

Byron–Bergen Central School District

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN



*Revised June 7, 2022
BOE Approved on June 15, 2022*

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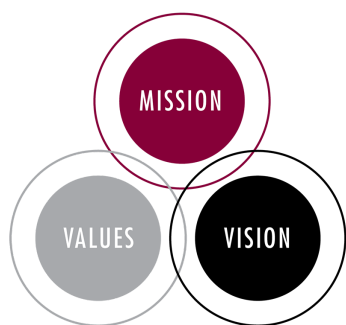
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Byron–Bergen Central School District

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN



MISSION/VISION:



Byron-Bergen Central School District's **MISSION** is to inspire, prepare, and support using the **VALUES** of compassion, humility, kindness, and persistence with the **VISION** to change the world.

Byron-Bergen APPR Committee Members:

Patrick McGee, Superintendent
Ken Gropp, BBFA President
Nicholas Muhlenkamp, BBFA Representative
Nicole Utz, BBFA Representative
Jenna Carney, BBFA Representative
Ayn Gardner, BBFA Representative
Ashley John Grillo, Jr/Sr HS Principal
Betsy Brown, Director of Instructional Services

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).

This plan was reviewed and updated by the committee in June 2022.

Section 1: Statement of Purpose

The overarching goal of the teacher evaluation system is to promote student learning and improve teaching and professional practice. The APPR encourages professional growth and development through a process that is based on current research on best practices and aligned with New York State's Teaching Standards. It assures a common language, and common expectations among all teachers and evaluators. The following principles will govern the APPR process:

- All tenured teachers are assumed to be competent and effective.
- It is every teacher's responsibility to continue to grow professionally.
- The District will support teachers in their improvement of instruction and professional practices.
- The purpose of the evaluation process is that teachers and evaluators examine the evidence obtained by multiple measures of teaching practice and student achievement to plan for meaningful professional learning and improvement of instruction.
- Evaluations will be conducted openly and objectively with the full involvement of the teacher.

Rationale:

- Motivate continuous professional growth of educators
- Facilitate student learning by creating optimal learning experiences for all students
- Improve student performance
- Stimulate self-reflection and evaluation
- Fulfill the District's mission
- Comply with legal and contractual requirements
- Provide an accurate written record
- Fulfill the minimum New York State Teaching Standards which includes but is not limited to:
 1. Knowledge of Students & Student Learning
 2. Knowledge of Content & Instructional Planning
 3. Instructional Practice
 4. Learning Environment
 5. Assessment for Student Learning
 6. Professional Responsibilities & Collaboration
 7. Professional Growth

Section 2: 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. For APPRs conducted commencing with the 2024-2025 school year, all rubrics must be aligned to the 2015 PSELs (<http://www.nysed.gov/educator-quality/teaching-and-educational-leadership-standards>)

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.

Section 3: Plan Requirements

Under Education Law §3012-d, each teacher must receive an APPR score using a two (2) category matrix system that includes student performance and teacher observation. This APPR plan will result in teachers covered under §3012-d receiving an annual rating of “Highly Effective,” “Effective,” “Developing,” or “Ineffective.” Ratings will be determined by the following measures:

- Student Performance: This portion of the plan is based upon student growth measured by New York State assessments and/or Student Learning Objectives (SLO).
- Teacher Observation: This portion of the plan includes teacher observations by school administrators. Each teacher will be observed multiple times throughout the school year via informal observations and/or formal observations. These observations will be rated using the Danielson Framework for Teachers.

Categories	TEACHER OBSERVATION				
STUDENT PERFORMANCE	Ratings	HIGHLY EFFECTIVE (H)	EFFECTIVE (E)	DEVELOPING (D)	INEFFECTIVE (I)
	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

Definition of Covered Faculty and Staff

By September 1, 2016, the Byron-Bergen Central School District shall adopt a plan 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.

Included:	Not Included: Existing APPR procedures still apply (Section 8).	
<ul style="list-style-type: none"> • Classroom Teachers • CTE Teachers • Principals 	<ul style="list-style-type: none"> • Assistant Principals • Library Media Specialists • School Psychologists • School Counselors • CSE Chairperson • Director of Instructional Services 	<ul style="list-style-type: none"> • Social Workers • Teacher Aides • Teaching Assistants • Speech Pathologist/Teacher • Universal Pre-K Teachers • Coordinator of Student Services

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.

Collection and Reporting of Teacher and Student Data

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.

The entire evaluation, including SED provided scores, must be completed and provided to each unit member as soon as practical.

Furthermore, the District will adhere strictly to the requirements for reporting all ratings to the New York State Department of Education established by regulations; a unique identifier will be used. An administrator shall not submit any names of individual teachers, written assessment, or the ratings of an individual teacher to any outside agency or person, without the prior written authorization of the Association, or unless required to do so by law.

Development, Security, and Scoring Assessments

Any assessments and/or measures used to evaluate teachers and principals under this section will be NY 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.

Details of Timely and Constructive Feedback Provided

APPR final scores will be provided to teachers by September 1st of the following year.

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.

Training for Evaluators and Teachers

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.

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.

Section 4: Student Performance

This portion of the APPR has been dictated by SED and is centered on student growth measured by New York State assessments or student learning objectives (SLOs).

To meet the requirements of the current moratorium by SED on the use of testing, the following District wide SLO for all teachers will be based on ALL of the following components:

- Students who meet the target of 3 or 4 on the 8th grade New York State science assessment.
- Students who meet the target of passing on the following New York State Regents Exams: Global History, United States History, Common Core ELA, Earth Science, Algebra I, Physics
- The SLO will be based on the percentage of students who meet the passing target student performance on the Science Assessments and Regents Exams. Percentage will be calculated by dividing the number of students that meet the target for the assessments by the total number of students that take the assessments (3 or 4 for science assessments and pass a regents exam).
- Students who are absent 25% or more per class and have negative impact on target are not included.

Once all New York State assessments have been completed and scored, the HEDI rating will be determined using the SED required chart in this Section (see next page).

*Exclude students with lab science absences per NYS Science Attendance Regulation

*Student first attempted assessment counts toward target

*Exam walk-ins not included in data

HEDI Scoring Bands

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 5: Teacher Observation - Process and Final Score Calculation

Observation Process for TENURED Faculty

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

Two observations (performed by the Principal/Assistant Principal/District Administrator), of a minimum of twenty (20) minutes in length, will take place annually for tenured teachers. Notice of the observation will be given the week prior to the observations.

The tenured teacher may opt for a video coaching session in lieu of one of the observations. The video will be reviewed with the video instructional coach until both the teacher and video instructional coach 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 two internal observations that will be weighted as 50% each for a total of 100% of the final score. The teacher, in conference with the Lead Evaluator/Evaluator, may opt to review and reschedule one of the observations by the Principal/Assistant Principal.

Example:

Unannounced Observation 1 Score: 3.48

Unannounced Observation 2 Score: 3.75

$7.23/2 = \text{Final score of } 3.62$

The Danielson Rubric components will be discussed and selected at the beginning of the school year.

- The teacher will select TWO components from each domain listed below for a total of 4 components:
 - Domain 2: Classroom Environment
 - Domain 3: Instruction
- The Principal will then be able to select an additional component from each domain for each teacher.

(Total of six components)

During the school year the teacher will be evaluated and scored on the six components when observed during the classroom observation. Although the Evaluator can only score the six components selected they may comment on any of the other components for praise/suggestions. Each observation will address at least one component from each domain. Only observed components will be rated.

Observations will begin after the third full week of school.

Following an observation, the Lead Evaluator/Evaluator will schedule a post-observation meeting with the tenured teacher. The Lead Evaluator/Evaluator will provide feedback to the tenured teacher for a traditional observation within five (5) school days. Feedback for a video coaching session shall be provided to the tenured teacher within ten (10) school days of it being submitted to the evaluator.

The administration will make a good faith effort to conduct observations at least one month apart. All observations will be completed by the end of May each school year and written evaluations returned to teachers by June 15th.

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.

Three observations (two formal and one informal/unannounced by the Principal/Assistant Principal/District Administrator), of a minimum of twenty (20) minutes in length, will take place annually for probationary teachers. Notice of the observation will be given the week prior to the observation.

The teacher may opt for a video coaching session in lieu of one of the formal observations. 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 33 1/3%, for a total of 100% of the final score. Additional observations may be scheduled and averaged for the final score.

Example:

Formal Observation 1	Score: 3.48
Formal Observation 2	Score: 3.67
Unannounced Observation 3	Score: <u>3.75</u>
10.9/3= Final score of 3.63	

Prior to any Formal observation or video coaching session, the Lead Evaluator/Evaluator will schedule a pre-observation conference meeting with the probationary teacher. Following an observation, the Lead Evaluator/Evaluator will schedule a post-observation meeting with the probationary teacher. The Lead Evaluator/Evaluator will provide feedback to the probationary teacher for a traditional observation within five (5) school days. Feedback for a video coaching session shall be provided to the probationary teacher within ten (10) school days of it being submitted to the evaluator.

This structure is the minimum number of observations required for probationary staff.

Formal observations will be conducted by the Building Administration.

The administration will make a good faith effort to conduct observations at least one month apart. All observations will be completed by the end of May each school year and written evaluations returned to teachers by June 15th.

Observation Process for Principal (School Visits and Evidence):

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

One announced and one unannounced visit by the Principal's supervisor will take place annually. Components will be discussed and mutually selected. During the school year, the Principal will be evaluated on the components when observed or by evidence collected and discussed at weekly feedback meetings. Each domain shall be evaluated with a 1-4 score. A final composite score for observations and evidence will be calculated by averaging all 6 domains.

Teacher Observation and Principal Observation Final Score Determination:

Scores will be converted to H/E/D/I scale using the following NYS Conversion Chart:

NYSED CONVERSION CHART

	Overall Observation/School Visit Score and Rating	
	Minimum	Maximum
H	3.50	4.00
E	2.50	3.49
D	1.50	2.49
I	0	1.49

Section 6: Appeals Process for Teacher and Principals

Appeals 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: 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 supporting documentation, the Superintendent has ten school days to meet with the evaluator and the tenured teacher to discuss the appeal.

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

Appeals 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: 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 supporting documentation, the Superintendent has ten school days to meet with the principal to discuss the appeal.

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

Section 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 Teacher Improvement Plan (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 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 any time 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 Principal Improvement Plan (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.

Section 8: Annual Professional Performance Review Plan (APPR) for Unit members NOT covered by Education Law §3012-d

The overarching goal of a professional evaluation system is to promote student learning and improve teaching and professional practice. This APPR encourages professional growth and development through a process that is based on current research on best practices and aligned to the 2007 edition of Charlotte Danielson's "Enhancing Professional Practice". It assures a common language and common expectations among all unit members and evaluators.

Definitions:

For purposes of APPR, a classroom teacher is defined (see §30-2.2(d)) as a teacher in the classroom teaching service as defined in §80-1.1 of the Commissioner's regulations; who is a teacher of record. Excepted from this definition are supplemental school personnel as defined in §80-5.6 of the Commissioner's regulations. It is important to note that §80-1.1 of the Commissioner's regulations specifically excludes pupil personnel service or administrative and supervisory service from the definition of classroom teaching service.

All other BBFA unit members not covered by Education Law §3012-d, and for the purposes of this plan shall include and be defined as: School Nurses, School Counselors, Social Workers, Teachers On Special Assignments, Library Media Specialists, Psychologists, and Speech Language Therapists.

The District and the BBFA agree that expedited 3020-a charges under Education Law §3012-d are not applicable to unit members not covered under the law. These unit members will be evaluated using an APPR plan subsequently outlined in this document.

Observation Process for TENURED Faculty

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

Two observations (performed by the Principal/Assistant Principal/District Administrator), of a minimum of twenty (20) minutes in length, will take place annually for tenured teachers. Notice of the observation will be given the week prior to the observations.

The tenured teacher may opt for a video coaching session in lieu of one of the observations. The video will be reviewed with the video instructional coach until both the teacher and video instructional coach 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 two internal observations that will be weighted as 50% each for a total of 100% of the final score. The teacher, in conference with the Lead Evaluator/Evaluator, may opt to review and reschedule one of the observations by the Principal/Assistant Principal.

Example:

Unannounced Observation 1 Score: 3.48

Unannounced Observation 2 Score: 3.75

$7.23/2 = \text{Final score of } 3.62$

The components will be discussed and selected at the beginning of the school year.

- The teacher will select TWO components from both Domain 2: Classroom Environment and Domain 3: Instruction.
- The Principal will then be able to select an additional component from each domain for each teacher.

(Total of six components)

During the school year the teacher will be evaluated and scored on the six components when observed during the classroom observation. Although the Evaluator can only score the six components selected they may comment on any of the other components for praise/suggestions. Each observation will address at least one component from each domain. Only observed components will be rated.

Observations will begin after the third full week of school.

Following an observation, the Lead Evaluator/Evaluator will schedule a post-observation meeting with the tenured teacher. The Lead Evaluator/Evaluator will provide feedback to the tenured teacher for a traditional observation within five (5) school days. Feedback for a video coaching session shall be provided to the tenured teacher within ten (10) school days of it being submitted to the evaluator.

The administration will make a good faith effort to conduct observations at least one month apart. All observations will be completed and written evaluations returned to teachers by the end of May each school year.

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.

Three observations (two formal and one informal/unannounced performed by the Principal/Assistant Principal/District Administrator), of a minimum of twenty (20) minutes in length, will take place annually for probationary teachers. Notice of the observation will be given the week prior to the observation.

The teacher may opt for a video coaching session in lieu of one of the formal observations. 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 33 1/3%, for a total of 100% of the final score. Additional observations may be scheduled and averaged for the final score.

Example:

Formal Observation 1 Score: 3.48

Formal Observation 2 Score: 3.67

Unannounced Observation 3 Score: 3.75

10.9/3= Final of 3.63

Prior to any Formal observation or video coaching session, the Lead Evaluator/Evaluator will schedule a pre-observation conference meeting with the probationary teacher. Following an observation, the Lead Evaluator/Evaluator will schedule a post-observation meeting with the

probationary teacher. The Lead Evaluator/Evaluator will provide feedback to the probationary teacher for a traditional observation within five (5) school days. Feedback for a video coaching session shall be provided to the probationary teacher within ten (10) school days of it being submitted to the evaluator.

This structure is the minimum number of observations required for probationary staff.

Formal observations will be conducted by the Building or District Administration.

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APPENDIX A: Teacher Component Selection Form



Teacher Evaluation Selections

Please select the evaluation components on which you will be evaluated this year.

Domain 2 Components:

- ☐ 2a. Creating an Environment of Respect & Rapport
- ☐ 2b. Establishing a Culture for Learning
- ☐ 2c. Managing Classroom Procedures
- ☐ 2d. Managing Student Behavior
- ☐ 2e. Organizing Physical Space

Domain 3 Components:

- ☐ 3a. Communicating with Students
- ☐ 3b. Using Questioning & Discussion Techniques
- ☐ 3c. Engaging Students in Learning
- ☐ 3d. Using Assessment in Instruction
- ☐ 3e. Demonstrating Flexibility & Responsiveness

APPENDIX B: Teacher Observation Form



Classroom Observation Form

Observation Date:

Lesson Observed:

Pre-Observation Conference Held:

Pre-Observation Conference:

☐ N/A

Post-Observation Conference Held:

Post-Observation Conference:

☐ N/A

Teacher-Selected Evaluation Components

NONE

Domain 2: Classroom Environment

Component 2a

Component	Ineffective	Developing	Effective	Highly Effective
2a: Creating an Environment of Respect and Rapport Indicators: 1. Respectful talk and turn taking 2. Respect for students' background and life outside the classroom 3. Teacher and student body language 4. Physical proximity 5. Warmth and caring 6. Politeness 7. Encouragement 8. Active listening 9. Fairness	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior. Critical attributes: 1. Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity. 2. Students use disrespectful talk towards one another with no response from the teacher. 3. Teacher displays no familiarity with or caring about individual students' interests or personalities.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. Critical attributes: 1. The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. 2. Teacher attempts to respond to disrespectful behavior among students, with uneven results. 3. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. Critical attributes: 1. Talk between teacher and students and among students is uniformly respectful. 2. Teacher responds to disrespectful behavior among students. 3. Teacher makes superficial connections with individual students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals. Critical attributes: 1. Teacher demonstrates knowledge and caring about individual students' lives beyond school. 2. When necessary, students correct one another in their conduct toward classmates. 3. There is no disrespectful behavior among students. 4. The teacher's response to a student's incorrect response respects the student's dignity.

Enter Notes

Rubric Score: 0/0

Component 2b

Component	Ineffective	Developing	Effective	Highly Effective
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Rubric Score: 0/0

Component	Ineffective	Developing	Effective	Highly Effective
2b: Establishing a Culture for Learning Indicators: 1. High expectations, supported through both verbal and nonverbal behaviors 2. Expectation and recognition of quality 3. Expectation and recognition of effort and persistence 4. Confidence in students' ability evident in teacher's and students' language and behaviors 5. Expectation for all students to participate	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. 2. The teacher conveys to at least some students that the work is too challenging for them. 3. Students exhibit little or no pride in their work. 4. Class time is devoted more to socializing than to learning. 	<p>The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Teacher's energy for the work is neutral, indicating neither indicating a high level of commitment nor "blowing it off." 2. The teacher conveys high expectations for only some students. 3. Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work. 4. Many students indicate that they are looking for an "easy path." 	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it. 2. The teacher demonstrates a high regard for student abilities. 3. Teacher conveys an expectation of high levels of student effort. 4. Students expend good effort to complete work of high quality. 	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. The teacher communicates a genuine passion for the subject. 2. Students indicate that they are not satisfied unless they have complete understanding. 3. Student questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer. 4. Students recognize the efforts of their classmates. 5. Students take initiative in improving the quality of their work.
Enter Notes				
Rubric Score: 0/0				

Component 2c				
Component	Ineffective	Developing	Effective	Highly Effective
2c: Managing Classroom Procedures Indicators: 1. Smooth functioning of all routines 2. Little or no loss of instructional time 3. Students playing an important role in carrying out the routines 4. Students knowing what to do, where to move	<p>Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Students not working with the teacher are not productively engaged or are disruptive to the class. 2. There are no established procedures for distributing and collecting materials. 3. Procedures for other activities are confused or chaotic. 	<p>Some instructional time is lost through only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Small groups are only partially engaged while not working directly with the teacher. 2. Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough. 3. Classroom routines function unevenly. 	<p>There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. The students are productively engaged during small-group work. 2. Transitions between large- and small-group activities are smooth. 3. Routines for distribution and collection of materials and supplies work efficiently. 4. Classroom routines function smoothly. 	<p>Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Students take the initiative with their classmates to ensure that their time is used productively. 2. Students themselves ensure that transitions and other routines are accomplished smoothly. 3. Students take initiative in distributing and collecting materials efficiently.
Enter Notes				
Rubric Score: 0/0				

Component 2d				
Component	Ineffective	Developing	Effective	Highly Effective
Rubric Score: 0/0				

Component	Ineffective	Developing	Effective	Highly Effective
2d: Managing Student Behavior Indicators: 1. Clear standards of conduct, possibly posted, and possibly referred to during a lesson 2. Absence of acrimony between teacher and students concerning behavior 3. Teacher awareness of student conduct 4. Preventive action when needed by the teacher 5. Fairness 6. Absence of misbehavior 7. Reinforcement of positive behavior	<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.</p> <p>Critical attributes: 1. The classroom environment is chaotic, with no apparent standards of conduct. 2. The teacher does not monitor student behavior. 3. Some students violate classroom rules, without apparent teacher awareness. 4. When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</p> <p>Critical attributes: 1. Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. 2. Teacher attempts to keep track of student behavior, but with no apparent system. 3. The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p> <p>Critical attributes: 1. Standards of conduct appear to have been established. 2. Student behavior is generally appropriate. 3. The teacher frequently monitors student behavior. 4. Teacher's response to student misbehavior is effective. 5. Teacher acknowledges good behavior.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p> <p>Critical attributes: 1. Student behavior is entirely appropriate; there is no evidence of student misbehavior. 2. The teacher monitors student behavior without speaking - just moving about. 3. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</p>
Enter Notes				
Rubric Score: 0/0				

Component 2e				
Component	Ineffective	Developing	Effective	Highly Effective
2e: Organizing Physical Space Indicators: 1. Pleasant, inviting atmosphere 2. Safe environment 3. Accessibility for all students 4. Furniture arrangement suitable for the learning activities 5. Effective use of physical resources, including computer technology, by both teacher and students	<p>The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p> <p>Critical attributes: 1. There are physical hazards in the classroom, endangering student safety. 2. Many students can't see or hear the teacher or the board. 3. Available technology is not being used, even if its use would enhance the lesson.</p>	<p>The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p> <p>Critical attributes: 1. The physical environment is safe, and most students can see and hear. 2. The physical environment is not an impediment to learning but does not enhance it. 3. The teacher makes limited use of available technology and other resources.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p> <p>Critical attributes: 1. The classroom is safe, and all students are able to see and hear. 2. The classroom is arranged to support the instructional goals and learning activities. 3. The teacher makes appropriate use of available technology.</p>	<p>The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p> <p>Critical attributes: 1. Modifications are made to the physical environment to accommodate students with special needs. 2. There is total alignment between the goals of the lesson and the physical environment. 3. Students take the initiative to adjust the physical environment. 4. Teachers and students make extensive and imaginative use of available technology.</p>
Enter Notes				
Rubric Score: 0/0				

Domain 3: Instruction

Enter Notes

Component 3b

Rubric Score: 0/0

Component	Ineffective	Developing	Effective	Highly Effective
3b: Questioning and Discussion Techniques Indicators: 1. Questions of high cognitive challenge, formulated by both students and teacher 2. Questions with multiple correct answers, or multiple approaches even when there is a single correct response 3. Effective use of student responses and ideas 4. Discussion in which the teacher steps out of the central, mediating role 5. High levels of student participation in discussion	<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Questions are rapid-fire, and convergent, with a single correct answer. 2. Questions do not invite student thinking. 3. All discussion is between teacher and students; students are not invited to speak directly to one another. 4. A few students dominate the discussion. 	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Teacher frames some questions designed to promote student thinking, but only a small number of students are involved. 2. The teacher invites students to respond directly to one another's ideas, but few students respond. 3. Teacher calls on many students, but only a few actually participate in the discussion. 	<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. 2. The teacher makes effective use of wait time. 3. The teacher effectively builds on student responses to questions. 4. Discussions enable students to talk to one another without ongoing mediation by the teacher. 5. The teacher calls on most students, even those who don't initially volunteer. 6. Many students actively engage in the discussion. 	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Students initiate higher-order questions. 2. Students extend the discussion, enriching it. 3. Students invite comments from their classmates during a discussion.
Enter Notes				
Rubric Score: 0/0				

Component 3c				
Component	Ineffective	Developing	Effective	Highly Effective
Rubric Score: 0/0				

Component 3d				
Component	Ineffective	Developing	Effective	Highly Effective
<p>Rubric Score: 0/0</p>				

Component	Ineffective	Developing	Effective	Highly Effective
3d: Using Assessment in Instruction Indicators: 1. Teacher paying close attention to evidence of student understanding 2. Teacher posing specifically created questions to elicit evidence of student understanding 3. Teacher circulating to monitor student learning and to offer feedback 4. Students assessing their own work against established criteria	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. The teacher gives no indication of what high-quality work looks like. 2. The teacher makes no effort to determine whether students understand the lesson. 3. Feedback is only global. 4. The teacher does not ask students to evaluate their own or classmates' work. 	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. There is little evidence that the students understand how their work will be evaluated. 2. Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. 3. Teacher requests global indications of student understanding. 4. Feedback to students is not uniformly specific and not oriented towards future improvement of work. 5. The teacher makes only minor attempts to engage students in self-assessment or peer assessment. 	<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Students indicate that they clearly understand the characteristics of high-quality work. 2. The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. 3. Feedback includes specific and timely guidance, at least for groups of students. 4. The teacher attempts to engage students in self-assessment or peer assessment. 	<p>Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. There is evidence that students have helped establish the evaluation criteria. 2. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. 3. Teacher makes frequent use of strategies to elicit information about individual student understanding. 4. Feedback to students is specific and timely, and is provided from many sources including other students. 5. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
Enter Notes				
Rubric Score: 0/0				

FFT2011 - 3e				
Criteria	Ineffective	Developing	Effective	Highly Effective
3e: Demonstrating Flexibility and Responsiveness Indicators: 1. Incorporation of student interests and events of the day into a lesson 2. Visible adjustment in the face of student lack of understanding 3. Teacher seizing on a teachable moment	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Teacher ignores indications of student boredom or lack of understanding. 2. Teacher brushes aside student questions. 3. Teacher makes no attempt to incorporate student interests into the lesson. 4. The teacher conveys to students that when they have difficulty learning it is their fault. 5. In reflecting on practice, the teacher does not indicate that it is important to reach all students. 	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Teacher's efforts to modify the lesson are only partially successful. 2. Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. 3. The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them. 4. In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so. 	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. 2. Teacher incorporates students' interests and questions into the heart of the lesson. 3. The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. 4. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. 	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. The teacher's adjustments to the lesson are designed to assist individual students. 2. Teacher seizes on a teachable moment to enhance a lesson. 3. The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use. 4. In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.
Rubric Score: 0/0				

Criteria	Ineffective	Developing	Effective	Highly Effective
			Enter Notes	
Rubric Score: 0/0				

Observer Comments

The notes below will lend themselves to professional discussion between the observer and faculty member about the New York State Teaching Standards and the four Domains of Professional Practice according to the Charlotte Danielson Model of Teacher Evaluation.

Observer Comments:

Domain 2 Score

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
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Domain 2 Average:

Domain 3 Score

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
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Domain 3 Average:

Observation Average:

APPENDIX C: NYSED STUDENT PERFORMANCE CONVERSION CHARTS

SLO Conversion Chart

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

	Overall Student Performance Category Score and Rating	
	Minimum	Maximum
H	18	20
E	15	17
D	13	14
I	0	12

APPENDIX D: Teacher Improvement Plan

Byron-Bergen Central School Teacher Improvement Plan (TIP)			
Teacher: _____	Tenure Area: _____	Observation Dates: _____	
Observer/ Evaluator: _____	Position: _____	Date of TIP FINAL EVALUATION: _____	
STATUS: <input type="checkbox"/> 1st Year Probationary <input type="checkbox"/> 2nd Year Probationary <input type="checkbox"/> 3rd Year Probationary <input type="checkbox"/> 4th Year Probationary <input type="checkbox"/> Tenured	The NYS Commissioner's Regulation (30-3.11) requires that any teacher with an annual professional performance review rated as Ineffective or Developing overall shall receive a Teacher Improvement Plan to be implemented by October 1st of the school year following the school year in which the educator's performance was rated Ineffective or Developing, or as soon as practicable thereafter. A TIP shall be developed in consultation with the teacher and union representation and shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.		
Place a check mark in the box next to any domain below (inclusive of the 7 teaching standards) that is rated as Developing or Ineffective: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Domain 1: Planning and Preparation <input type="checkbox"/> Domain 3: Instruction </div> <div> <input type="checkbox"/> Domain 2: The Classroom Environment <input type="checkbox"/> Domain 4: Professional Responsibility </div> </div>			
In the space below, describe the following: List the goals to address the domains assessed as Developing or Ineffective, List the differentiated activities to support the teacher's improvement in the areas listed above, Describe the manner in which the improvement will be assessed, and Provide a timeline for achieving improvement.			
<i>GOALS to address area(s) checked off above:</i>	<i>Activities & Support for Improvement:</i>	<i>How will the Improvement be assessed? Evidence?</i>	<i>Achievement Timeline:</i>
I agree with what has been outlined in the TIP and that it has been developed collaboratively between the Teacher and Evaluator.			
Teacher: _____	Date: _____		
Evaluator: _____	Date: _____		

APPENDIX E: Principal Improvement Plan

Byron-Bergen Central School Principal Improvement Plan (PIP)			
Principal: _____		Tenure Area: _____	
Observer/ Evaluator: _____		Position: _____	
		Observation Dates: _____	
		Date of PIP FINAL EVALUATION: _____	
STATUS: <input type="checkbox"/> 1st Year Probationary <input type="checkbox"/> 2nd Year Probationary <input type="checkbox"/> 3rd Year Probationary <input type="checkbox"/> 4th Year Probationary <input type="checkbox"/> Tenured			
The NYS Commissioner's Regulation (30-3.11) requires that any principal with an annual professional performance review rated as Ineffective or Developing overall shall receive a Principal Improvement Plan to be implemented by October 1st of the school year following the school year in which the principal's performance was rated Ineffective or Developing, or as soon as practicable thereafter. A PIP shall be developed in consultation with the principal and union representation and shall be afforded at the principal's request. A PIP is not a disciplinary action.			
Place a check mark in the box next to any domain below that is rated as Developing or Ineffective:			
<input type="checkbox"/> Vision of Learning Shared and Supported by Stakeholders	<input type="checkbox"/> Integrity, Fair, and Ethical Behavior	<input type="checkbox"/> Culture and Program Support Student Learning and Staff Professional Development	
<input type="checkbox"/> Management of Organization	<input type="checkbox"/> Collaborating with and Mobilizing Stakeholders	<input type="checkbox"/> Influencing Political/Social/Economic/Legal/Cultural Context	
In the space below, describe the following: List the goals to address the domains assessed as Developing or Ineffective, List the differentiated activities to support the teacher's improvement in the areas listed above, Describe the manner in which the improvement will be assessed, and Provide a timeline for achieving improvement.			
GOALS to address area(s) checked off above:	Activities & Support for Improvement:	How will the Improvement be assessed? Evidence?	Achievement Timeline:
I agree with what has been outlined in the PIP and that it has been developed collaboratively between the Principal and Evaluator.			
Principal: _____		Date: _____	
Evaluator: _____		Date: _____	

APPENDIX F: New York State Teaching Standards

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.

2. 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.

3. Instructional Practice

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

4. Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

5. Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

6. Professional Responsibilities and Collaboration

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

7. Professional Growth

Teachers set informed goals and strive for continuous professional growth.

APPENDIX G: Principal Leadership Standards

ISLLC 2008	PSEL 2015
1. Vision	1. Mission, Vision, and Core Values 10. School Improvement
2. School Culture and Instructional Program	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 7. Professional Community for Teachers and Staff
3. Operations, Management, and Resources	5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 9. Operations and Management
4. Collaboration With Faculty and Community	8. Meaningful Engagement of Families and Community*
5. Ethics	2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness*
6. Political, Social, Legal, Cultural Context	3. Equity and Cultural Responsiveness* 8. Meaningful Engagement of Families and Community*

* Note. Individual PSEL standards designated with an asterisk (*) correlate to multiple ISLLC standards.