Byron-Bergen Central School District

ANNUAL PROFESSIONAL
PERFORMANCE REVIEW PLAN

Revised August 1, 2016
Board of Education Approved August 11, 2016
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## APPENDIX

- Classroom Observation Form
- Teacher Final Scoring Sheet
- Principal Final Scoring Sheet
- NYSED Conversion Chart
- NYSED Student Performance Conversion Charts
- Teacher Improvement Plans
- Principal Improvement Plans
- Student Learning Objectives (SLO) Cheat Sheet
- Student Learning Objective Template
- New York State Teaching Standards
- ISLLC Educational Leadership Policy Standards
MISSION: Our mission at Byron-Bergen is to challenge, engage, and nurture students to pursue a life-long commitment to personal and academic achievement and strong character.

VISION: Preparing students for excellence, the Byron-Bergen Central School District:

- Provides all students with a rigorous, well rounded educational experience.
- Is committed to fostering ethical standards and strong character.
- Is empowered by the community, parents, students, faculty, and staff.
- Graduates students who are ready to take on the challenges of an ever changing world.

Byron-Bergen APPR Committee Members:

<table>
<thead>
<tr>
<th>Melissa Chamberlain</th>
<th>Brian Meister</th>
</tr>
</thead>
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<tr>
<td>Liz Findlay</td>
<td>Donna Moscicki</td>
</tr>
<tr>
<td>Ken Gropp</td>
<td>Nick Muhlenkamp</td>
</tr>
<tr>
<td>Jon G. Hunter</td>
<td>John Tomidy</td>
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</table>

Committee Goal: The Committee will develop a plan to present to the Board of Education in order to be in compliance with the requirements from the New York State Education Department (NYSED).
APPR FOR ALL TEACHERS

Included:

- Classroom Teachers
- CTE Teachers

Not Included:

- Pupil Personnel Services
- Social Workers
- Library Media Specialists
- School Psychologists
- School Counselors
- Supplemental School Personnel
- Teacher Aides
- Teaching Assistants
- Universal Pre-K Teachers

Existing APPR procedures still apply.
Definitions of Commonly Used Terms

Classroom Teacher: Defined as a teacher in the classroom teaching service with teaching certification who is the teacher of record.

Common Branch Subjects: Defined as those subjects that are included in the daily program of an elementary school.

Evaluator: An individual who conducts an evaluation (observation) of a classroom teacher or building principal.

Lead Evaluator: The primary individual responsible for conducting and completing an evaluation of a classroom teacher or building principal. To the extent practicable, the building principal, or his/her designee, will be the lead evaluator of a classroom teacher.

Leadership Standards: These are the Educational Leadership Policy Standards (ISLLC 2008) used to evaluate principals.

Principal: Defined to mean the principal of a registered public school or an administrator in charge of an instructional program of the school district.

Ratings – HEDI:
- H HIGHLY EFFECTIVE: A rating received by a teacher or principal that falls in the range for the composite effectiveness score.
- E EFFECTIVE: A rating received by a teacher or principal that falls in the range for the composite effectiveness score.
- D DEVELOPING: A rating received by a teacher or principal that falls in the range for the composite effectiveness score.
- I INEFFECTIVE: A rating received by a teacher or principal that falls in the range for the composite effectiveness score.

Rubric: The District will utilize an approved teacher or principal practice rubric that has been approved by the Commissioner and included on the State’s list of approved rubrics. The approved teacher rubric is Danielson’s Framework for Teaching. The approved principal rubric is Multidimensional Principal Performance rubric.

Student Assessment: A student assessment on the list approved by the Commissioner.

Student Growth: Student growth is the change in student achievement for an individual student between two or more points in time.
**Student Growth Percentile Score:** This percentile score is the result of a statistical model that calculates each student’s change in achievement between two or more points in time on a State Assessment or other comparable measure and compares each student’s performance to that of similarly achieving students.

**Teacher or Principal Student Growth Percentile:** Defined as a measure of central tendency of the student growth percentile score for a teacher’s or principal’s students after one or more of the following student characteristics are taken into consideration — poverty, students with disabilities, and English language learners.

**Testing Standards:** Means the “standards for educational and psychological testing.”

**The Governing Body of the School District:** Defined as the Board of Education.

**Value-added Growth Score:** The result of a statistical model that incorporates a student’s academic history and may use other student demographics and characteristics, school characteristics, and/or teacher characteristics to isolate statistically the effect on student growth from those characteristics that are generally not in the teacher’s or principal’s control. Defined in a manner that will be prescribed by the Commissioner.
Requirements for the APPR as outlined in Section 30-3

APPLICABILITY

1. Definition of Covered Teachers

By September 1, 2016, the Byron-Bergen Central School District shall adopt a plan in accordance with the requirements of this Subpart, which may be an annual or multi-year plan for the Annual Professional Performance Review (APPR) for all of its classroom teachers and building principals. To the extent that any of the items required to be included in the plan are not finalized by September 1, 2016, or by September 1 of any subsequent year, as a result of pending collective bargaining negotiations, the plan shall identify those specific parts of the plan and the school district shall file an amended plan upon completion of such negotiations.

2. Filing and Publication of the APPR Plan

The APPR Plan will be approved by the Byron-Bergen Board of Education, filed in the District Office and made available on the District’s website no later than September 10th of each school year, or within 10 days after its adoption, whichever shall occur later.

CONTENT OF THE PLAN

1. Ensure Accurate Teacher and Student Data

The District will ensure that the NYSED receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with the 3012d, in a format and timeline prescribed by the NYSED. This process will also provide an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them at the beginning of the year. This information is used in developing the teacher’s Student Learning Objective (SLO).

2. Reporting Individual Component Scores

The District will report to the NYSED the individual component scores and the total composite effectiveness score for each classroom teacher and building principal in the District in a format and timeline prescribed by the NYSED.

- The District will not employ optional, locally selected measure of student growth.
- The District will not employ optional, locally determined observation by trained peer teacher.
3. **Development, Security, and Scoring Assessments**

Any assessments and/or measures used to evaluate teachers and principals under this section will be State approved and not be disseminated to students before administration. In addition, teachers and principals will not have a vested interest in the outcome of the assessments they score. All assessments will be kept secure.

The District certifies that standardized assessments will not exceed 1% of minimum required instructional hours.

The District certifies that test preparation under standardized testing conditions will not exceed 2% of minimum required instructional hours.

Back-up/transition SLOs will be developed for teachers and principals whose courses end in a State created/administered test for which there is a State provided growth score.

**SLO Plan: Teacher**

ELA/Math 4-6
- AIMSWeb for class roster
- Target 1 year expected growth for each student
- Student not to be absent 25% or more and have negative impact on target

All Other Elementary Faculty
- AIMSWeb for class roster
- Target 1 year expected growth for each student
- Student not to be absent 25% or more and have negative impact on target

ELA/Math 7-8
- Team score\(^2\) of percent passing 5 Regents exams\(^1\) at a score of 65 or higher
- Student not to be absent 25% or more and have negative impact on target

Courses with NYS Regents i SLO with Regents Exam
- Target 1 year expected growth
- Exclude students with lab science absences
- Student not to be absent 25% or more and have negative impact on target
- No additions to SLO following teacher/principal approval

All Other Jr./Sr. High Faculty
- Team score\(^2\) of percent passing 5 Regents exams\(^1\) at a score of 65 or higher
- Student not to be absent 25% or more and have negative impact on target

\(^1\) *C ELA 11  
*CC Algebra 1  
*Earth Science  
*U.S. History  
*Global History

\(^2\) *Exclude students with lab science absences per NYS Science Attendance Regulation  
*Student first attempted assessment counts toward target  
*Student not to be absent 25% or more and have negative impact on target  
*Exam walk-ins not included in data
**SLO Plan: Principal**

Elementary Principal  
- K-6 AIMSWeb  
- Target 1 year expected growth school-wide  
- Student not to be absent 25% or more and have negative impact on target

Jr./Sr. High Principal  
- Team score\(^2\) of percent passing 5 Regents exams\(^1\) at a score of 65 or higher  
- Student not to be absent 25% or more and have negative impact on target

WNYTA Principal  
- Team score\(^2\) of percent passing Living Environment Regents exam at a score of 65 or higher

\(^1\) *C ELA 11  
*CC Algebra 1  
*Earth Science  
*U.S. History  
*Global History

\(^2\) *Exclude students with lab science absences per NYS Science Attendance Regulation  
*Student first attempted assessment counts toward target  
*Student not to be absent 25% or more and have negative impact on target  
*Exam walk-ins not included in data

4. **Details of Timely and Constructive Feedback Provided**

Timely and constructive feedback on their APPR will be provided to tenured teachers by June 30\(^{th}\) of each school year and by August 15\(^{th}\) of each school year for principals. Extenuating circumstances are to be resolved between the administrator and teacher which will be mutually agreed upon in writing if the aforementioned date is not able to be met.

5. **Appeals Process for APPR for Teachers**

Evaluation appeals are limited to tenured teachers who have received an overall rating of “ineffective” or “developing” Pursuant to Education Law §3012-d, a teacher may only challenge the following in an appeal to the District:

a) the substance of the Annual Professional Performance Review; which shall include the following:
   (i) In the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;

b) the school district’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; and

c) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district’s issuance and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d.
A teacher may not file more than one appeal on the same evaluation.

The Superintendent will be the final determiner of all appeals. The written determination from the Superintendent is a final and binding decision. The appeals process is not subject to grievance with the exception that all procedures in this plan are followed. The overall rating of the evaluator is not a basis for a grievance.

The tenured teacher has five school days from receipt of the written overall rating to appeal in writing to the Superintendent. A BBFA member has ten school days to submit supporting documentation for appeal.

Upon receipt of the appeal, the Superintendent has ten school days to meet with the evaluator and the teacher and make a determination.

Within sixty school days from the initial filing date of the appeal, a final determination will be made by the Superintendent.

6. **Appeals Process for APPR for Principals**

Evaluation appeals are limited to tenured principals who have received an overall rating of "ineffective" or "developing." Pursuant to Education Law §3012-d, a principal may only challenge the following in an appeal to the District:

a) the substance of the Annual Professional Performance Review; which shall include the following:
   (i) In the instance of a principal rated Ineffective on the Student Performance category, but rated Highly Effective on the School Visit category based on an anomaly, as determined locally;

b) the school district’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; and

c) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district’s issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law §3012-d.

A Principal may not file more than one appeal on the same evaluation.

The Superintendent will be the final determiner of all appeals. The written determination from the Superintendent is a final and binding decision. The appeals process is not subject to grievance with the exception that all procedures in this plan are followed. The overall rating of the evaluator is not a basis for a grievance.

The tenured principal has five school days from receipt of the written overall rating to appeal in writing to the Superintendent. A Byron-Bergen Administrators and Supervisors Association (BBASA) member has ten school days to submit supporting documentation for appeal.
Upon receipt of the appeal, the Superintendent has ten school days to meet with the principal and make a determination.

Within sixty school days from the initial filing date of the appeal, a final determination will be made by the Superintendent.

7. Development of Improvement Plans for Identified Professionals

As per the regulations for the APPR Plan, all school districts must include provisions for the development of a Teacher Improvement Plan (TIP). Teachers rated overall as ineffective or developing must have a TIP developed by the School District in consultation with the teacher.

Ideally, intensive supervision is initiated after both the administrator and the teacher recognize that the teacher needs assistance in order to be successful. Observations and supervision will be frequent (a minimum of monthly) and all observations will be used as the basis for summative evaluation. Feedback will be immediate and specific. All agreed upon appropriate resources will be utilized to support the teacher.

The development of a Teacher Improvement Plan regarding any teacher rated overall as developing or ineffective should be collaborative. It should maintain the supportive climate inherent in the supportive supervision process.

See Appendix for Teacher Improvement Plans form.

The following is a timeline for development and review of the TIP:

- In the event a teacher’s overall performance is found to be ineffective or developing, the teacher shall be given written notice to such effect within ten school days of the post observation meeting. Ineffective or developing teacher performance in Domains 1 and 4 shall preclude formal notification.

- Within five school days of the receipt of the written notice, a meeting will be set up between the teacher, mentor (if applicable), Principal, Association President (or designee), and Superintendent of Schools (or designee). The purpose of the meeting is to develop specific recommendations that, if satisfactorily implemented by the teacher should lead to continuous professional improvement. All members participating in the conference can provide input.

- The administrator will observe the teacher and review the TIP every four weeks until deficiencies are corrected. Revisions to the plan can be discussed at any of these meetings. The administrator will provide written feedback and specific suggestions after each set of formal observations as indicated in the BBFA Contract. In addition, monthly meetings will also be held with the teacher, Superintendent, evaluator, mentor, and Association President.
- The TIP will be signed and dated by the professional and the evaluator after each monthly review and placed in the professional’s permanent record folder.

- Adjustments and refocusing of the TIP can occur at anytime during the above process in response to the staff member’s growth.

- If it is determined that the staff member is not able to meet the District’s professional standards, the administrator will share his/her recommendation with the staff member, the Superintendent, and the Association President.

- The TIP process is to be kept confidential among the members of the improvement team. The effort is a cooperative commitment to professional growth and development.

The following is a timeline for development and review of the PIP:

- In the event a principal’s overall performance is found to be ineffective or developing, the principal shall be given written notice to such effect within ten school days of the post observation meeting.

- Within five school days of the receipt of the written notice, a meeting will be set up between the principal, mentor (if applicable), Association President (or designee), and Superintendent of Schools (or designee). The purpose of the meeting is to develop specific recommendations that, if satisfactorily implemented by the principal should lead to continuous professional improvement. All members participating in the conference can provide input.

- The Superintendent will observe the principal and review the PIP every four weeks until deficiencies are corrected. Revisions to the plan can be discussed at any of these meetings. The Superintendent will provide written feedback and specific suggestions after each set of formal observations as indicated in the BBASA Contract. In addition, monthly meetings will also be held with the principal, Superintendent, evaluator, mentor, and Association President.

- The PIP will be signed and dated by the professional and the evaluator after each monthly review and placed in the professional’s permanent record folder.

- Adjustments and refocusing of the PIP can occur at anytime during the above process in response to the staff member’s growth.

- If it is determined that the principal is not able to meet the District’s professional standards, the Superintendent will share his/her recommendation with the principal and the Association President.

- The PIP process is to be kept confidential among the members of the improvement team. The effort is a cooperative commitment to professional growth and development.
8. **Training Process for Evaluators and Lead Evaluators**

Lead Evaluators and evaluators will complete a training course that meets the requirements prescribed in Chapter 103 and Section 30-3. Such training shall include application and use of the State approved practice rubrics as selected by the District. Once trained, the evaluator will be deemed certified as a lead evaluator.

Evaluators and lead evaluators will participate in recertification programs to insure inter-rater reliability every two years.

9. **Training Process for Teachers**

All teachers will be trained on the observation-evaluation system and its components including the NYS Teaching Standards and the designated performance rubric, the Danielson Model, prior to implementation.

**Observation Process**

10. **Observation Process for Tenured Faculty**

The NYSED approved practice rubric that will be used for the evaluation of teachers is the Danielsonâ€™s *Framework for Teachers*.

Four observations (3 unannounced, internal observations by the Principal/Assistant Principal, and 1 by the external third party) will take place annually for tenured teachers. Following the first unannounced observation by the Principal/Assistant Principal, the teacher and Lead Evaluator/Evaluator may opt for a video coaching session in lieu of one unannounced observation. The video will be reviewed with the video instructional coach until both agree to submit the video to the Lead Evaluator/Evaluator for rubric scoring. A final composite score for observations will be calculated by averaging the three internal observations that will be weighted as 90% added to the third party evaluation score that will be weighted as 10% of the final score. The teacher, in conference with the Lead Evaluator/Evaluator, may opt to review and reschedule one of the unannounced observations by the Principal/Assistant Principal.

(Average of 3 internal observations multiplied by .90) + (1 external observation score multiplied by .10) = final observation score
Example:

**Internal Observations**
First observation: 3.63  
Second observation: 3.81  
Third observation: 3.06  
Average: 3.50  
Weighted at 90%: 3.15  

**Third Party Observation**
Only observation: 3.25  
Weighted at 10%: 0.325  
3.15 + 0.325 = 3.475  
3.48 Rounded to nearest hundredth

The components will be discussed and selected at the teacher's year-end summative meeting with his or her direct supervisor. During this meeting, three components from Domain 2: Classroom Environment, and Domain 3: Instruction, will be identified. During the school year the teacher will be evaluated on the components when observed during the classroom observation. Each observation will comment on at least one component from each domain. Only observed components will be rated.

Should a teaching assignment change during the summer, the teacher may meet with his or her evaluator to revisit the components that were selected.

Observations will begin after the second full week of school.

The third party observer will only conduct third party observations. Notice of the third party observation will be given the week prior to the observation.

The administration will make a good faith effort to conduct at least one observation per semester throughout the school year. All observations will be completed by the end of May each school year.

11. **Observation Process for Non-Tenured Faculty**

The NYSED approved practice rubric that will be used for the evaluation of teachers is the Danielson's *Framework for Teachers*.

A probationary teacher will receive two formal observations that consist of a pre- and post-conference and two mini observations (one of which will be conducted by a third party observer). Additional formal observations may be scheduled and averaged for the final score. Point breakdown will be: Formal observations equal 70%, internal mini observation equals 20%, and a third party mini observation equals 10%.
In years 3 and 4 of the teacher’s probationary appointment, he/she will receive one formal observation that consists of a pre- and post-conference and two mini observations (one of which will be conducted by a third party observer). Additional formal observations may be scheduled and averaged for the final score. Point breakdown will be: Formal observation equals 60%, internal mini observation equals 30%, and the third party mini observation equals 10%.

This structure is the minimum number of observations required for probationary staff. Formal observations will be conducted by District Administration.

12. **Observation Process for Principal (School Visit)**

The NYSED approved practice rubric that will be used for the evaluation of principals is the Multidimensional Principal Performance Rubric (MPPR).

Three announced and one unannounced visits by the Principal’s supervisor will take place annually. These observations will be included as part of the weekly feedback meetings. Each observation shall be evaluated with a 1-4 score inclusive of all domains of the MPPR rubric. A final composite score for observations will be calculated by averaging the four observations and will be weighted at 90%.

Domains are weighted below.

One announced observation by the independent, impartial evaluator will take place annually. Each observation shall be evaluated with a 1-4 score inclusive of all domains of the MPPR rubric. The observation will be weighted as 10%. A mutually agreed observer will be contracted for the independent, impartial observation.

Domains are weighted below.

<table>
<thead>
<tr>
<th>MPPR Domain Weighting</th>
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<tbody>
<tr>
<td>Domain 1</td>
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<td>Domain 2</td>
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<td>Domain 3</td>
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<tr>
<td>Domain 4</td>
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<tr>
<td>Domain 5</td>
</tr>
<tr>
<td>Domain 6</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</tbody>
</table>
A final score will be calculated by adding the two scores and rounding to the nearest hundredth. Scores will be converted to H/E/D/I scale using the following NYS Conversion Chart:

<table>
<thead>
<tr>
<th>NYSED CONVERSION CHART</th>
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<tbody>
<tr>
<td>Overall Observation/School Visit Score and Rating</td>
</tr>
<tr>
<td>Minimum</td>
</tr>
<tr>
<td>H</td>
</tr>
<tr>
<td>E</td>
</tr>
<tr>
<td>D</td>
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<tr>
<td>I</td>
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Components will be discussed and selected at the Principal’s year-end summative meeting with his/her supervisor. During the meeting, components from Domains 1-5 will be identified. During the school year, the Principal will be evaluated on the components when observed during the weekly visit. The supervisor will make a good faith effort to conduct formal observations each quarter and one unannounced observation of a faculty meeting, professional development session, parent meeting, post-observation conference, or a committee meeting. All observations will be completed by the first week in May each school year.
BYRON-BERGEN CENTRAL SCHOOL DISTRICT

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

APPENDIX
Byron-Bergen Central School District
Classroom Observation

Instructor Name: ___________________________ Observer Name: ___________________________ Primary Building: ___________________________

Observation Date: ________________________ Conference Requested: ______ If yes, conference requested by: ___________________________

Lesson Observed: __________________________

Domain 2: The Classroom Environment & Domain 3: Instruction
Rate one component from each domain. Rate only observed components.

<table>
<thead>
<tr>
<th>Overall Observation Category</th>
<th>Score &amp; Rating Conversion Chart</th>
</tr>
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<tbody>
<tr>
<td>H</td>
<td>4.00</td>
</tr>
<tr>
<td>E</td>
<td>3.25</td>
</tr>
<tr>
<td>D</td>
<td>2.25</td>
</tr>
<tr>
<td>I</td>
<td>1.00</td>
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</tbody>
</table>

Rating | Score | Components |
|-------|-------|------------|

Totals (To be used in conjunction with the Point Conversion Chart as well as other evidence in the compilation of the Summative Annual Professional Performance Review)

Based on Charlotte Danielson’s The Framework for Teaching

Revised 6/3/2016
**Observer Comments**

Observer comments may include any pre-conference or post-conference review notes, or other conversations between the teacher and evaluator.

**Instructor Comments**

Instructor Signature: ___________________________ Date: ___________________________

Evaluator Signature: ___________________________ Date: ___________________________
# Byron-Bergen Central School District

## Teacher Professional Performance Review

### Final Scoring Sheet

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<tr>
<th>Instructor Name:</th>
<th>Date:</th>
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<th>School Year:</th>
<th>Building:</th>
<th>Observer:</th>
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### OBSERVATION

<table>
<thead>
<tr>
<th>Avg. of Observation Scores:</th>
<th>Highly Effective (H)</th>
<th>Effective (E)</th>
<th>Developing (D)</th>
<th>Ineffective (I)</th>
</tr>
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<tbody>
<tr>
<td>Final Performance Score:</td>
<td></td>
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<table>
<thead>
<tr>
<th>Student Performance</th>
<th>Highly Effective (H)</th>
<th>Effective (E)</th>
<th>Developing (D)</th>
<th>Ineffective (I)</th>
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<tr>
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### OVERALL SCORE: __________

<table>
<thead>
<tr>
<th>Evaluator’s Comments</th>
<th>Instructor’s Comments (Optional)</th>
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### Certified Evaluator’s Signature Date

### Instructor Signature Date

The employee’s signature is required and indicates receipt of a copy of the evaluation and does not indicate agreement, understanding, or acceptance of the conclusions reached by the evaluator. Please attach any additional comments as needed.
Byron-Bergen Central School District
Principal Professional Performance Review

Final Scoring Sheet

Principal Name: ___________________________ Date: ____________________

School Year: _______ Building: _______ Evaluator: _________________

<table>
<thead>
<tr>
<th>Avg. of School Visit Scores: ___</th>
<th>Highly Effective (H)</th>
<th>Effective (E)</th>
<th>Developing (D)</th>
<th>Ineffective (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Student Performance Score: ___</td>
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<table>
<thead>
<tr>
<th>Student Performance</th>
<th>Highly Effective (H)</th>
<th>Effective (E)</th>
<th>Developing (D)</th>
<th>Ineffective (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>H</td>
<td>H</td>
<td>E</td>
<td>D</td>
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<tr>
<td>Highly Effective (H)</td>
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<tr>
<td>Effective (E)</td>
<td>H</td>
<td>E</td>
<td>E</td>
<td>D</td>
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<tr>
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<tr>
<td>Ineffective (I)</td>
<td>D</td>
<td>D</td>
<td>I</td>
<td>I</td>
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</tbody>
</table>

OVERALL SCORE: _______

Evaluator’s Comments

Principal’s Comments (Optional)

Evaluator Signature Date Principal Signature Date

The employee’s signature is required and indicates receipt of a copy of the evaluation and does not indicate agreement, understanding, or acceptance of the conclusions reached by the evaluator. Please attach any additional comments as needed.
<table>
<thead>
<tr>
<th>Overall Observation/School Visit</th>
<th>Score and Rating</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Minimum</td>
</tr>
<tr>
<td>H</td>
<td>3.50</td>
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<tr>
<td>E</td>
<td>2.50</td>
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<tr>
<td>D</td>
<td>1.50</td>
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<tr>
<td>I</td>
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## NYSED STUDENT PERFORMANCE CONVERSION CHARTS

### SLO Conversion Chart

<table>
<thead>
<tr>
<th>SLOs Percent of Students Meeting Target</th>
<th>Scoring Range</th>
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<tbody>
<tr>
<td>0-4%</td>
<td>0</td>
</tr>
<tr>
<td>5-8%</td>
<td>1</td>
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<tr>
<td>9-12%</td>
<td>2</td>
</tr>
<tr>
<td>13-16%</td>
<td>3</td>
</tr>
<tr>
<td>17-20%</td>
<td>4</td>
</tr>
<tr>
<td>21-24%</td>
<td>5</td>
</tr>
<tr>
<td>25-28%</td>
<td>6</td>
</tr>
<tr>
<td>29-33%</td>
<td>7</td>
</tr>
<tr>
<td>34-38%</td>
<td>8</td>
</tr>
<tr>
<td>39-43%</td>
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<td>44-48%</td>
<td>10</td>
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<td>49-54%</td>
<td>11</td>
</tr>
<tr>
<td>55-59%</td>
<td>12</td>
</tr>
<tr>
<td>60-66%</td>
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<tr>
<td>67-74%</td>
<td>14</td>
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<td>75-79%</td>
<td>15</td>
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<td>80-84%</td>
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<td>85-89%</td>
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<td>93-96%</td>
<td>19</td>
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<td>97-100%</td>
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### Overall Student Performance Category Score and Rating

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<th>Category</th>
<th>Minimum</th>
<th>Maximum</th>
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<tr>
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<td>14</td>
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<tr>
<td>I</td>
<td>0</td>
<td>12</td>
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</table>
Instructor Name: ________________________________

Participants in the formulation of this TIP:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Identify the area(s) of improvement identified in the annual evaluation:

1. ______________________________________________________________________

2. ______________________________________________________________________

3. ______________________________________________________________________

4. ______________________________________________________________________

This plan will begin on: ______________________________________________________________________

The parties to this agreement will meet on the following dates to review and evaluate the plan and formulate modifications if necessary:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
(Attach a copy of the instructor’s evaluation to this form.)

Area Needing Improvement: ________________________________________________

Timeline for improvement:
_____________________________________________________________________

Manner in which improvement will be assessed:
_____________________________________________________________________

Differentiated Activities to Support Improvement:

Activity: _________________________________________________________________
Time: ___________________________________________________________________
Location: __________________________________________________________________
Goal: ___________________________________________________________________
Other personnel involved: ___________________________________________________

Activity: _________________________________________________________________
Time: ___________________________________________________________________
Location: __________________________________________________________________
Goal: ___________________________________________________________________
Other personnel involved: ___________________________________________________

Activity: _________________________________________________________________
Time: ___________________________________________________________________
Location: __________________________________________________________________
Goal: ___________________________________________________________________
Other personnel involved: ___________________________________________________

Activity: _________________________________________________________________
Time: ___________________________________________________________________
Location: __________________________________________________________________
Goal: ___________________________________________________________________
Other personnel involved: ___________________________________________________

Complete this form for each area identified as needing improvement.
Any changes or modification to the plan must be in writing and will be appended to this document.

<table>
<thead>
<tr>
<th>Instructor Signature</th>
<th>Date</th>
<th>Observer Signature</th>
<th>Date</th>
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<tbody>
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<td>Instructor Signature</td>
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<tr>
<td>Instructor Signature</td>
<td>Date</td>
<td>Observer Signature</td>
<td>Date</td>
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</tbody>
</table>
Principal Improvement Plan

Principal’s Name: __________________________________________

Participants in the formulation of this PIP:

__________________________________________________________

__________________________________________________________

__________________________________________________________

Identify the area(s) of improvement identified in the annual evaluation:

1. _________________________________________________________

2. _________________________________________________________

3. _________________________________________________________

4. _________________________________________________________

This plan will begin on: _______________________________________

The parties to this agreement will meet on the following dates to review and evaluate the plan and formulate modifications if necessary:

__________________________________________________________

__________________________________________________________

__________________________________________________________
Byron-Bergen Central School District

Principal Improvement Plan

(Attach a copy of the Principal’s evaluation to this form.)

Area Needing Improvement: ______________________________________________________

Timeline for improvement:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Location</th>
<th>Goal</th>
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</table>

Manner in which improvement will be assessed:

Differentiated Activities to Support Improvement:

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<tr>
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<th>Time</th>
<th>Location</th>
<th>Goal</th>
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Complete this form for each area identified as needing improvement.
Any changes or modification to the plan must be in writing and will be appended to this document.

<table>
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<th>Principal's Signature</th>
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<th>Superintendent's Signature</th>
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</table>
STUDENT LEARNING OBJECTIVES CHEAT SHEET

Is a statewide assessment available?

Yes

No

Select an end-of-course assessment tool (check one)
- from SED list
- District/BOCES developed
- teacher/school developed

Is there a State-provided growth measure for the assessment?

Yes

No

Use the state assessment as the end-of-course assessment.

Teacher growth score provided by the state:

_____________________

Create the SLO:
- rationale
- population
- learning content
- interval
- baseline
- targets/scoring

Create a teacher growth score:

_____________________

S L O
<table>
<thead>
<tr>
<th>Rationale</th>
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<tbody>
<tr>
<td>Population</td>
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<tr>
<td>The Learning</td>
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<tr>
<td>Content</td>
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<tr>
<td>Interval</td>
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<tr>
<td>Baseline</td>
</tr>
<tr>
<td>Targets and Scoring</td>
</tr>
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</table>
THE NEW YORK STATE TEACHING STANDARDS

Standard I: Knowledge of Students and Student Learning
Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Element I.1:
Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.
  Performance Indicators:
  a. Teachers describe orally or in writing an understanding of the developmental characteristics of their students.
  b. Teachers create developmentally appropriate lessons that address students' learning differences and needs.
  c. Teachers implement lessons and modify instruction based upon students' developmental needs.

Element I.2:
Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.
  Performance Indicators:
  a. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student.
  b. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student.
  c. Teachers explain their instructional decisions citing current research.

Element I.3:
Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.
  Performance Indicators:
  a. Teachers vary and modify instruction to meet the diverse learning needs of each student.
  b. Teachers create, deliver, and adapt instruction to address each student’s strengths, interests, and experiences.

Element I.4:
Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.
  Performance Indicators:
  a. Teachers utilize strategies that enable two-way communication with each student's parents, guardians, and/or caregivers.
  b. Teachers use a variety of techniques to accommodate the communication needs of each student’s parents, guardians, and/or caregivers.
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.

Performance Indicators:
- a. Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.
- b. Teachers incorporate an understanding of their students’ strengths and limitations, and the environmental factors that influence their students’ learning.
- c. Teachers attend to an individual student’s personal and family experiences by incorporating multiple perspectives.

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

Performance Indicators:
- a. Teachers use technological tools and a variety of communication strategies to engage each student.
- b. Teachers assist students to become knowledgeable and critical consumers and 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.

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).

Performance Indicators:
- Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.
- Teachers engage students to use key disciplinary language with comprehension through instruction.
- Teachers demonstrate the effective use of current developments in pedagogy and content.
- Teachers design learning experiences that foster student understanding of key disciplinary themes.
- Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and 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.

Performance Indicators:
- Teachers facilitate students’ ability to develop diverse social and cultural perspectives.
- Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.
- Teachers 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.
- Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.

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

Performance Indicators:
- Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students.
- Teachers adapt instruction in response to various levels of student understanding.
- Teachers make meaningful connections between content and students’ life experiences.
- Teachers create opportunities for students to engage in self-directed learning.
Element II.4
Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

Performance Indicators:
  a. Teachers design learning experiences that are aligned with learning standards.
  b. Teachers articulate clear learning objectives that align with learning standards.
  c. Teachers include opportunities for students’ to achieve learning goals in a variety of ways.

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

Performance Indicators:
  a. Teachers determine current levels of students’ understanding and knowledge of content through questioning techniques, discussion, and other methods.
  b. Teachers address common misconceptions in the content area through instructional methods.
  c. Teachers design learning experiences that connect students’ prior knowledge and instruction to new content.

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

Performance Indicators:
  a. Teachers organize physical space to reflect an awareness of learner needs and curricular goals.
  b. Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.
  c. Teachers organize and effectively use time to achieve learning goals.
  d. Teachers select and adapt curricular materials to align with state standards and meet diverse learning needs.
  e. Teachers access appropriate resources to meet specific learning differences or needs.
Standard III: Instructional Practice
Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Element III.1
Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.
Performance indicators:
a. Teachers align instruction to standards.
b. Teachers implement instruction proven to be effective in prior research.
c. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.

Element III.2
Teachers communicate clearly and accurately with students to maximize their understanding and learning.
Performance indicators:
a. Students understand directions and procedures.
b. Teachers use a variety of questioning techniques to advance student learning and reflection.
c. Students’ comments and questions are acknowledged and utilized to advance learning.
d. Students understand lesson content through a teacher’s use of multiple modalities, such as oral, written, graphic, kinesthetic, and/or tactile methods.
e. Teachers adjust communication in response to student needs.

Element III.3
Teachers set high expectations and create challenging learning experiences for students.
Performance indicators:
a. Teachers articulate high expectations for all students.
b. Students have a clear understanding of measures of success.
c. Teachers challenge and support all students by incorporating various instructional 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.
Performance indicators:
a. Teachers use an understanding of students’ diverse backgrounds to individualize interactions and differentiate instruction.
b. Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.
c. Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences.
Element III.5
Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

Performance Indicators:
- a. Students synthesize and express ideas both in written and oral formats.
- b. Students work effectively with others, including those from diverse groups and with opposing points of view.
- c. Students make decisions, solve problems, and take actions as appropriate.
- d. Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.
- e. Students utilize technologies and resources to solve real world problems.

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

Performance Indicators:
- a. Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.
- b. Teachers seek and provide feedback during and after instruction.
- c. Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on students’ progress.
Standard IV: Learning Environment
Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Element IV.1
Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.
Performance Indicators:
  a. Teachers are caring and respectful in their interactions with students.
  b. Teachers embrace student diversity as an asset in the classroom.
  c. Teachers recognize and reinforce positive interactions among students.
  d. Teachers create a climate of acceptance and respect.
  e. Teachers create an environment where students show responsibility to and for one another.

Element IV.2
Teachers create an intellectually challenging and stimulating learning environment.
Performance Indicators:
  a. Teachers encourage students to set high standards and expectations for their own performance.
  b. Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.
  c. Teachers promote students’ curiosity and enthusiasm for learning.
  d. Students are actively engaged in learning.
  e. Students openly express their ideas.
  f. Students show pride in their work and accomplishments.

Element IV.3
Teachers manage the learning environment for the effective operation of the classroom.
Performance Indicators:
  a. Teachers establish, communicate, and maintain clear standards and expectations for student behavior.
  b. Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.
  c. Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.
  d. Students exhibit respectful classroom interactions.

Element IV.4
Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.
Performance Indicators:
  a. Teachers arrange and adapt the physical environment to accommodate individual and group learning needs and to celebrate student accomplishments.
b. Teachers ensure that all students have equitable access to available resources and technologies.

c. Teachers effectively use the services and skills of available volunteers and paraprofessionals.

d. Teachers know and implement policies and procedures to ensure student safety.
Standard V: Assessment for Student Learning
Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Element V.1
Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth.
Performance Indicators:
a. Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.
b. Teachers use formative assessment to inform teaching and learning.
c. Teachers use summative assessment to measure and record student achievement.
d. Teachers design assessments that are aligned with curricular and instructional goals.
e. Teachers design and adapt assessments that accurately determine mastery of student skills and knowledge.
f. Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance.
g. Teachers implement required assessment accommodations and modifications.

Element V.2
Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.
Performance Indicators:
a. Teachers analyze data accurately.
b. Teachers provide timely feedback to engage students in self-reflection and self-improvement.
c. Teachers use assessment data to set goals and design and differentiate instruction.
d. Teachers engage students in self-assessment of their learning goals, strategies, and outcomes.

Element V.3
Teachers communicate information about various components of the assessment system.
Performance Indicators:
a. Teachers provide access to information on student assessments.
b. Teachers provide appropriate information and interpretation of various assessment data.

Element V.4
Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly.
Performance Indicators:
a. Teachers demonstrate an understanding of assessment measures, grading, and procedures.
b. Teachers develop a plan for their overall assessment system.
c. Teachers use their plans and assessment data to adjust teaching and assessment practices.

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

Performance Indicators:
   a. Teachers communicate the purposes of the assessments they use.
   b. Teachers prepare all students for the demands of particular assessment formats, and appropriately modify assessments or testing conditions for students with exceptional learning needs.
   c. Teachers articulate assessment criteria to students and provide parameters for success.
   d. Teachers equip students with assessment skills and strategies.
   e. Students practice various formats of assessments using authentic curriculum.
Standard VI: Professional Responsibilities and Collaboration
Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

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

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

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

Performance Indicators:
- a. Teachers support and promote the shared school and district vision and mission to support school improvement.
- b. Teachers participate actively as part of an instructional team.
- c. Teachers share information and best practices with colleagues to improve practice.
- d. Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context.
- e. Teachers collaborate with others both within and outside the school to support student growth, development, and learning.
- f. Teachers collaborate with the larger community to access and share learning resources.
Educational Leadership Policy Standards: ISLLC 2008

Standard 1
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
Functions:
A. Collaboratively develop and implement a shared vision and mission
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
C. Create and implement plans to achieve goals
D. Promote continuous and sustainable improvement
E. Monitor and evaluate progress and revise plans

Standard 2
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Functions:
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

Standard 3
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
Functions:
A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4
An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
Functions:
A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
C. Build and sustain positive relationships with families and caregivers
D. Build and sustain productive relationships with community partners
Standard 5
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
Functions:
A. Ensure a system of accountability for every student’s academic and social success
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
C. Safeguard the values of democracy, equity, and diversity
D. Consider and evaluate the potential moral and legal consequences of decision-making
E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
Functions:
A. Advocate for children, families, and caregivers
B. Act to influence local, district, state, and national decisions affecting student learning
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies