonkers Public Schools

Teacher Support Plan For Growth – Form I

Teacher's Name:

_____

School:

_____Date:_____

_____

Supervising Administrator:_____

	Area(s) of Need	Intervention/Activity to Support Area(s) of Improvement	Timeframe	The Manner by Which Improvement Will be Assessed
AREA(S) OF NEED AS THEY RELATE TO SPECIFIC NEEDS IDENTIFIED IN THE ANNUAL PERFORMANCE REVIEW /OBSERVATION:				
ADMINISTRATOR'S RESPONSIBILITY AND ACTIVITIES:				
TEACHER'S RESPONSIBILITY AND ACTIVITIES:				

PARTICIPANTS DURING INITIAL PLANNING MEETING
Administrator Signature:
Teacher's Signature:
Other Participants' Signature(s):

YONKERS PUBLIC SCHOOLS

TEACHER SUPPORT PLAN FOR GROWTH- Form II

REVIEW MEETING # 1 Date : _____	
Area(s) Discussed:	
Positive Growth Area(s):	
Teacher's Comments:	
Administrator's Comment	
Next Steps(if any):	
Signatures:	**Administrator:** **Teacher:**
Other Participants:	

YONKERS PUBLIC SCHOOLS

TEACHER SUPPORT PLAN FOR GROWTH- Form III

REVIEW MEETING # 2 Date : _____	
Area(s) Discussed:	
Positive Growth Area(s):	
Teacher's Comments:	
Administrator's Comments:	
Next Steps(if any):	
Signatures:	**Administrator:** **Teacher:**
Other Participants:	

Section E
Professionals Not Covered Under 3012-d

All staff except the following are evaluated under 3012-d APPR:

- Prekindergarten teachers
- Psychologists
- Social Workers
- Guidance Counselors
- Teaching Assistants
- Crisis Intervention Teachers
- Deans
- Per Diem Substitutes
- Resource Room Teachers
- Speech/Language Pathologists
- Occupational Therapists
- Physical Therapists
- Instructional Coaches
- Teacher of the Hearing Impaired (Related Services Provider)
- Adaptive Physical Education (Related Services Provider)
- Librarians
- Teachers on Special Assignment (TOSA)

SECTION F
Criteria and Forms for Evaluation of Professionals not covered under the 3012-d APPR

Section F.1: Teacher Observation and Evaluation for Non 3012-d Teachers

Teachers who do not fall under 3012-d will be evaluated using the criteria and forms included in Section F of this manual, which is incorporated in the YFT/Board of Education agreement.

OBSERVATIONS:

(1)Probationary Teachers:

Probationary teachers will receive no more than three (3) formal observations. The observations will be in person and conducted by an administrator. All forms that will be used for these teachers/staff are contained in Section F of the APPR. The process of these observations will be as follows:

a. One formal observation will be conducted by an administrator. The first observation will include a pre-observation conference, announced observation and a post observation conference. The pre-and post-observation conferences will take place during the school day, at a time mutually agreed upon by the teacher and administrator. The observation will be conducted no later than the end of November. The formal observation must be scheduled within three (3) workdays of the pre-observation conference. In the event that the observation does not take place as scheduled, a new pre-observation conference will be required. A specific time/day of observation will be determined at the pre-observation conference.
b. Two (2) formal observations will be conducted by a trained and certified Lead Evaluator (administrator). The first of the two observations will be conducted no later than the end of February and will be unannounced; and the third will be conducted no later than the end of April and can be either announced or unannounced.
c. A probationary teacher whose service may be terminated shall be entitled, upon request, to a formal hearing with the Superintendent or his/her designee. The teacher may be accompanied by the YFT President or his/her designee. Any additional information submitted at this hearing will be reviewed by the Superintendent or his/her designee before reaching a final decision.
d. The post conference meetings should take place within two (2) weeks of each observation at which time the teacher shall receive a copy of the written observation signed by the administrator. The teacher shall have the right to make comments on the observations. A copy of the administrator's observation with the teacher's comments and signature shall be placed into the teacher's personnel file. During the course of the school year, the teacher shall, at the teacher's request, have access to such notes and the right to comment on them.

(1.A) Shared Teachers (Probationary):

Shared teachers are teachers who are assigned to two or more schools for the school year. Shared teachers will receive no more than three (3) formal observations a year from an administrator. The observation forms, signed by the administrator and teacher, shall be placed in the teacher's personnel file and the teacher may comment on each observation within a school year. During the course of a school year, the teacher shall, at the teacher's request, have access to such notes and the right to comment on them. The process of these observations will be as follows:

a. If the split is .5/.5, the shared teacher will receive one formal observation from each assigned school for the year. The third formal observation will be decided by both school administrators as to who will observe the teacher. The building administrators from these assigned schools will decide who among them will complete the first, second, and third of the three (3) observations. If there is no mutual agreement on which of the administrators will conduct the observations, a designated Central Office Administrator will make the determination. The teacher will be notified no later than October 15th as to who will conduct each of the observations. Administrators for both schools will collaborate on the shared teacher's final evaluation.

   i. The first formal observation will be an announced observation and will be conducted no later than the end of November. Teachers will be notified and the observation must be schedule within (3) workdays of the pre-observation conference. In the event that the observation does not take place as scheduled, a new pre-observation conference will be required. A specific time/day of observation will be determined at the pre-observation conference. The pre-and post-conference will be held during the school day, at a mutually agreed upon time by the teacher and administrator.

   ii. The second and third formal observation will be conducted by an administrator. These observations will be conducted no later than the end of April; the first of the two (2) observations will be unannounced and the last can be either announced or unannounced. If the third (3rd) observation is announced, teachers will be notified at least three (3) working days before the observation. A pre-conference, if any, and post-observation conference will be held during the school day, at a mutually agreed upon time by the teacher and administrator.

   iii. The post conference meetings should take place within two (2) weeks of each observation at which time the teacher shall receive a copy of the written observation signed by the administrator. The teacher shall have the right to make comments on the observations. A copy of the administrator's observation with the teacher's comments and signature shall be placed into the teacher's personnel file. During the course of a school year, the teacher shall, at the teacher's request, have access to such notes and the right to comment on them.

b. Shared teachers who are in more than two (2) schools will receive no more than three (3) formal observations a year. The building administrator from these assigned schools will decide who among them will complete each of the three observations. Each of the three (3) observations will be conducted in a different building by a different school administrator. If there is no mutual agreement on who will conduct these evaluations, a designated Central Office Administrator will make the determination. The teacher will be notified no later than October 15th as to who will conduct the observation. The observations shall follow the same procedures as above.

(2)Tenured Teachers:

Tenured teachers will receive no more than two (2) formal observations. The observations will be in person and conducted by an administrator. The observation forms, signed by the administrator and teacher shall be placed in the teacher's personnel file and the teacher may comment on each observation within a school year. During the course of a school year, the teacher shall, at the teacher's request, have access to such notes and the right to comment on them. The process of these observations will be as follows:

1. One formal observation will be conducted by an administrator. The first observation will be an announced observation. Teachers will be notified at least five (5) working days before the observation and the observation will be conducted no later than the end of November. Upon request, the tenured teacher has the right to a pre- and a post-observation conference during the school day, at a mutually agreed upon time by the teacher and administrator. This does not preclude the administrator from meeting with teachers as she/he deems necessary at a mutually agreed upon time during the school day.

   2. The second formal observation will be conducted by an administrator. This will be an unannounced observation and will be conducted no later than the end of April. Upon request, the teacher has the right to a post observation conference during the school day at a mutually agreed upon time by the administrator and teacher. During the course of a school year, the teacher shall, at the teacher's request, have access to such notes and the right to comment on them. The procedures for both observations will be the same as above in step (a), with one exception: the unannounced formal observation does not include a preconference.

(2.a) Shared Teachers (Tenure):

Shared teachers are teacher who are assigned to two or more schools for the year. Shared teachers will receive no more than two (2) formal observations a year. The observation forms, signed by the administrator and teacher shall be placed in the teacher's personnel file and the teacher may comment on each observation within a school year. During the course of a school year, the teacher shall, at the teacher's request, have access to such notes and the right to comment on them. The process of these observations will be a follows:

1. If the split is .5/.5, the shared teacher will receive one formal observation from each assigned school for the year. Teachers will be notified no later than October 15th as to who will conduct each observation. Administrators from both buildings will collaborate on the shared teacher's final evaluation.

i. The first observation will be an announced observation and the observation will be conducted no later than the end of November. Teacher will be notified at least five (5) working days before the observation. Upon request, the tenured teacher has the right to a pre- and post- observation conference during the school year, a mutually agreed upon time by the teacher and administrator. This does not preclude the administrator from meeting with teachers as she/he deems necessary at a mutually agreed upon time during the school day.

ii. The 2nd formal observation will be conducted by an administrator. This will be an unannounced observation and will be conducted no later than the end of April. Upon request, the teacher has the right to a post-observation conference during the school day at a time mutually agreed upon by the teacher and the administrator. This does not preclude the administrator from meeting with teachers as she/he deems necessary at a mutually agreed upon time during the school day.

2. Shared teachers who are in more than two schools will receive only two (2) formal observations a year. The building administrator from these assigned schools will decide who among them will complete one of the two observations. Each observation will be conducted by a different building administrator. If there is no mutual agreement on who will conduct these observations, a designated Central Office Administrator will make the determination. The teacher will be notified no later than October 15th as to who will conduct the observation. The procedures for both observations will be the same as above in step (a), with one exception: the unannounced formal observation does not include a preconference.

ANNUAL EVALUATION

All probationary and tenured teachers shall receive a written evaluation on the appropriate form. Ratings on this form shall be "satisfactory" or "unsatisfactory." A teacher shall be entitled to comment on the written evaluation report, sign it and retain one copy.

PERSONNEL FILES

New evaluations and all other items within the school system received after September 30, 1965, shall be open to the teacher's review. Individual teachers shall have the right to review such materials, upon request, in the presence of the administrator responsible for such files, or his/her designee. Teachers may also review all past non-confidential materials in their personnel files whether in the central office or any school building, in the same manner. They shall have the right to copy such materials, provided such action does not interfere with the normal business of the school or office. References from outside of the Yonkers Public Schools and official transcripts of graduate and undergraduate studies shall remain confidential, as shall evaluation reports submitted prior to September 30, 1965.

Professional Development in Performance Appraisal

The role of the administrator/evaluator in the appraisal system is vital to the success of such efforts. The district will provide professional development on "best practices" for all staff who conduct such evaluations. The district will also avail itself of State Education Department resources to provide additional professional development activities. A list of all trained and certified Lead Evaluators shall be forwarded to the YFT at least once annually.

This professional development program will consist of the following steps:

- Before implementation of the plan, all central office and building administrators will participate in four hours of professional development, which focuses on the professional appraisal process.

- Within one month of appointment, all new administrators will receive orientation sessions which focus on State and District regulations/policies and contractual issues.

- All probationary administrators will be provided with ongoing professional development opportunities in evaluation techniques and "best practices".

- Professional Development activities will include the following topic/issues:
    - Evaluation/Observation processes and procedures
    - Role of the evaluator/observer
    - Criteria for evaluation
    - Teacher Support Plan for Growth-The process
    - Appropriate completion of formal evaluation forms
    - Effective collaboration and communication
    - Contractual obligations
    - Evidence collection

YONKERS PUBLIC SCHOOLS

ANNUAL EVALUATION OF TENURED AND NON-TENURED TEACHERS

June _____ **_____**

Teacher: _____ **Principal:** _____

Absences: **Sick:** _____ **Personal** _____ **Other:** _____ **School:** _____
Tardies: **Subject(s) or Grade:**

CRITERIA	COMMENTS
Content knowledge	
Preparation employing pedagogical practices	
Instructional delivery	
Classroom management	
Knowledge of student development and appreciation of diversity	
Student assessment techniques	
Collaborative relationships	
Reflective and responsive practice	
Involvement in the Total School Program	

Summary Evaluation ☐ **Satisfactory** ☐ **Unsatisfactory**

Principal Comments/Recommendations:

Principal Signature **Date**

Teacher Comments:

Teacher Signature **Date**

CRITERIA FOR ANNUAL EVALUATION OF TEACHERS

9/2000

Original: Personnel File
Copy: Teacher

1. **CONTENT KNOWLEDGE** sesses and demonstrates thorough knowledge of content

- Aligns curriculum with district/state standards
- Uses strategies that reflect current knowledge and practice within a discipline
- Uses resources appropriate to the content area

2. Preparation

- Demonstrates evidence of planning
- Develops short and long term curriculum goals which address curriculum requirements as well as the needs of the students
- Provides for appropriate curriculum pacing, continuity and sequence
- Plans and uses a variety of teaching strategies, which are modified as needed
- Plans learning experiences that integrate subject matter
- Prepares materials and resources

3. Instructional delivery

- Engages students and provides for frequent student interaction
- Sets clear instructional goals
- Communicates clearly and effectively
- Uses effective questioning techniques with appropriate follow-up
- Demonstrates flexibility
- Encourages persistence in reaching learning goals
- Presents instructional content that is learner-centered
- Uses varied presentation strategies and materials
- Uses developmentally appropriate materials

4. Classroom management

- Establishes classroom procedures/rules for student interaction that are clearly presented and consistently applied
- Supports the district's code of behavior
- Maintains an instructional climate conducive to learning and student safety
- Implements positive, supportive, and respectful classroom management techniques
- Uses good judgment in implementing classroom discipline/management procedures

5. Student development

- Demonstrates an understanding of the developmental stages of the student by using a variety of appropriate instructional strategies
- Demonstrates sensitivity to the needs of children
- Demonstrates and fosters respect for diversity and individual differences

6. Student assessment

- Consistently uses a variety of effective strategies for monitoring, assessing, and/or providing feedback on student progress
- Consistently aligns standards, instruction and assessments
- Maintains assessment records of his/her students' performance

7. Collaboration

- Works collaboratively and constructively with colleagues and other professionals
- Seeks to maintain effective working relationships with administrators, school staff, parents and students
- Is willing to share ideas, suggestions and resources with others

8. Reflective and responsive practice

- Reflects thoughtful planning
- Uses reflection and feedback to enhance student learning
- Makes connections between prior performance/analysis of needs and his/her own professional development and practice
- Uses assessment data to move from one stage of instruction to the next and to plan new instruction
- Reviews lesson development on a regular basis and makes necessary adjustments
- Takes responsibility for self-growth, professional improvement and ongoing self-evaluation

9. INVOLVEMENT IN THE TOTAL SCHOOL PROGRAM

- Contributes to establishing a secure and supportive school environment
- Assists actively with school activities

ANNUAL EVALUATION OF TENURED AND NON-TENURED PUPIL SUPPORT STAFF

June _____

Teacher: **Principal:**

Absences: **Sick:** **Personal:** **Other:** **School:**

Tardies: **Position:**

	COMMENTS
Knowledge of Theory and Practice	
Preparation employing Professional practices	
Support Services	
Management Skills	
Knowledge of student development and appreciation of diversity	
Student assessment techniques	
Collaborative relationships	
Reflective and responsive practice	
Involvement in the Total School Program	

Summary Evaluation: ☐ **Satisfactory** ☐ **Unsatisfactory**

Principal Comments/Recommendations:

Principal Signature **Date**

Original: Personnel File

Copy: Teacher

ANNUAL EVALUATION OF TENURED AND NON-TENURED PUPIL SUPPORT STAFF

June _____

Teacher: _____ **Principal:** _____

Teacher Comments:

_____

_____

Teacher Signature **Date**

9/2000

Original: Personnel File

Copy: Teacher

CRITERIA FOR ANNUAL EVALUATION OF PUPIL SUPPORT STAFF

1. KNOWLDEGE OF THEORY AND PRACTICE

- Demonstrates a working knowledge of a wide range of assessment techniques suitable for students ages pre-school to 21
- Interprets appropriate individual and group tests and evaluations to assess student ability, achievement and development
- Demonstrates an understanding of the relationship between learning problems and school adjustment problems
- Demonstrates an understanding of the relationship between teaching styles and learning styles
- Has an understanding of the policies and procedures of the school district and relevant state and federal laws
- Demonstrates an understanding of curriculum, standards and students' grade level requirements

2. PREPARATION

- Plans for appropriate assessments and recommendations
- Plans learning experiences which promote student achievement and well being
- Selects and applies appropriate techniques for counseling with parents about their child's individual growth and development
- Keeps abreast of changing strategies, assessments and relevant resources

3. SUPPORT SERVICES

- Provides individual or group counseling services to students
- Implements district plans and procedures for delivering support services
- Provide students and teachers with appropriate supports for successful learning experiences
- Acts as a liaison between school and community services
- Supports student transitions from level to level
- Assists in the procedures for course scheduling and course selection
- Conducts activities in collaboration with instructional personnel

4. MANAGEMENT SKILLS

- Effectively organizes time, case data and materials to develop appropriate educational interventions
- Presents oral and written reports to professionals and parents in clear, concise and accurate terms
- Maintains accurate student information and records
- Prepares for and participates in Pupil Support Team meetings and CSE meetings
- Demonstrates ability to prioritize needs of students/staff and schedules meetings/sessions to meet those needs
- Conducts and submits evaluations and assessments in a timely manner (and in compliance with state and federal education laws)

5. STUDENT DEVELOPMENT

- Demonstrates knowledge of and assists staff and parents in understanding human growth and development
- Assists in the development of educational programs that meet student needs
- Helps students identify and relate their aptitudes, and interests to current and future educational and occupational choices and requirements
- Assists students in the development of decision making and problem solving skills
- Demonstrates and fosters respect for diversity and individual differences.

6. STUDENT ASSESSMENT

- Delivers effective screening and assessment services to determine student needs and progress
- Assesses the family's dynamics and its impact on the learning process
- Analyzes and integrates assessment data to assist teachers and families in understanding the child

7. COLLABORATION

- Establishes and fosters positive interactions with students, parents and staff
- Uses community resources and makes appropriate referrals
- Collaborates with students, families, administrators and school staff to understand and participate in the process of problem resolution

8. REFLECTIVE AND RESPONSIVE PRACTICE

- Takes responsibility for self-growth, professional improvement and ongoing self-evaluation
- Reviews cases regularly and provides timely feedback to parents, students and staff members
- Adapts interventions on the basis of student outcomes
- Seeks appropriate consultation with mentors and peers
- Sees own work in relation to the whole school program

9. INVOLVEMENT IN THE TOTAL SCHOOL

PROGRAM

- Contributes to establishing a secure and supportive school environment
- Assists actively with school activities

YONKERS PUBLIC SCHOOLS

ANNUAL EVALUATION OF TENURED AND NON-TENURED TEACHING ASSISTANT

June _____

Teaching Assistant: _____ **Principal:** _____

Absences: **Sick:** _____ **Personal** _____ **Other:** _____ **School:** _____
Tardies: **Subject(s) or Grade:**

CRITERIA	COMMENTS
Appropriate Knowledge of Content	
Assist with Teacher Preparation	
Assists with Instructional Delivery	
Assists with Classroom Management	
Awareness of Student Development	
Collaboration	
Reflective and responsive practice	
Involvement in the School Program	

Summary Evaluation ☐ **Satisfactory** ☐ **Unsatisfactory**

Principal Comments/Recommendations:

Principal Signature **Date**

Teaching Assistant Comments:

Teaching Assistant Signature **Date**

Original: Personnel File

Copy: Teaching Assistant

9/2000

CRITERIA FOR ANNUAL EVALUATION OF TEACHING ASSISTANTS

1. APPROPRIATE KNOWLEDGE OF CONTENT

- Demonstrates appropriate knowledge of content
- Uses strategies that reflect current knowledge and practice within a discipline
- Uses resources appropriate to the content area

2. ASSIST WITH TEACHER PREPARATION

- Demonstrates knowledge of planning
- Implements appropriate pacing and continuity of lesson
- Implements a variety of teaching strategies, which are modified as needed
- Assists with learning experiences that integrate subject matter
- Prepares materials and resources

3. ASSIST WITH INSTRUCTIONAL DELIVERY

- Engages students and provides for student interaction
- Sets clear instructional goals
- Communicates clearly and effectively
- Uses effective questioning techniques with appropriate follow-up
- Demonstrates flexibility
- Encourages persistence in reaching learning goals
- Presents instructional content that is learner-centered
- Uses varied presentation strategies and materials
- Uses developmentally appropriate materials

4. ASSIST WITH CLASSROOM MANAGEMENT

- Supports classroom procedures/rules for student interaction that are clearly presented and consistently applied
- Supports the district's code of conduct
- Assists in maintaining an instructional climate conducive to learning and student safety
- Assists with positive, supportive, and respectful classroom management techniques
- Uses good judgment in implementing classroom discipline/management procedures

5. AWARENESS OF STUDENT DEVELOPMENT

- Awareness of the developmental stages of the students
- Demonstrates sensitivity to the needs of children
- Demonstrates and fosters respect for diversity and individual differences

6. COLLABORATION

- Works collaboratively and constructively with teacher
- Seeks to maintain effective working relationships with administrators, school staff, parents and students
- Is willing to share ideas, suggestions and resources with others

7. REFLECTIVE AND RESPONSIVE PRACTICE

- Uses reflection and feedback to enhance student learning
- Makes connections between prior performance/analysis of needs and his/her own professional development and practice
- Takes responsibility for self-growth, professional improvement and ongoing self-evaluation

8. INVOLVEMENT IN THE SCHOOL PROGRAM

- Contributes to establishing a secure and supportive school environment
- Assists actively with school activities during the school day

DO NOT WRITE ON THIS PAGE

YONKERS PUBLIC SCHOOLS

FORMAL OBSERVATION REPORT OF NON-TENURED TEACHERS

Teacher: **School:** **Grade/**

Observer: **Tenure Date:**

Observation Date: **Time: From** **To**

Curriculum Area: **Lesson Topic:**

Criteria	Check if Demonstrated	Comments
1. Content Knowledge		
2. Preparation		
3. Instructional Delivery		
4. Classroom Management		
5. Student Development		
6. Student Assessment		

☐ Satisfactory ☐ Unsatisfactory

Comments/Recommendations:

Conference Date: **Time: From** **To**

Teacher Comments:

Teacher Signature **Date** **Administrator Signature and Title**

9/2000

Original: Personnel File

Copy: Teacher

CRITERIA FOR FORMAL OBSERVATION REPORT OF NON-TENURED TEACHERS

1. CONTENT KNOWLEDGE

The teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum.

- Possesses and demonstrates thorough knowledge of content
- Aligns curriculum with district/state standards
- Uses strategies that reflect current knowledge and practice within a discipline
- Uses resources appropriate to the content area

2. PREPARATION

The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

- Demonstrates evidence of planning
- Develops short and long term curriculum goals which address curriculum requirements as well as the needs of the students
- Provides for appropriate curriculum pacing, continuity and sequence
- Plans and uses a variety of teaching strategies, which are modified as needed
- Plans learning experiences that integrate subject matter
- Prepares materials and resources

3. INSTRUCTIONAL DELIVERY

The teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning.

- Engages students and provides for frequent student interaction
- Sets clear instructional goals
- Communicates clearly and effectively
- Uses effective questioning techniques with appropriate follow-up
- Demonstrates flexibility
- Encourages persistence in reaching learning goals
- Presents instructional content that is learner-centered
- Uses varied presentation strategies and materials
- Uses developmentally appropriate materials

4. CLASSROOM MANAGEMENT

The teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning.

- Establishes classroom procedures/rules for student interaction that are clearly presented and consistently applied
- Supports the district's code of behavior
- Maintains an instructional climate conducive to learning and student safety
- Implements positive, supportive, and respectful classroom management techniques

- Uses good judgment in implementing classroom discipline/management procedures

5. Student Development

The teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.

- Demonstrates an understanding of the developmental stages of the student by using a variety of appropriate instructional strategies
- Demonstrates sensitivity to the needs of children
- Demonstrates and fosters respect for diversity and individual differences

6. STUDENT ASSESSMENT

The teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.

- Consistently uses a variety of effective strategies for monitoring, assessing, and/or providing feedback on student progress
- Consistently aligns standards, instruction and assessments
- Maintains assessment records of his/her students' performance

DO NOT WRITE ON THIS PAGE

FORMAL OBSERVATION REPORT OF NON-TENURED PUPIL SUPPORT STAFF

Teacher: **School:** **Position:**

Observer: **Tenure Date:**

Observation Date: **Time: From** **To**

Activity Observed:

Observation	Check if	
7. Knowledge of Theory and Practice		
8. Preparation		
9. Support Services		
10. Management Skills		
11. Student Development		
12. Student Assessment		

☐ Satisfactory ☐ Unsatisfactory

Comments/Recommendations:

Conference Date: **Time: From** **To**

Teacher Comments:

Teacher Signature **Date** **Administrator Signature and Title**

Original: Personnel File

9/2000

Copy: Teacher

CRITERIA FOR FORMAL OBSERVATION OF NON-TENURED PUPIL SUPPORT STAFF

2. KNOWLDEGE OF THEORY AND PRACTICE

Pupil Support Staff shall demonstrate knowledge of the theory and practices of guidance counseling, social work or school psychology as it relates to student achievement.

- Demonstrates a working knowledge of a wide range of assessment techniques suitable for students ages pre-school to 21
- Interprets appropriate individual and group tests and evaluations to assess student ability, achievement and development
- Demonstrates an understanding of the relationship between learning problems and school adjustment problems
- Demonstrates an understanding of the relationship between teaching styles and learning styles
- Has an understanding of the policies and procedures of the school district and relevant state and federal laws
- Demonstrates an understanding of curriculum, standards and students' grade level requirements

3. PREPARATION

Pupil Support Staff shall demonstrate appropriate professional preparation employing the necessary practices in providing support services.

- Plans for appropriate assessments and recommendations
- Plans learning experiences which promote student achievement and well being
- Selects and applies appropriate techniques for counseling with parents about their child's individual growth and development
- Keeps abreast of changing strategies, assessments and relevant resources

4. SUPPORT SERVICES

Pupil Support Staff shall deliver services which support student learning, active student involvement and appropriate teacher/student interaction.

- Provides individual or group counseling services to students
- Implements district plans and procedures for delivering support services
- Provide students and teachers with appropriate supports for successful learning experiences
- Acts as a liaison between school and community services
- Supports student transitions from level to level
- Assists in the procedures for course scheduling and course selection
- Conducts activities in collaboration with instructional personnel

5. MANAGEMENT SKILLS

Pupil Support Staff shall demonstrate management skills which support an environment conducive to student learning.

- Effectively organizes time, case data and materials to develop appropriate educational interventions
- Presents oral and written reports to professionals and parents in clear, concise and accurate terms
- Maintains accurate student information and records
- Prepares for and participates in Pupil Support Team meetings and CSE meetings
- Demonstrates ability to prioritize needs of students/staff and schedules meetings/sessions to meet those needs
- Conducts and submits evaluations and assessments in a timely manner (and in compliance with state and federal education laws)

6. STUDENT DEVELOPMENT

Pupil Support Staff shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the consistent application of developmentally appropriate instructional strategies.

- Demonstrates knowledge of and assists staff and parents in understanding human growth and development
- Assists in the development of educational programs that meet student needs
- Helps students identify and relate their aptitudes, and interests to current and future educational and occupational choices and requirements
- Assists students in the development of decision making and problem solving skills
- Demonstrates and fosters respect for diversity and individual differences.

7. STUDENT ASSESSMENT

Pupil Support Staff shall implement assessment techniques based on cognitive, emotional and psychosocial development as well as appropriate learning standards.

- Delivers effective screening and assessment services to determine student needs and progress
- Assesses the family's dynamics and its impact on the learning process
- Analyzes and integrates assessment data to assist teachers and families in understanding the child

DO NOT WRITE ON THIS PAGE

FORMAL OBSERVATION REPORT OF TENURED TEACHERS

Teacher: **School:** **Grade/**

Observer:

Observation Date: **Time: From** **To**

Curriculum Area: **Lesson Topic:**

Criteria	Comments
13. Content Knowledge	
14. Preparation	
15. Instructional Delivery	
16. Classroom Management	
17. Student Development	
18. Student Assessment	

☐ Satisfactory ☐ Unsatisfactory

Comments/Recommendations:

Conference(Optional) Date: **Time:** **From** **To**

Teacher Comments:

Teacher Signature **Date** **Administrator Signature and Title**

9/2000

Original: Personnel File

Copy: Teacher

CRITERIA FOR FORMAL OBSERVATION REPORT OF TENURED TEACHERS

1. CONTENT KNOWLEDGE

The teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum.

- Possesses and demonstrates thorough knowledge of content
- Aligns curriculum with district/state standards
- Uses strategies that reflect current knowledge and practice within a discipline
- Uses resources appropriate to the content area

2. PREPARATION

The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

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- Uses effective questioning techniques with appropriate follow-up
- Demonstrates flexibility
- Encourages persistence in reaching learning goals
- Presents instructional content that is learner-centered
- Uses varied presentation strategies and materials
- Uses developmentally appropriate materials

4. CLASSROOM MANAGEMENT

The teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning.

- Establishes classroom procedures/rules for student interaction that are clearly presented and consistently applied
- Supports the district's code of behavior
- Maintains an instructional climate conducive to learning and student safety
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- Maintains assessment records of his/her students' performance

DO NOT WRITE ON THIS PAGE

FORMAL OBSERVATION REPORT OF TENURED PUPIL SUPPORT STAFF

Teacher: **School:** **Position:**

Observer: **Activity Observed:**

Observation Date: **Time: From** **To**

Observation	
19. Knowledge of Theory and Practice	
20. Preparation	
21. Support Services	
22. Management Skills	
23. Student Development	
24. Student Assessment	

☐ Satisfactory ☐ Unsatisfactory

Comments/Recommendations:

Conference(Optional) Date **Time:** **From** **To**

Teacher Comments:

Teacher Signature **Date** **Administrator Signature and Title**

9/2000

Original: Personnel File

Copy: Teacher

CRITERIA FOR FORMAL OBSERVATION OF TENURED PUPIL SUPPORT STAFF

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- Demonstrates an understanding of the relationship between learning problems and school adjustment problems
- Demonstrates an understanding of the relationship between teaching styles and learning styles
- Has an understanding of the policies and procedures of the school district and relevant state and federal laws
- Demonstrates an understanding of curriculum, standards and students' grade level requirements

2. PREPARATION

Pupil Support Staff shall demonstrate appropriate professional preparation employing the necessary practices in providing support services.

- Plans for appropriate assessments and recommendations
- Plans learning experiences which promote student achievement and well being
- Selects and applies appropriate techniques for counseling with parents about their child's individual growth and development
- Keeps abreast of changing strategies, assessments and relevant resources

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- Provide students and teachers with appropriate supports for successful learning experiences
- Acts as a liaison between school and community services
- Supports student transitions from level to level
- Assists in the procedures for course scheduling and course selection
- Conducts activities in collaboration with instructional personnel

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- Maintains accurate student information and records
- Prepares for and participates in Pupil Support Team meetings and CSE meetings
- Demonstrates ability to prioritize needs of students/staff and schedules meetings/sessions to meet those needs
- Conducts and submits evaluations and assessments in a timely manner (and in compliance with state and federal education laws)

5. STUDENT DEVELOPMENT

Pupil Support Staff shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the consistent application of developmentally appropriate instructional strategies.

- Demonstrates knowledge of and assists staff and parents in understanding human growth and development
- Assists in the development of educational programs that meet student needs
- Helps students identify and relate their aptitudes, and interests to current and future educational and occupational choices and requirements
- Assists students in the development of decision making and problem solving skills
- Demonstrates and fosters respect for diversity and individual differences.

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Pupil Support Staff shall implement assessment techniques based on cognitive, emotional and psychosocial development as well as appropriate learning standards.

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- Assesses the family's dynamics and its impact on the learning process
- Analyzes and integrates assessment data to assist teachers and families in understanding the child

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TENURE TEACHER/PUPIL SUPPORT STAFF WALK-THROUGH OBSERVATION

Teacher _____ **School** _____ **Observer** _____

Time _____ **Date** _____ **Grade/Subject/Position** _____

STUDENTS WERE: (Click arrow for list)		**TEACHER WAS:** (Click arrow for list)

EVIDENCE OF CRITICAL, CREATIVE, OR HIGHER ORDER THINKING:		EVIDENCE OF POSITIVE CLIMATE:
(Click arrow for list)		(Click arrow for list)

Comments:

9/2000

Observer Signature _____

Teacher Signature _____ **Date Received** _____

Conference Requested ☐ Yes ☐ No

Original: Personnel File

Copy: Teacher

TENURE TEACHER WALK-THROUGH

STUDENTS WERE:

1. On task (at least 90%)
2. Actively involved (centers, labs, manipulatives)
3. Reading - with teacher, silently, in pairs, round robin
4. Writing - process, journals literacy
5. Completing worksheet
6. Completing assignments
7. Using technology
8. Listening
9. Working in cooperative groups
10. Following classroom rules
11. Other

TEACHER WAS:

1. Lecturing
2. Helping individual students
3. Facilitating small groups/ centers
4. Facilitating large groups
5. Reading to students
6. Sitting at desk/ table
7. Questioning - knowledge level
8. Questioning - higher level
9. Modeling task
10. Performing administrative tasks
11. Maintaining student attention
12. Addressing learning styles
13. Other

EVIDENCE OF CRITICAL, CREATIVE, OR HIGHER ORDER THINKING:

1. Creative product
2. Problem-solving/decision making
3. Challenging content
4. Scientific investigation
5. Using test taking strategies
6. High level of questioning

EVIDENCE OF POSITIVE CLIMATE:

1. Student praise
2. Evidence of student choice
3. Student work highlighted or displayed
4. Exemplars of quality student work displayed
5. Evidence of Standards and Curriculum Content
6. Providing feedback to students

7. Other

7. Evidence of student courtesy
8. Maintaining an attractive, organized, uncluttered environment
9. Other

NON-TENURE TEACHER/PUPIL SUPPORT STAFF WALK-THROUGH OBSERVATION

Teacher _____ **School** _____ **Observer** _____

Time _____ **Date** _____ **Grade/Subject/Position** _____

CHECKED ITEMS WERE OBSERVED DURING ADMINISTRATIVE WALK-THROUGH

STUDENTS WERE:

- ☐ 1. On task (at least 90%)
- ☐ 2. Actively involved (centers, labs, manipulatives)
- ☐ 3. Reading ☐ with teacher ☐ silently ☐ in pairs ☐ round
- ☐ 4. Writing ☐ process ☐ journals ☐ robin literacy
- ☐ 5. Completing worksheet
- ☐ 6. Completing assignments
- ☐ 7. Using technology
- ☐ 8. Listening
- ☐ 9. Working in cooperative groups
- ☐ 10. Following classroom rules
- ☐ 11. Other_____

TEACHER WAS:

- ☐ 1. Lecturing
- ☐ 2. Helping individual students
- ☐ 3. Facilitating small groups/ centers
- ☐ 4. Facilitating large groups
- ☐ 5. Reading to students
- ☐ 6. Sitting at desk/ table
- ☐ 7. Questioning - knowledge level
- ☐ 8. Questioning - higher level
- ☐ 9. Modeling task
- ☐ 10. Performing administrative tasks
- ☐ 11. Maintaining student attention
- ☐ 12. Addressing learning styles
- ☐ 13. Other _____

EVIDENCE OF CRITICAL, CREATIVE OR

- ☐ 1. Creative product
- ☐ 2. Problem-solving/decision making
- ☐ 3. Challenging content
- ☐ 4. Scientific investigation
- ☐ 5. Using test taking strategies
- ☐ 6. High level of questioning
- ☐ 7. Other

EVIDENCE OF POSITIVE CLIMATE:

- ☐ 1. Student praise
- ☐ 2. Evidence of student choice
- ☐ 3. Student work highlighted or displayed
- ☐ 4. Exemplars of quality student work
- ☐ 5. Evidence of Standards and Curriculum Content
- ☐ 6. Providing feedback to students
- ☐ 7. Evidence of student courtesy
- ☐ 8. Maintaining an attractive, organized, uncluttered environment
- ☐ 9. Other

Teacher _____ School _____ Observer _____

Time _____ Date _____ Grade/Subject/Position _____

Comments:

Observer Signature _____

Teacher Signature _____ Date Received _____

Conference Requested? ☐ Yes ☐ No

9/2/00

Original: Personnel File

Copy: Teacher

NON-TENURE TEACHING ASSISTANT WALK-THROUGH OBSERVATION

Teaching Assistant _____ **School** _____ **Observer** _____

Time _____ **Date** _____ **Grade/Subject/Position** _____

CHECKED ITEMS WERE OBSERVED DURING ADMINISTRATIVE WALK-THROUGH

STUDENTS UNDER THE SUPERVISION OF THE TEACHING ASSISTANT WERE:

- ☐ 1. On task (at least 90%)
- ☐ 2. Actively involved (centers, labs,
- ☐ 3. Reading ☐ with T.A. ☐ in pairs ☐ silently ☐ round
- ☐ 4. Writing ☐ process ☐ journals ☐ literacy (robin)
- ☐ 5. Completing worksheet
- ☐ 6. Completing assignments
- ☐ 7. Using technology
- ☐ 8. Listening
- ☐ 9. Working in cooperative groups
- ☐ 10. Following classroom rules
- ☐ 11. Other

TEACHING ASSISTANT WAS:

- ☐ 1. Lecturing
- ☐ 2. Helping individual students
- ☐ 3. Facilitating small groups/ centers
- ☐ 4. Facilitating large groups
- ☐ 5. Reading to students
- ☐ 6. Sitting at desk/ table
- ☐ 7. Questioning - knowledge level
- ☐ 8. Modeling task
- ☐ 9. Performing administrative tasks
- ☐ 10. Maintaining student attention
- ☐ 11. Other

EVIDENCE OF POSITIVE CLIMATE:

- ☐ 1. Student praise
- ☐ 2. Evidence of student choice
- ☐ 3. Providing feedback to students
- ☐ 4. Evidence of student courtesy
- ☐ 5. Other

Comments:

Observer Signature _____

Teaching Assistant Signature _____ **Date Received** _____

Conference Requested? ☐ **Yes** ☐ **No** **1/9/09**

Original: Personnel File

Copy: Teacher

TENURE TEACHING ASSISTANT WALK-THROUGH OBSERVATION

Teaching Assistant _____ **School** _____ **Observer** _____

Time _____ **Date** _____ **Grade/Subject/Position** _____

STUDENTS UNDER THE SUPERVISION OF THE TEACHING ASSISTANT WERE: (Click arrow for list)		TEACHING ASSISTANT WAS: (Click arrow for list)

THIS SECTION INTENTIONALLY LEFT BLANK		**EVIDENCE OF POSITIVE CLIMATE:** (Click arrow for list)

Comments:

Observer Signature _____

Teaching Assistant _____ Date Received _____

signature

Conference Requested? ☐ Yes ☐ No

9/2000

Original: Personnel File

Copy: Teacher

STUDENTS UNDER THE SUPERVISION OF THE TEACHING ASSISTANT WERE:

1. On task (at least 90%)
2. Actively involved (centers, labs, manipulatives)
3. Reading - with T.A., silently,

   in pairs, round robin
4. Writing - process, journals literacy
5. Completing worksheet
6. Completing assignments
7. Using technology
8. Listening
9. Working in cooperative groups
10. Following classroom rules
11. Other

TEACHING ASSISTANT WAS:

1. Lecturing
2. Helping individual students
3. Facilitating small groups/ centers
4. Facilitating large groups
5. Reading to students
6. Sitting at desk/ table
7. Questioning - knowledge level
8. Modeling task
9. Performing administrative tasks
10. Maintaining student attention
11. Other

EVIDENCE OF POSITIVE CLIMATE:

1. Student praise
2. Evidence of student choice
3. Providing feedback to students
4. Evidence of student courtesy
5. Other

SECTION G: APPENDICES

APPENDIX A

Standard 1: Knowledge of Students and Student Learning

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

It is not enough for teachers to know and understand childhood or adolescent developmental norms. Teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, and the outside influences that affect their learning: family dynamics, cultural customs, and socio-economic status. Furthermore, teachers must demonstrate this knowledge and understanding and also incorporate appropriate 21st Century in the planning and preparation of their lessons.*

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

NYSED Indicators: *Demonstrates an understanding of the developmental characteristics of their students; create developmentally appropriate lessons that address student learning differences and needs; Teachers implement lessons and modify instruction based upon student developmental needs.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Demonstrates and plans using knowledge of developmental characteristics of their students.*	Teacher is unable to demonstrate in planning, the developmental characteristics of their students.	Teacher demonstrates in planning, some knowledge of the developmental characteristics of their students.	Teacher demonstrates in planning, an accurate knowledge of the typical developmental characteristics of their students, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of their students, and exceptions to the general patterns, teacher demonstrates in planning the extent to which individual students follow the general patterns.

**21st Century Skills include critical thinking, problem solving, creativity, collaboration, communication, information literacy, global and cultural awareness.*

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

NYSED Indicators: *Design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student. Design lesson plans to include a variety of strategies that support the language acquisition needs of each student. Teachers explain their instructional decisions identifying research.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Uses strategies to support learning and language acquisition.*	Teacher designs lessons with few strategies that support student learning and language acquisition needs.	Teacher designs lessons to include some instructional strategies that support the learning and language acquisition needs of some students.	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of most students.	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of each student.
B.	*Uses research.*	Teacher is unable to identify research to plan or explain instructional decisions.	Teacher can identify research to plan but not explain instructional decisions.	Teacher can identify research to plan and explain instructional decisions.	Teacher can identify research to plan and explain instructional decisions and seeks out additional research to inform practice.

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

NYSED Indicators: *Vary and modify instruction to meet the diverse learning needs of each student. Create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Plans for student strengths, interests, experiences to meet diverse learning needs of each student.*	Teacher planning does not vary or modify instruction to meet diverse learning needs of students using student strengths, interests or experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of some students using student strengths, interests, experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of most students using student strengths, interests, experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of each student using student strengths, interests or experiences. Teacher plans for students to suggest ways in which instruction or lessons might be modified to advance their own learning and teacher acknowledges the suggestions.

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

NYSED Indicators: *Communicate directly with each student's parents, guardians, and/or caregivers. Use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Communicates with parents, guardians, and/or caregivers.*	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.

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

NYSED Indicators: *Incorporate a knowledge and understanding of the school community when planning and implementing instruction. Incorporate an understanding of their students' strengths and limitations and the environmental factors that influence their students' learning. Attend to individual students' personal and family experiences by incorporating multiple perspectives when discussing content.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Incorporates the knowledge of school community and environmental factors.*	Teacher does not incorporate knowledge and understanding of the school community when designing instruction.	Teacher incorporates general knowledge of the school community when planning instruction.	Teacher incorporates detailed and specific knowledge of the school community when planning instruction.	Teacher incorporates detailed and specific knowledge of the school community when planning instruction. Teacher continuously seeks additional information to impact instruction.
B.	*Attends to students personal and family experiences.*	Teacher does not consider students' personal and family experiences when planning delivery of instruction.	Teacher inappropriately considers students' personal and family experiences when planning instruction.	Teacher considers students' personal and family experiences when planning instruction.	Teacher considers students' personal and family experiences when planning instruction. Students offer their personal perspective as it relates to the content. The teacher incorporates those perspectives in planning.

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

NYSED Indicators: *Use technological tools and a variety of communication strategies to engage each student. Assist students to become knowledgeable and critical consumers and users of quality information.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Understands technological literacy and its impact on student learning.*	Teacher does not plan the use of available technological tools or a variety of communication strategies to engage students or assist them in becoming critical users of quality information.	Teacher plans the use of available technological tools and communication strategies to engage some students and/or to assist them in becoming critical users of quality information.	Teacher plans the use of available technological tools and communication strategies to engage most students, and to assist them in becoming critical users of quality information.	Teacher plans the use of available technological tools and communication strategies to engage each student. Students contribute to the variety of technological strategies used to engage them in their own learning and become critical users of quality information.

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.
A teacher translates instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21st Century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes and communication tools and media.

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

NYSED Indicators: *Incorporate key concepts during instruction through the use of multiple representations and explanations. Engage students to use key disciplinary language with comprehension through instruction. Demonstrate the effective use of current developments in pedagogy and content. Design learning experiences that foster student understanding of key disciplinary themes. Demonstrate knowledge of the learning standards and their application throughout their instruction and practice.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Understands key discipline concepts, themes, learning standards and key disciplinary language.*	Teacher does not understand or use in planning the key discipline concepts, themes or learning standards and does not plan for students to use and comprehend key disciplinary language.	Teacher has a rudimentary understanding and use in planning of the key discipline concepts and/or themes and occasionally plans instruction that allows students to use and comprehend key disciplinary language.	Teacher understands and plans key discipline concepts and themes in the discipline and can relate them to one another. Teacher plans instruction that allows students to be cognitively engaged in their use and comprehension of key disciplinary language.	Teacher understands and purposefully plans key discipline concepts and themes in the discipline and how they relate within and outside of the discipline. Teacher plans instruction that allows students to be cognitively engaged in the use and comprehension of key disciplinary language in order to enrich learning experiences in the discipline.

	Indicators	Ineffective	Developing	Effective	Highly Effective
B.	*Uses developments in pedagogy and content.*	Teacher does not understand content-related pedagogy and is unable to identify research to explain planned instructional decisions.	Teacher has a limited understanding of content-related pedagogy and identifies limited or dated research to explain planned instructional decisions.	Teacher understands content- related pedagogy and identifies research to explain planned instructional decisions.	Teacher understands content-related pedagogy and identifies research to explain planned instructional decisions. Teacher seeks out new developments to enhance practice.

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

NYSED Indicators: *Facilitate students' ability to develop diverse social and cultural perspectives. Incorporate perspectives from varied disciplines and use and model interdisciplinary skills in their instruction. Provide opportunities for students to engage in individual and collaborative critical thinking and problem solving. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration. Create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Incorporates diverse social and cultural perspectives.*	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*.
B.	*Incorporates individual and collaborative critical thinking and problem solving.*	Teacher does not plan opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher plans occasional opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher plans 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 plans on-going 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.

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

NYSED Indicators: *Design instruction that reflects the multiple experiences, strengths, and learning needs of students. Adapt instruction in response to various levels of student understanding. Make meaningful connections between content and students' life experiences. Create opportunities for students to engage in self-directed learning.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Designs self-directed learning experiences.*	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 input from students in the design of such experiences.

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

NYSED Indicators: *Design learning experiences that are aligned with learning standards. Articulate clear learning objectives that align with learning standards. Include opportunities for students to achieve learning goals in a variety of ways.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Articulates learning objectives/goals with learning standards.*	Teacher does not design learning experiences or articulate how objectives are aligned with standards and/or how students will achieve the learning goals.	Teacher designs learning experiences and articulates how some objectives are aligned with standards and has designed some opportunities for students to achieve the learning goals.	Teacher designs learning experiences and articulates how most objectives align with standards. Teacher includes several different opportunities for most students to achieve the learning goals.	Teacher designs all learning experiences and articulates how objectives are aligned with standards. Teacher includes several different opportunities for all students to achieve the learning goals. Students have opportunities to suggest additional ways in which to demonstrate their learning.

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

NYSED Indicators: *Determine current levels of student understanding and knowledge of content through questioning techniques, discussion, and other methods. Address common misconceptions in the content area through instructional methods. Design learning experiences that connect students' prior knowledge and instruction.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Designs instruction using current levels of student understanding.*	Teacher does not use students' responses to questions, discussion or other sources to determine student understanding and knowledge of content nor considers possible misconceptions when planning instruction.	Teacher use of students' responses to questions, discussion or other sources is limited in determining student understanding and knowledge of content and may or may not consider common misconceptions when planning instruction.	Teacher use of students' responses to questions, discussion, and other sources is appropriate, determines student understanding and knowledge of content, and considers common misconceptions when planning instruction.	Teacher use of individual students' responses to questions, discussion, and other sources is appropriate to determine current levels of knowledge and understanding of content and routinely considers common misconceptions when planning instruction.
B.	*Designs learning experiences using prior knowledge.*	Teacher does not design learning experiences that connect students' prior content knowledge and student life experiences to new learning.	Teacher designs some learning experiences that connect prior content and student life experiences knowledge to new learning.	Teacher designs learning experiences that connect prior content knowledge and student life experiences to new learning within and across disciplines.	Teacher designs learning experiences that connect prior content knowledge and student life experiences to new learning. Teacher plans opportunities for students themselves to make connections to prior learning within and across disciplines.

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

NYSED Indicators: *Organize physical space to reflect an awareness of learner needs and curricular goals. Incorporate a knowledge and understanding of technology in their lessons to enhance student learning. Organize and effectively use time to achieve learning goals. Select and adapt curricular materials to align with state standards and meet diverse learning needs. Access appropriate resources to meet specific learning differences or needs.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Organizes time.*	Teacher does not consider time allocations to achieve learning goals.	Teacher occasionally considers time allocations but those times may be either too long or too short to achieve the learning goals.	Teacher frequently assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.	Teacher always assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.
B.	*Selects materials and resources.*	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 needs.	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.

Standard III: Instructional Practice

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

Effective instruction is the critical interactive work that teachers undertake when they bring complex content to life for students. Teachers design instruction to integrate content areas and weave together knowledge of students, content, assessment, and reflection in the instructional process. Teachers use available technologies to scaffold student learning. There is an emphasis on teacher facilitation and fostering student ownership, problem solving, inquiry, real-life connections and relevance. Teachers prepare students for the future by fostering creativity, critical thinking, communication, and collaboration.

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

NYSED Indicators: *Align instruction to standards. Implement instruction proven to be effective in prior research. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Aligns instruction to standards.*	Teacher does not implement learning experiences that are aligned with learning standards. Students are unaware of the learning objective(s).	Teacher implements some learning experiences that are aligned with learning standards. Students are aware of the learning objective(s), but may be unable to clearly convey/demonstrate the purpose of the learning experience.	Teacher implements most learning experiences that are aligned with learning standards. Students are aware of the learning objective(s) and can convey/demonstrate how they relate to the learning experiences.	Teacher implements all learning experiences that are aligned with learning standards. Students are aware of the learning objective(s) and can clearly convey/demonstrate how they relate to the learning experiences.
B.	*Engages students.*	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.

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

NYSED Indicators: *Students understand directions and procedures. Teachers use a variety of questioning techniques to advance student learning and reflection. Students' comments and questions are acknowledged and utilized to advance learning. Students understand lesson content through teachers' use of oral, written and graphic methods. Adjust communication in response to student needs.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Provides directions and procedures.*	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.
B.	*Uses questioning techniques to engage students.*	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion. Techniques result in few students having an opportunity to respond.	Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion. Techniques result in some students having an opportunity to respond.	Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion. Techniques require most students to respond.	Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Techniques require all students to respond. Students formulate questions to advance their understanding.
C.	*Responds to students.*	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.

	Indicators	Ineffective	Developing	Effective	Highly Effective
D.	*Communicates content.*	Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language contains content or serious grammatical errors. Graphic methods are not used or used ineffectively.	Teacher's spoken language is audible, and written language is legible. Content is accurate and grammatical errors are insignificant to student understanding. Graphic methods are used occasionally.	Teacher's spoken and written language is clear. Content and grammar are accurate. Graphic methods are used regularly to enhance content understanding.	Teacher's spoken and written language is clear and expressive. Content and grammar are accurate. Various graphic methods are used regularly to enhance content understanding. Teacher supports students offering their own graphic representation of the content.

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

NYSED Indicators: *Articulate high expectations for all students. Students have a clear understanding of measures of success. Teachers challenge and support all students by incorporating various instructional strategies, experiences and resources.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Articulates measures of success.*	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. Teacher and students analyze or create success criteria. Students can articulate how their success will be measured and have scoring criteria and exemplars as models.
B.	*Implements challenging learning experiences.*	Teacher is unable to articulate student expectations and does not challenge or support all students through instructional strategies, learning experiences and/or resources.	Teacher articulates low expectations for some students and attempts to challenge and support all students through instructional strategies, learning experiences and/or resources, but efforts are ineffective or limited.	Teacher articulates high expectations for most students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, learning experiences, and resources.	Teacher articulates high expectations for all students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, experiences, and resources.

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

NYSED Indicators: *Use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction. Incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes. Incorporate into instruction motivating and meaningful opportunities in learning experiences.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Differentiates instruction.*	Teacher uses strategies that do not motivate and/or cognitively engage students and are not appropriate to students' instructional levels. Few students achieve the instructional outcomes.	Teacher uses only some differentiated strategies that motivate and cognitively engage students at their instructional levels, allowing some students to achieve the instructional outcomes.	Teacher uses differentiated strategies that motivate and cognitively engage groups of students at their instructional levels, allowing students to achieve the instructional outcomes.	Teacher uses differentiated strategies that motivate and cognitively engage each student at their instructional level, allowing all students to achieve the instructional outcomes. Teacher supports students' suggestions of strategies that will help them demonstrate their own learning.

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

NYSED Indicators: *Students synthesize and express ideas both in written and oral formats. Students work effectively with others, including those from diverse groups and with opposing points of view. Students make decisions, solve problems, and take actions as appropriate.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Provides synthesis, critical thinking, problem-solving and opportunities for collaboration.*	Teacher provides few opportunities in written or oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*.	Teacher provides occasional opportunities in written or oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*.	Teacher provides frequent opportunities in written and oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*.	Teacher provides regular opportunities in written and oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*. Students initiate collaborative, problem-solving opportunities and ensure that all voices and ideas are heard.

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

NYSED Indicators: *Utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress. Seek and provide feedback during and after instruction. Adjust the pace of instruction, focus of instruction, and method of delivery based on student progress.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Uses formative assessment to monitor and adjust pacing.*	Teacher does not use formative assessment during instruction to monitor student learning. Teacher does not adjust the pace, focus, or delivery of instruction.	Teacher occasionally uses formative assessment to monitor student learning. Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction with uneven results.	Teacher frequently uses formative assessment to monitor student learning. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction.	Teacher always uses a variety of formative assessment to monitor the progress of individual students. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.
B.	*Provides feedback during and after instruction.*	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 use the feedback to advance their own learning.

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
The classroom environment is a critical aspect of a teacher's skill in promoting learning. Students can't concentrate on academic content if they don't feel comfortable in the classroom. If the atmosphere is negative, if students fear ridicule, if the environment is chaotic, no one – neither students nor teacher – can focus on learning. Teachers who excel in Standard 4 create an atmosphere of excitement about the importance of learning and the significance of the content. Skills in Standard 4 are demonstrated through classroom interactions and observations.

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

NYSED Indicators: *Caring and respectful in interactions with students. Embrace student diversity as an asset in the classroom. Recognize and reinforce positive interactions among students. Create a climate of acceptance and respect. Create an environment where students feel a sense of responsibility to one another.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Interactions with students.*	Teacher-student interactions are 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 supportive environment where students feel accepted and free to take learning risks.	Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individual students, as well as groups of students. Teacher creates a supportive learning environment where all students feel accepted and free to take learning risks.
B.	*Supports student diversity.*	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.
C.	*Reinforces positive interactions among students.*	Teacher does not address student interactions that are inappropriate and disrespectful.	Teacher inconsistently addresses student interactions that are inappropriate and disrespectful.	Teacher ensures that student interactions are generally polite and respectful. Such interactions are appropriate to 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 demonstrate personal responsibility.

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

NYSED Indicators: *Encourage students to set high standards and expectations for their own performance. Motivate students to initiate their own learning and strive to achieve challenging learning goals. Promote students' curiosity and enthusiasm for learning. Students are actively engaged in learning. Students openly express their ideas. Students show pride in their work and accomplishments.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Promotes student pride in work and accomplishments.*	Teacher does not promote a sense of pride in student work or accomplishment Teacher discourages students from expressing their ideas, and/or initiating their own learning and achievement. Students are not motivated to complete work or are unwilling to persevere.	Teacher inconsistently promotes a sense of pride in student work or accomplishment. Teachers consistently creates an environment where students express their ideas, take initiative and have high expectations for their own learning and achievement. Students minimally accept the responsibility to complete quality work or to persevere.	Teacher consistently promotes a sense of pride in student work or accomplishment, creates an environment where students are encouraged to express their ideas, take initiative and have high expectations for their own learning and achievement. 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, creates an environment where all students are expected to express their ideas, take initiative and have high expectations and pride for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals.
B.	*Promotes student curiosity and enthusiasm.*	Teacher conveys a negative attitude, suggesting that learning is not important or has been mandated. Students are not cognitively engaged or enthusiastic about learning.	Teacher conveys importance of learning, but with little conviction. Some students are cognitively engaged and enthusiastic.	Teacher conveys enthusiasm for learning and demonstrates consistent commitment to its value. Students are cognitively engaged and enthusiastic about appropriately challenging learning.	Teacher and students convey enthusiasm for learning and are committed to its value. Students are cognitively engaged and strive to meet challenging leaning goals.

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

NYSED Indicators: *Establish, communicate, and maintain clear standards and expectations for student behavior. Develop, implement, and adapt routines and procedures to manage activities and transitions. Facilitate instructional groupings to maximize student participation, cooperation, and learning. Students exhibit respectful classroom interactions.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Establishes routines/ procedures/transitions and expectations for student behavior.*	The teacher's routines/ procedures/ transitions and standards of conduct, are chaotic, with much instructional time being lost. They are not clear to students and require repeated prompting.	The teacher's routines/ procedures/ transitions and standards of conduct are somewhat efficient, resulting in some loss of instructional time. They are clear to some students and may require repeated prompting.	Teacher's routines/ procedures/ transitions and standards of conduct occur smoothly, with little loss of instructional time. They are clear to most students and require little prompting. Students assume some responsibility under teacher direction.	The teacher and students have established seamless routines/ procedures/ transitions and standards of conduct. They are clear to all students and require no prompting. Students assume responsibility in reinforcing routines and standards of conduct, and in ensuring their efficient operation.
B.	*Manages instructional groups.*	Teacher's grouping/managing results in students who are not working with the teacher, are not productively engaged in learning.	Teacher's grouping/managing results in some students being productively engaged in learning while independent of the teacher.	Teacher's grouping/ managing results in work being well organized and most students are productively engaged in learning while independent of the teacher.	Teacher's grouping/ managing results in group work being well organized and all students are productively engaged, with students assuming responsibility for productivity while independent of the teacher.

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

NYSED Indicators: *Arrange and adapt the physical environment to accommodate individual and group learning needs. Ensure that all students have equitable access to available resources and technologies. Effectively use the services and skills of available volunteers and paraprofessionals. Know and implement policies and procedures to ensure classroom safety.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Organizes learning environment.*	Teacher has inadequately organized the learning environment to meet student learning needs, or the teacher makes poor or inequitable use of resources.	Teacher has adequately organized the learning environment to accommodate student learning needs. Available resources are accessible to some students. The resources may be adjusted for a lesson, but with limited effectiveness.	Teacher has organized the learning environment to accommodate all student learning needs. Available resources are accessible to most students. The resources are adjusted to support the learning activities.	Teacher has modified and organized the learning environment to accommodate all student learning needs. Available resources are accessible to all students. Teacher supports students in adjusting the resources to advance their learning.
B.	*Manages volunteers and/or paraprofessionals.*	Teacher does not effectively use the services and skills of available paraprofessionals and/or volunteers. Their presence is disruptive to the learning environment.	Teacher attempts to use the services and skills of available paraprofessionals and/or volunteers. Their presence may be distracting to the learning environment.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers. Their presence supports the learning environment.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers, resulting in a productive and proactive learning environment.
C.	*Establishes classroom safety.*	Teacher does not implement classroom safety procedures.	Teacher inconsistently implements classroom safety procedures.	Teacher regularly implements classroom safety procedures.	Teacher and students implement classroom safety procedures.

Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and teacher analysis and reflection to inform instruction.

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

NYSED Indicators: *Use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction. Use formative assessment to inform teaching and learning. Use summative assessment to measure and record student achievement. Design assessments that are aligned with curricular and instructional goals. Design and adapt assessments that accurately determine mastery of skills and knowledge. Use multiple measures and multiple formats, including available technology, to assess and document student performance. Implement required assessment accommodations.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Designs an assessment system and selects assessments and a grading system to establish learning goals and inform instruction.*	Teacher does not design or select appropriate, accessible diagnostic or ongoing formative assessment and grading procedures to establish learning goals or to inform instruction.	Teacher designs or selects appropriate, accessible diagnostic and ongoing formative assessment and grading procedures to establish learning goals and inform instruction.	Teacher designs or selects appropriate, accessible diagnostic and ongoing formative assessments and grading procedures to align learning goals and inform instruction.	Teacher always designs and selects appropriate, accessible diagnostic and ongoing formative assessment and grading procedures to align learning goals and inform instruction.
B.	*Measures and records student achievement.*	Teacher does not use multiple measures to determine a summative assessment of student achievement. Teacher rarely and/or ineffectively uses multiple formats, to document student performance.	Teacher uses limited measures to determine a summative assessment of student achievement. Teacher inconsistently uses multiple formats, to document student performance.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, to document student performance.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, to document student performance. Students participate in documenting their own performance.

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

NYSED Indicators: *Analyze data accurately. Provide timely feedback to students to engage them in self-reflection and self-improvement. Use assessment data to set goals and design and differentiate instruction. Engage students in self-assessment of their learning goals, strategies, and outcomes.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Uses assessment data as feedback to set goals with students.*	Teacher does not use assessment data as formative feedback to set goals with students or to design differentiated instruction.	Teacher occasionally uses assessment data as formative feedback to set goals with students and to design differentiated instruction.	Teacher frequently uses assessment data as formative feedback to set goals with students and to design differentiated instruction.	Teacher regularly uses assessment data as formative feedback to set goals with students and to design differentiated instruction; students monitor their progress toward their goals.
B.	*Engages students in self-assessment.*	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 goals.

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

NYSED Indicators: *Provide access to information on assessments. Provide appropriate information and interpretation of various assessment data.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Accesses, analyzes and interprets assessments.*	Teacher does not analyze or provide accurate information about or interpretation of various assessment data.	Teacher analyzes data accurately, provides appropriate information; interpretation of various assessment data may be rudimentary.	Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and inform instruction.	Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and design differentiated instruction. Teacher supports students to contribute information and participate in the interpretation of data.

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

NYSED Indicators: *Demonstrate an understanding of assessment measures, grading, and procedures. Teachers develop a plan for their overall assessment system. Use their plans and assessment data to adjust teaching and assessment practices.*

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

NYSED Indicators: *Communicate the purposes of the assessments they use. Prepare all students for the demands of particular assessment formats and provide accommodations, including appropriate accommodations in testing conditions for students with exceptional learning needs. Articulate assessment criteria to students and provide parameters for success. Students practice various formats of assessments using authentic curriculum. Equip students with assessment skills and strategies.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Communicates purposes and criteria.*	Teacher does not communicate purposes of assessments, the assessment criteria or the parameters for success to students.	Teacher occasionally communicates purposes of assessments, the assessment criteria or the parameters for success to students, and checks for student understanding.	Teacher frequently communicates purposes of assessments, the assessment criteria, parameters for success, and checks for student understanding.	Teacher regularly communicates purposes of assessments, the assessment criteria, and the parameters for success clearly to students and checks for student understanding. Teacher supports student explanation of purposes and criteria to others.

	Indicators	Ineffective	Developing	Effective	Highly Effective
B.	*Provides preparation and practice.*	Teacher does not prepare students for assessment formats using authentic curriculum, skills and strategies.	Teacher minimally prepares students for assessment formats by using authentic curriculum, skills, and strategies.	Teacher adequately prepares students for assessment formats by using authentic curriculum, skills, and strategies.	Teacher thoroughly prepares students for assessment formats by using authentic curriculum, skills, and strategies.
C.	*Provides accommodations.*	Teacher does not provide required accommodations/testing conditions for students with exceptional learning needs. Teacher rarely seeks out specialists to ensure accommodations meet individual student needs.	Teacher provides required accommodations/testing conditions for students with exceptional learning needs. Teacher occasionally seeks out specialists to ensure accommodations meet individual student needs.	Teacher provides required accommodations/testing conditions for students with exceptional learning needs. Teacher frequently seeks out specialists to ensure accommodations meet individual student needs.	Teacher provides required accommodations/testing conditions for students with exceptional learning needs. Teacher consistently seeks out specialists/resources to ensure accommodations meet individual student needs.

Standard VI: Professional Responsibilities and Collaboration

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

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures.

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

NYSED Indicators: *Demonstrate a high standard for honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public. Are proactive and advocate to meet the needs of students. Use self-reflection and stakeholder feedback to inform and adjust professional behavior. Advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources. Complete training in response to State and local requirements and jurisdictions.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Demonstrates ethical, professional behavior.*	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/her own initiative.
B.	*Advocates for students.*	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.

	Indicators	Ineffective	Developing	Effective	Highly Effective
C.	*Demonstrates ethical use of information and information technology.*	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 models ethical use of information and information technology, and ensures respect for intellectual property rights, credits sources, and adheres to safe and legal use guidelines.
D.	*Completes training to comply with state and local requirements and jurisdictions.*	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.

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

NYSED Indicators: *Support and promote the shared school and district vision and mission to support school improvement. Participate actively as a part of an instructional team. Share information and best practices with colleagues to improve practice. Demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context. Collaborate with others both within and outside the school to support student growth, development, and learning. Collaborate with the larger community to access and share learning resources.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Supports the school as an organization with a vision and mission.*	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.
B.	*Participates on an instructional team.*	Teacher makes no effort to collaborate with teammates, paraprofessionals and volunteers or to share information and/or best practices with colleagues to support high expectations for student learning.	Teacher inconsistently collaborates with teammates, paraprofessionals and volunteers to fulfill duties. Teacher shares limited information and/or best practices with colleagues to support high expectations for student learning.	Teacher collaborates with teammates, paraprofessionals and volunteers 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, paraprofessionals and volunteers to support high expectations for student learning. Teacher consistently shares information and/or best practices with colleagues.
C.	*Collaborates with the larger community*	Teacher does not 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.

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

NYSED Indicators: *Invite families, guardians and caregivers to share information to enhance and increase student development and achievement. Communicate student performance and progress in various ways and provide opportunities for discussion. Suggest strategies and ways in which families can participate in and contribute to their student's education.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Communicates student performance to families.*	Teacher does not or rarely communicates expectations, student performance, or progress, with family's guardians/caregivers to enhance student development and achievement, and/or discussions are addressed in a manner that is insensitive, negative, or blaming.	Teacher occasionally communicates expectations, student performance, or progress with families, guardians/caregivers to share information and strategies to collaborate with families in the instructional program and to enhance student development and achievement. Communication may not be respectful of and sensitive to cultural norms.	Teacher frequently communicates expectations, student performance, or progress with families, guardians/caregivers to share information and strategies to collaborate with families in the instructional program and to enhance student development and achievement. Communication is respectful, and sensitive to cultural norms.	Teacher establishes processes that enable and encourage regular, two-way communication with individual families, guardians/caregivers to share information and strategies to collaborate with families in the instructional program and to enhance student development and achievement. Students contribute ideas that encourage family participation. Communication is respectful and sensitive to cultural norms.

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

NYSED Indicators: *Collect required data and maintain timely and accurate records (e.g. plan books, lunch counts, attendance records, student records, etc.). Manage their time and attendance in accordance with established guidelines. Maintain classroom and school resources and materials. Participate in school and district events.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Maintains records.*	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.
B.	*Manages time and attendance.*	Teacher does not manage his/her time and/or attendance in adherence with district guidelines, negatively impacting student learning.	Teacher usually manages his/her time and/or attendance in adherence with district guidelines. Student learning is not negatively impacted.	Teacher always manages his/her time and attendance in adherence with district guidelines. Teacher attendance is regular and professional, ensuring uninterrupted student learning.	Teacher always manages his/her time and attendance in adherence with district guidelines. Teacher attendance is exemplary; ensuring that student learning is always a priority.
C.	*Maintains classroom and school resources and materials.*	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 maintenance as appropriate.
D.	*Participates/ in school, district events.*	Teacher does not participate in school, district events.	Teacher occasionally participates in school, district events or does so only when specifically asked or required.	Teacher regularly participates in school and district events.	Teacher regularly and willingly participates in school/ district and contributes to its success.

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

NYSED Indicators: *Communicate relevant regulations and policies to stakeholders. Maintain confidentiality regarding student records and information. Report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies. Adhere to board policies, district procedures, and contractual obligations. Access resources to gain information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Communicates policies.*	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 knowledgably communicates relevant regulations and policies to stakeholders.	Teacher is proactive and knowledgeable in communicating relevant regulations and policies to stakeholders.
B.	*Reports concerns.*	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.
C.	*Adheres to policies and contractual obligations and accesses resources.*	Teacher does not adhere to or access information about board policies, school/district procedures, and/or contractual obligations.	Teacher usually adheres to and accesses some board policies, school/ district procedures, and contractual obligations Teacher may not be fully aware of policies, obligations and all available resources.	Teacher adheres to and accesses information about board policies, school/district procedures, and contractual obligations.	Teacher always adheres to and accesses information about board policies, school/ district procedures, and contractual obligations, and actively advocates compliance and serves as a resource to others.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.
In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Teachers use information from a variety of sources to inform their professional development and practice.

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

NYSED Indicators: *Examine and analyze formal and informal evidence of student learning. Recognize the effect of their prior experience and possible biases on practice. Use acquired information to identify strengths and weaknesses and to plan professional growth.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Reflects on evidence of student learning.*	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.
B.	*Plans professional growth.*	Teacher rarely uses reflection or other information to identify strengths and weaknesses or bias to plan professional growth.	Teacher occasionally uses reflection and other information to identify strengths and weaknesses or bias to plan professional growth. Teacher may need guidance selecting appropriate professional	Teacher uses reflection and other information to identify strengths and weaknesses and bias to plan professional growth.	Teacher regularly uses reflection and other information to identify strengths and weaknesses and bias, to plan professional growth. Teacher seeks out professional growth opportunities to address areas of weakness.

			opportunities.		

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

NYSED Indicators: *Set goals to enhance personal strengths and address personal weaknesses in teaching practice. Engage in opportunities for professional growth and development.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Sets goals.*	Teacher does not set goals to enhance strengths or address weaknesses in teaching practice.	Teacher sets goals to enhance areas of strengths or address areas of weaknesses in practice, however goals are poorly formulated and do not improve teaching and learning.	Teacher sets goals to enhance areas of strengths or address areas of weaknesses in practice. Goals are well formulated and improve teaching and learning.	Teacher sets goals to enhance areas of strengths or address areas of weaknesses in practice. Goals are well formulated with specific student learning needs.
B.	*Engages in professional growth to expand knowledge base.*	Teacher does not engage in expanding knowledge of research in curriculum, instruction, and assessment methods.	Teacher occasionally engages in acquiring minimal knowledge of research in curriculum, instruction, and assessment methods, but does not apply the knowledge to improve practice.	Teacher regularly engages in expanding knowledge of research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice.	Teacher regularly seeks out and engages in expanding knowledge of research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice. Teacher engages in research and/or provides professional development and/or support for others.

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

NYSED Indicators: *Demonstrate a willingness to give and receive constructive feedback to improve professional practice. Participate actively as part of an instructional team to improve professional practice. Receive, reflect and act on constructive feedback from others in an effort to improve their own professional practice.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Gives and receives constructive feedback.*	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 collaboration to improve professional practice.
B.	*Collaborates with peers.*	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 makes significant contributions to improve practice on the team.

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

NYSED Indicators: *Benefit from, contribute to, or become members of appropriate professional organizations. Access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning. Expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Accesses professional memberships and resources.*	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 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 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 shares and promotes relevant resources.

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APPENDIX B

YONKERS PUBLIC SCHOOLS

TENURE/PROBATIONARY TEACHER WALK-THROUGH OBSERVATION

Teacher _____ **School** _____ **Observer** _____

Time _____ **Date** _____ **Grade/Subject/Position** _____

STUDENTS WERE: (Click arrow for list)	**TEACHER WAS:** (Click arrow for list)
DESIGNED INSTRUCTION: (Click arrow for list)	**LEARNING ENVIRONMENT:** (Click arrow for list)

Comments:

Observer Signature _____

Teacher Signature _____ **Date Received** _____

Conference ☐ **Yes** ☐ **No**

— 3/2013 —

TENURE/PROBATIONARY TEACHER WALK-THROUGH

STUDENTS WERE:

1. Students were engaged
2. Students actively participating in lesson
3. Reading
4. Writing
5. Group Work
6. Whole Class
7. Completing Assignment
8. Working With Teacher, TA, Aide, Volunteer
9. Using Technology
10. Other

DESIGNED INSTRUCTION:

1. Incorporating critical thinking and problem solving
2. Learning experiences that connect to student's life experiences
3. Self-directing learning experiences
4. Other

TEACHER WAS:

1. Assessing students to monitor and adjust pacing
2. Engaging Students
3. Addressing Learning Styles
4. Responding to Students
5. Differentiating Instruction
6. Communicating Content
7. Providing direction and procedures
8. Modeling Task
9. Articulating Measures of Success
10. Working with Individual Students
11. Performing Administrative Tasks
12. Other

LEARNING ENVIRONMENT:

1. Maintains classroom and school resources and materials
2. Promotes student pride in work and accomplishment
3. Interacts with students
4. Supports student diversity
5. Reinforces positive interaction among students
6. Student praise
7. Student Work Displayed
8. Providing feedback to students
9. Students were following class rules
10. Maintains an organized, safe environment
11. Other

APPENDIX C

Tenure/ Probationary Teacher Formal Observation Form

PART I

Teacher Name:	**Teacher ID:**
Observer Name:	**School Name:**
Date:	**Time/Period:**
Class:	
Observation Type (select all that apply):	
_Announced Formal	_Unannounced Formal

Evidence of Standard I Knowledge of Students and Student Learning	
Evidence of Standard II Knowledge of Content and Instructional Planning	
Evidence of Standard III Instructional Practice	
Evidence Of Standard IV Learning Environment	
Evidence of Standard V Assessment for Student Learning	
Evidence of Standard VI Professional Responsibilities and Collaboration	
Evidence of Standard VII Professional Growth	

YONKERS PUBLIC SCHOOLS

Tenure/ Probationary Teacher Formal Observation Form

Administrator's Comments:

Teacher's Comments:

Teacher's Signature:_____ Date_____

Observer's/Administrator's Signature:_____ Date_____

Original: Personnel File

Copy: Teacher

APPENDIX D

Tenure/ Probationary Teacher Observation Cycle Rating Worksheet

Teacher Name:	**Teacher ID:**
Observer Name:	**School Name:**
Date:	
Observation Cycle #_____	

At the conclusion of each Observation Cycle, the certified lead evaluator (administrator) must complete this form. Rows that are shaded in light grey indicate observable Rubric indicators that may be holistically-rated using evidence collected during the course of walk-through and/or formal observation(s). All other indicators may or may not be observable and are to be rated using evidence gathered during Walk-through observations, conferences (where applicable), formal observation(s), as well as professional conversations and artifacts pertaining to Rubric elements that are not observable during the classroom observation. An element that is not observed during the observation cycle is not to be rated; instead, the NA box must be used.

ELEMENT I. Knowledge of Students and Student Learning	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	NA
1.1a Demonstrates and plans using knowledge of developmental characteristics of their students	☐	☐	☐	☐	☐
1.2a Uses strategies to support learning and language acquisition	☐	☐	☐	☐	☐
1.2b Uses research	☐	☐	☐	☐	☐
1.3a Plans for student strengths, interests, experiences to meets diverse learning needs of each student	☐	☐	☐	☐	☐
1.4a Communicates with parents, guardians, and/or caregivers	☐	☐	☐	☐	☐
1.5a Incorporates the knowledge of school community and environmental factors	☐	☐	☐	☐	☐
1.5b.Attends to students personal and family experiences	☐	☐	☐	☐	☐
1.6a Understands technological literacy and its impact on student learning	☐	☐	☐	☐	☐
Element I. Point Totals: Subtotal ÷ Rated Indicators(8 Indicators–unrated Indicators / N/A's)**= Total**	Total Element I:				

ELEMENT II. Knowledge of Content and Instructional Planning	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	NA
2.1a Understands key discipline concepts, themes, learning standards and key disciplinary language	☐	☐	☐	☐	☐
2.1b Uses developments in pedagogy and content	☐	☐	☐	☐	☐
2.2a Incorporates diverse social and cultural perspectives	☐	☐	☐	☐	☐
2.2b Incorporates individual and collaborative critical thinking and problem solving	☐	☐	☐	☐	☐
2.3a Designs self-directed learning experiences	☐	☐	☐	☐	☐
2.4a Articulates learning objectives/goals with learning standards	☐	☐	☐	☐	☐
2.5a Designs instruction using current levels of student understanding	☐	☐	☐	☐	☐
2.5b Designs learning experiences using prior knowledge	☐	☐	☐	☐	☐
2.6a Organizes time	☐	☐	☐	☐	☐
2.6b Selects materials and resources	☐	☐	☐	☐	☐
Element II Point Totals: **Subtotal ÷ Rated Indicators**(10 Indicators–unrated Indicators /N/A's)**= Total**	**Total Element II:**				

ELEMENT III. Instructional Practice	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	NA
3.1a Aligns instruction to standards	☐	☐	☐	☐	☐
3.1b Engages students	☐	☐	☐	☐	☐
3.2a Provides directions and procedures	☐	☐	☐	☐	☐
3.2b Uses questioning techniques to engage students	☐	☐	☐	☐	☐
3.2c Responds to students	☐	☐	☐	☐	☐
3.2d Communicates content	☐	☐	☐	☐	☐
3.3a Articulates measures of success	☐	☐	☐	☐	☐
3.3b Implements challenging learning experiences	☐	☐	☐	☐	☐
3.4a Differentiates instruction	☐	☐	☐	☐	☐
3.5a Provides synthesis, critical thinking, problem-solving and	☐	☐	☐	☐	☐

opportunities for collaboration					
3.6a Uses formative assessment to monitor and adjust pacing	☐	☐	☐	☐	☐
3.6b Provides feedback during and after instruction	☐	☐	☐	☐	☐
Element III Point Totals: **Subtotal ÷ Rated Indicators**(12 Indicators–unrated Indicators / N/A's)**=** **Total**	**Total Element III:**				

ELEMENT IV. Learning Environment	**Ineffective 1**	**Developing 2**	**Effective 3**	**Highly Effective 4**	**NA**
4.1a Interacts with students	☐	☐	☐	☐	☐
4.1b Supports student diversity	☐	☐	☐	☐	☐
4.1c Reinforces positive interaction among students	☐	☐	☐	☐	☐
4.2a Promotes student pride in work and accomplishment	☐	☐	☐	☐	☐
4.2b Promotes student curiosity and enthusiasm	☐	☐	☐	☐	☐
4.3a Establishes routines/ procedures/ transitions and expectations for student behavior	☐	☐	☐	☐	☐
4.3b Manages instructional groups	☐	☐	☐	☐	☐
4.4a Organizes the learning environment	☐	☐	☐	☐	☐
4.4b Manages volunteers and/or paraprofessionals	☐	☐	☐	☐	☐
4.4c Establishes classroom safety	☐	☐	☐	☐	☐
Element IV Point Totals: **Subtotal ÷ Rated Indicators**(10 Indicators–unrated Indicators / N/A's)**=** **Total**	**Total Element IV:**				

ELEMENT V. Assessment for Student Learning	**Ineffective 1**	**Developing 2**	**Effective 3**	**Highly Effective 4**	**NA**
5.1a Designs an assessment system and selects assessments and a grading system to establish learning goals and inform instruction	☐	☐	☐	☐	☐
5.1b Measures and records student achievement	☐	☐	☐	☐	☐
5.2a Uses assessment data as feedback to set goals with students	☐	☐	☐	☐	☐
5.2b Engages students in self-assessment	☐	☐	☐	☐	☐
5.3a Accesses, analyzes and interprets assessments	☐	☐	☐	☐	☐
5.4a Communicates purposes and criteria	☐	☐	☐	☐	☐

5.4b Provides preparation and practice	☐	☐	☐	☐	☐	
5.4c Provides accommodations	☐	☐	☐	☐	☐	
Element V. Point Totals: **Subtotal ÷ Rated Indicators**(8 Indicators–unrated Indicators / N/A's)**= Total**	**Total Element V:**					

ELEMENT VI. Professional Responsibilities and Collaboration	**Ineffective 1**	**Developing 2**	**Effective 3**	**Highly Effective 4**	**NA**
6.1a Demonstrates ethical, professional behavior	☐	☐	☐	☐	☐
6.1b Advocates for students	☐	☐	☐	☐	☐
6.1c Demonstrates ethical use of information and information technology	☐	☐	☐	☐	☐
6.1d Completes training to comply with state and local requirements and jurisdictions	☐	☐	☐	☐	☐
6.2a Supports the school as an organization with a vision and a mission	☐	☐	☐	☐	☐
6.2b Participates on an instructional team	☐	☐	☐	☐	☐
6.2c Collaborates with the larger community	☐	☐	☐	☐	☐
6.3a Communicates student performance to families	☐	☐	☐	☐	☐
6.4a Maintains records	☐	☐	☐	☐	☐
6.4b Manages time and attendance	☐	☐	☐	☐	☐
6.4c Maintains classroom and school resources and materials	☐	☐	☐	☐	☐
6.4d Participates/ in school and district events	☐	☐	☐	☐	☐
6.5a Communicates policies	☐	☐	☐	☐	☐
6.5b Reports concerns	☐	☐	☐	☐	☐
6.5c Adheres to policies and contractual obligations and accesses resources	☐	☐	☐	☐	☐
Element VI Point Totals: **Subtotal ÷ Rated Indicators**(15 Indicators–unrated Indicators / N/A's)**= Total**	**Total Element VI:**				

ELEMENT VII. Professional Growth	**Ineffective 1**	**Developing 2**	**Effective 3**	**Highly Effective 4**	**NA**
7.1a Reflects on evidence of student learning	☐	☐	☐	☐	☐
7.1b Plans professional growth	☐	☐	☐	☐	☐
7.2a Sets goals	☐	☐	☐	☐	☐

7.2b Engages in professional growth to expand knowledge base	☐	☐	☐	☐	☐	
7.3a Gives and receives constructive feedback	☐	☐	☐	☐	☐	
7.3b Collaborates with peers	☐	☐	☐	☐	☐	
7.4a Accesses professional memberships and resources	☐	☐	☐	☐	☐	
Element VII Point Totals: **Subtotal ÷ Rated Indicators**(7 Indicators–unrated Indicators / N/A's)**= Total**	**Total Element VII:**					

Administrator's Comments:

_____

Teacher's Comments:

_____

Observation Cycle Rating:

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

Teacher's Signature:_____ **Date**_____

Observer's/Administrator's Signature:_____ **Date**_____

APPENDIX E

PROFESSIONAL RESPONSIBILITIES, COLLABORATION AND GROWTH FORM

Name:_____ **School:**_____

Year:_____ **Grade/Subject:**_____

I. HIGHLIGHTS: Please list at least 3 committees, activities, school events or school initiatives you participated in this year.

Examples: Activities may include, **but are not limited to,** Shared Decision-Making Committee (SDM), Professional Development Committee (PDC), Teacher Interest Committee (TIC), other school district committees, turnkey training, school assemblies, field trip coordination teams, clubs, Leadership team, Priority/Focus School Planning Team, School Safety Committee, other committees, fundraiser events, coaching, after-school/targeted instruction, summer school, attending school events, attending district-wide meetings, PTA meetings, etc.

1. (List one activity)
2. (List one activity)
3. (List one activity)
4. (Optional)

II. PROFESSIONAL DEVELOPMENT: Please list at least 3 Professional Development experiences you participated in this year either during or after school.

Examples: Professional Development Plan activities could include, **but are not limited to,** conferences, workshops, classes, faculty/department/8:05 meetings, congruence, professional organizations, turnkey training, discussion groups/collegial circles, action research teams, mentoring experiences (as mentor or mentee), teaming groups, museum visits, lectures attended, professional books/publications read, consultant trainings in which you participated, other independent study (as well as facilitating any of the above). Professional Development activities listed on the approved 100 hours list could also be included below.

2. (List one activity)
2. (List one activity)
3. (List one activity)
4. (Optional)

Approved Professional Development Activities
for
100-Hour State Mandate
for
Teachers/Teaching Assistants

The following professional development activities have been approved by the New York State Education Department toward the mandated 100-hour certification requirement:

- V.I.S.I.O.N.S.
- Teacher Center, SE-TASC (Special Education- Technical Assistance Support Center), District courses
- National Board Certification
- Graduate/Undergraduate courses
- Scoring/training of state exams
- Staff Development Day (districtwide)
- Professional development – building based and districtwide (including but not limited to 8:05 PD)
- Department meetings/faculty meetings/liaison meetings
- Mentoring (Mentor and Mentee)
- Facilitator training
- Collaborative work with colleagues – logs of sessions are required
- Visitation to museums and other sites – log is required
- Curriculum planning and development
- Congruence meetings
- YFT/NYSUT leadership training (training on education related topics)
- Training on education related topics
- Committees – educational, union, school-based, district, state, national
- On-line training (including but not limited to workshops, courses, webinars) – with documentation or a log
- Serving on the Policy Board of Teacher Center
- Serving on Professional Development Committee
- Educational conferences
- Courses which may or may not be in pursuit of an advanced degree
- Courses which lead to certification requirements
- Groups of teachers collaborating to examine case studies – log of session(s) required
- Creation and assessment of teacher portfolios
- Action research projects
- Collegial Circles
- Participation in reviews of class performance data over time to make decisions about one's own professional development, based on student outcome
- Developing or collaborating on the development of new programs and instructional methods
- Participation in educational fellowship programs
- Delivering professional development
- Serve as the director of the Teacher Center
- Service on the State Professional Standards and Practices Board
- Participation in Professional Development school activities or other school-college teacher development partnerships
- Publishing in educational journals
- Developing and presenting a workshop at a district, state or national conference
- Providing advisement to students via clubs, etc.
- Serving on district or building level Shared Decision Making committees
- Educationally oriented community service
- Recognized volunteer service (including but not limited to, Peace Corps service)
- Instructional coaching

APPENDIX F

Professional Annual Evaluation Summary Worksheet For Teachers 20 - 20

Name:	**School:**
Date:	**Supervising Administrator:**

ELEMENT I. Knowledge of Students and Student Learning	**Ineffective 1**	**Developing 2**	**Effective 3**	**Highly Effective 4**
1.1a Demonstrates and plans using knowledge of developmental characteristics of their students	☐	☐	☐	☐
1.2a Uses strategies to support learning and language acquisition	☐	☐	☐	☐
1.2b Uses research	☐	☐	☐	☐
1.3a Plans for student strengths, interests, experiences to meets diverse learning needs of each student	☐	☐	☐	☐
1.4a Communicates with parents, guardians, and/or caregivers	☐	☐	☐	☐
1.5a Incorporates the knowledge of school community and environmental factors	☐	☐	☐	☐
1.5b.Attends to students personal and family experiences	☐	☐	☐	☐
1.6a Understands technological literacy and its impact on student learning	☐	☐	☐	☐
Element I. Point Totals- (Subtotal ÷ Elements (8)= Total)	**Total Element I:**			

ELEMENT II. Knowledge of Content and Instructional Planning	**Ineffective 1**	**Developing 2**	**Effective 3**	**Highly Effective 4**
2.1a Understands key discipline concepts, themes, learning standards and key disciplinary language	☐	☐	☐	☐
2.1b Uses developments in pedagogy and content	☐	☐	☐	☐
2.2a Incorporates diverse social and cultural perspectives	☐	☐	☐	☐
2.2b Incorporates individual and collaborative critical thinking and problem solving	☐	☐	☐	☐
2.3a Designs self-directed learning experiences	☐	☐	☐	☐
2.4a Articulates learning objectives/goals with learning standards	☐	☐	☐	☐
2.5a Designs instruction using current levels of student understanding	☐	☐	☐	☐
2.5b Designs learning experiences using prior knowledge	☐	☐	☐	☐
2.6a Organizes time	☐	☐	☐	☐
2.6b Selects materials and resources	☐	☐	☐	☐
Element II Point Totals- (Subtotal ÷ Elements (10)= Total)	**Total Element II:**			

ELEMENT III. Instructional Practice	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
3.1a Aligns instruction to standards	☐	☐	☐	☐
3.1b Engages students	☐	☐	☐	☐
3.2a Provides directions and procedures	☐	☐	☐	☐
3.2b Uses questioning techniques to engage students	☐	☐	☐	☐
3.2c Responds to students	☐	☐	☐	☐
3.2d Communicates content	☐	☐	☐	☐
3.3a Articulates measures of success	☐	☐	☐	☐
3.3b Implements challenging learning experiences	☐	☐	☐	☐
3.4a Differentiates instruction	☐	☐	☐	☐
3.5a Provides synthesis, critical thinking, problem-solving and opportunities for collaboration	☐	☐	☐	☐
3.6a Uses formative assessment to monitor and adjust pacing	☐	☐	☐	☐
3.6b Provides feedback during and after instruction	☐	☐	☐	☐
Element III Point Totals (Subtotal ÷ Elements (12)= Total)	**Total Element III:**			

ELEMENT IV. Learning Environment	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
4.1a Interacts with students	☐	☐	☐	☐
4.1b Supports student diversity	☐	☐	☐	☐
4.1c Reinforces positive interaction among students	☐	☐	☐	☐
4.2a Promotes student pride in work and accomplishment	☐	☐	☐	☐
4.2b Promotes student curiosity and enthusiasm	☐	☐	☐	☐
4.3a Establishes routines/ procedures/ transitions and expectations for student behavior	☐	☐	☐	☐
4.3b Manages instructional groups	☐	☐	☐	☐
4.4a Organizes the learning environment	☐	☐	☐	☐
4.4b Manages volunteers and/or paraprofessionals	☐	☐	☐	☐
4.4c Establishes classroom safety	☐	☐	☐	☐
Element IV Point Totals (Subtotal ÷ Elements (10)= Total)	**Total Element IV:**			

ELEMENT V. Assessment for Student Learning	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
5.1a Designs an assessment system and selects assessments and a grading system to establish learning goals and inform instruction	☐	☐	☐	☐
5.1b Measures and records student achievement	☐	☐	☐	☐
5.2a Uses assessment data as feedback to set goals with students	☐	☐	☐	☐
5.2b Engages students in self-assessment	☐	☐	☐	☐
5.3a Accesses, analyzes and interprets assessments	☐	☐	☐	☐
5.4a Communicates purposes and criteria	☐	☐	☐	☐
5.4b Provides preparation and practice	☐	☐	☐	☐
5.4c Provides accommodations	☐	☐	☐	☐
Element V. Point Totals (Subtotal ÷ Elements (8)= Total)	**Total Element V:**			

ELEMENT VI. Professional Responsibilities and Collaboration	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
6.1a Demonstrates ethical, professional behavior	☐	☐	☐	☐
6.1b Advocates for students	☐	☐	☐	☐
6.1c Demonstrates ethical use of information and information technology	☐	☐	☐	☐
6.1d Completes training to comply with state and local requirements and jurisdictions	☐	☐	☐	☐
6.2a Supports the school as an organization with a vision and a mission	☐	☐	☐	☐
6.2b Participates on an instructional team	☐	☐	☐	☐
6.2c Collaborates with the larger community	☐	☐	☐	☐
6.3a Communicates student performance to families	☐	☐	☐	☐
6.4a Maintains records	☐	☐	☐	☐
6.4b Manages time and attendance	☐	☐	☐	☐
6.4c Maintains classroom and school resources and materials	☐	☐	☐	☐
6.4d Participates/ in school and district events	☐	☐	☐	☐
6.5a Communicates policies	☐	☐	☐	☐
6.5b Reports concerns	☐	☐	☐	☐
6.5c Adheres to policies and contractual obligations and accesses resources	☐	☐	☐	☐
Element VI Point Totals (Subtotal ÷ Elements (15)= Total)	**Total Element VI:**			

ELEMENT VII. Professional Growth	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
7.1a Reflects on evidence of student learning	☐	☐	☐	☐
7.1b Plans professional growth	☐	☐	☐	☐

7.2a Sets goals	☐	☐	☐	☐	☐
7.2b Engages in professional growth to expand knowledge base	☐	☐	☐	☐	☐
7.3a Gives and receives constructive feedback	☐	☐	☐	☐	☐
7.3b Collaborates with peers	☐	☐	☐	☐	☐
7.4a Accesses professional memberships and resources	☐	☐	☐	☐	☐
Element VII Point Totals (Subtotal ÷ Elements (7)= Total)	**Total Element VII:**				

APPENDIX G

YONKERS PUBLIC SCHOOLS

Professional Annual Evaluation Composite Summary Form

20___- 20___

Supervising Administrator should attach the Professional Annual Evaluation Worksheet.

NYSUT TEACHER PRACTICE RUBRIC SUMMARY

Assess the teacher in all sections as related to the Teacher Performance Standards. **Based on the evidence gathered**, note the level of performance as described by the performance rating scale. All components in each section must be rated. Complete a general narrative which includes reflections of your rating.	**Rating Scale**: HE = Highly Effective E = Effective D = Developing I = Ineffective	Attendance Sick _____ Personal_____ Other _____ Tardies _____
Name	Grade/Subject: _____	
School	Date: June _____	
☐ Tenure ☐ Probationary	Date of Tenure:	
Supervising Administrator:		

ASSESSMENT OF TEACHER EFFECTIVENESS STANDARDS/ELEMENTS	ELEMENT SCORES
Standard 1/ Element I: Knowledge of Student and Student Learning	
Standard 2/ Element II: Knowledge of Content and Instructional Planning	
Standard 3 / Element III: Instructional Practices	
Standard 4 / Element VI: Learning Environment	
Standard 5 / Element V: Assessment for Student Learning	
Standard 6 / Element VI: Professional Responsibilities and Collaboration	
Standard 7 / Element VII: Professional Growth	
Subtotal ÷ 7 = Total	
TOTAL SCORE	

Observation Category Points to Rating:

Observation Category Rating	Points
Highly Effective	3.5-4.0
Effective	2.50-3.49
Developing	1.50-2.49
Ineffective	0*-1.49

*In the event that a teacher earns a score of 1 on all rated components of the NYSUT 2014 Rubric across all observations, a score of 0 must be assigned.

General Comments

Teacher's Comments

OBSERVATION CATEGORY RATING

- ☐ **Highly Effective (3.5-4.0)**
- ☐ **Effective (2.5-3.49)**
- ☐ **Developing (1.50-2.49)**
- ☐ **Ineffective (0- 1.49)**

☐

This section will be signed by both the teacher and administrator if the other two sections are incomplete due to missing NYS or District data. The teacher will receive a signed copy of this document.	
Principal's Signature:	Date:
Teacher's Signature:	Date:

OVERALL TEACHER RATING

Teachers Name	
School	
☐ Tenure ☐ Probationary	Date of Tenure:
Supervising Administrator:	

Refer to this matrix to determine the Overall Teacher Rating:

Student Performance	Teacher Observations				
	Scores	**H**ighly Effective	**E**ffective	**D**eveloping	**I**neffective
	Highly Effective	H	H	E	D
	Effective	H	E	E	D
	Developing	E	E	D	I
	Ineffective	D	D	I	I

OBSERVATION CATEGORY RATING

- ☐ Highly Effective (3.5-4.0)
- ☐ Effective (2.5-3.49)
- ☐ Developing (1.50-2.49)
- ☐ Ineffective (0- 1.49)

☐

STUDENT PERFORMANCE CATEGORY RATING

- ☐ Highly Effective (18–20)
- ☐ Effective (15–17)
- ☐ Developing (13–14)
- ☐ Ineffective (0–12)

☐

OVERALL TEACHER RATING:

- ☐ Highly Effective
- ☐ Effective
- ☐ Developing
- ☐ Ineffective

☐

Principal's Signature	Date
Teacher's Signature	Date

The Teacher's signature indicates that he or she has seen, read and discussed the evaluation, it does not necessarily denote agreement with the evaluation. A copy of this page, along with the entire Professional Annual Evaluation Composite Summary, will be given to the teacher after the assessment scores are received and a final composite score has been issued.

Teacher's Comments:

APPENDIX H

TEACHER OBSERVATION CATEGORY - DEFINITIONS

All observations for a teacher, across observer types, for the school year must use the same approved rubric - the 2014 Edition of the NYSUT Teacher Practice Rubric (the complete Rubric is included in Appendix A of this manual).

Types of Observations:

- **Walk-Through Observations** are unrated/ evidence gathering observations that are 5-10 minutes long and part of the observation cycle.
- **Formal Observations** are rated observations that are a minimum of 25 minutes long and no more than 45 minutes long.

Other Details:

- All Formal and Walk-through observations will result in formal documentation. A copy of the **formal documentation must be handed to the teacher within 10 school days of the observation event** and before the post-observation conference.
- **The post-observation conference/professional conversation**, if any, will occur at time of signing of the formal write-up, or up to 5 school days thereafter at the request of the teacher or discretion of the principal.
- The **pre-observation conference**, if any, will occur within 3 school-days of an announced visit.
- The **Observation Cycle**: constitutes a specific sequence of observation events that conclude in a post conference/professional conversation wherein a teacher receives a 1-4 observation rating.
- The **Summative Conference** constitutes an observation cycle that includes but is not limited to a review of evidence collected in all prior observation cycles.

APPENDIX I

OVERVIEW OF "THE TRANSITION PERIOD"

Sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents provide for a four-year transition period for annual professional performance reviews (APPRs) while the State completes the transition to higher learning standards through new State assessments aligned to the higher learning standards, and a revised State-provided growth model.

During the transition period (2015-16 through 2018-19), transition scores and HEDI ratings will be generated and used to replace the scores and HEDI ratings for teachers and principals whose HEDI scores are based, in whole or in part, on State assessments in grades 3-8 ELA or math (including where State-provided growth scores are used) or on State-provided growth scores on Regents examinations

During the transition period (2015-2016 through 2018-2019) scores and ratings comprised of state-provided growth scores (SPGS) and/or the NYS 3-8 ELA and Math assessments, are to be used only for purposes of calculating *original* scores and ratings for advisory purposes only.

During the 2015-16 through 2018-19 school years, measures based entirely or in part on the grades 3-8 ELA and Math State assessments and SPGS's must be excluded from the calculation of transition scores and ratings. Instead, alternate Student Learning Objectives (SLO's) are used as the basis for teachers Student Performance Category score and rating.

As such, below are the alternate SLOs to be used during the transition period. As soon as the transition period expires, backup SLOs using NYS assessments will be the basis of the Student Performance Category score and rating calculations in those scenarios wherein a SPGS is not provided by the NYS Education Department.

MEASURES OF STUDENT PERFORMANCE

Type of Teacher/Class	Alternate SLOs (2016-17 – 2018-19)	Required Sub-component
All K-8 Teachers[1] except teachers of grade 8 Science classes and Teachers listed in Section B.2	Refer to Section B.1 of this guide	State-provided Growth Scores
K-8 Teachers of Foreign Language and Special Areas[2]	Refer to Section B.2 of this guide	State-provided Growth Scores

[1] Includes Reading Teachers and Social Studies teachers
[2] Special Areas are Art, Music, PE, Health, Technology Education, Business/Computers