

DRAFT- 2011-2012

HALDANE CENTRAL SCHOOL DISTRICT

**WORKING DRAFT
1-6-2012**

ANNUAL PROFESSIONAL PERFORMANCE REVIEW

Staff

Handbook

For Grades 4-8 ELA and Math 2011-2012

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K-8 Assistant Principal: Julia Sniffen

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INTRODUCTION

The Board of Education of the Haldane Central School District (the “District”), in public session at its meeting of September 20, 2011, adopts this Annual Professional Performance Plan (the “APPR Plan” or “Plan Document”) for the 2011-2012 school year through June 30, 2012 pursuant to the requirements of New York State Education Law §3012-c and accompanying regulations of the Board of Regents and the Commissioner of Education.

The Superintendent of Schools, Teachers, Administrators and Board of Education are committed to a thoughtful and careful APPR process and part of this Plan Document that must be developed through appropriate collaboration and negotiations will not be complete as of the APPR Plan adoption date. Accordingly, the Plan Document shall be modified from time to time as these elements are modified.

In preparing for this new evaluation system, the HFA, HAA and Superintendent of Schools have been meeting and discussing the new APPR requirements with members of each respective association. Members of each unit have held positive discussions in planning for the APPR during the spring of 2011.

While no formal agreement was reached on all aspects of the APPR, the conversations have been positive and productive.

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

The purpose of the Annual Professional Performance Review is to ensure that the performance of all teachers will be reviewed annually to improve the quality of teaching and learning and to meet the learning needs of students. This plan is intended to provide a tool to promote dialogue between teachers and administrators to promote continued growth, self-reflection and development of the faculty.

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

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

Education Law §3012-c establishes new requirements for a comprehensive performance evaluation system for classroom teachers and building principals to be phased in commencing with the 2011-2012 school year. In the 2011-2012 school year, the law only applies to classroom teachers of the common branch subjects, English Language Arts (ELA) and Mathematics in Grades 4-8 and the building principals of schools in which such teachers are employed. The APPR for all other teachers and principals will remain unchanged during the 2011-2012 school year. This plan shall be used for the 2011-12 school year only and its use shall sunset effective June 30, 2012, unless otherwise mutually agreed upon by the parties.

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

According to Education Law 3012-c of the Commissioner's Regulations, teachers shall be evaluated using the following rating categories: highly effective, effective, developing and ineffective. In order to meet the requirements the committee has decided to use Charlotte Danielson's 2007 framework. This framework has been selected to provide a common instrument that will continually help improve instruction. In addition to classroom observation, the regulation requires both student growth assessment data and local assessment data to be used to evaluate teachers.

EVALUATION OF PROFESSIONAL STAFF POLICY STATEMENT

All professional personnel shall be formally evaluated. The primary objectives of the evaluation program shall be:

1. To help personnel improve their effectiveness in performance of duties
2. To help personnel establish specific goals to stimulate improvement and growth
3. To help personnel gain a better understanding of their duties and responsibilities
4. To help personnel identify their strengths and weaknesses
5. To enable the Superintendent to make recommendations concerning employment and certification where required of professional personnel

PURPOSES OF TEACHER EVALUATION

Evaluation is a natural process of providing feedback and making judgments regarding our practices. In defining the purposes of teacher evaluation, the range of purposes for conducting evaluation has been redefined to fit into a more current model. For the model proposed at Haldane, the purposes of teacher evaluation are:

1. To provide a framework for professional growth
2. To promote the achievement of students' academic and social skills
3. To attain district goals, curriculum standards and program objectives
4. To provide teachers with a regular assessment of their performance
5. To obtain data for administrative decision making regarding tenure decisions, assignments
6. To promote a learning community which values collaboration and collegiality

TRAINING OF EVALUATORS

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual’s performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department (“NYSED”) model certification process.

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

Evaluator training will occur regionally in cooperation with Putnam Northern Westchester BOCES. Training will be conducted by Putnam Northern Westchester BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED.

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

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

- New York State Teaching Standards and ISSLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals

- Application and use of State-approved locally selected measures of student achievement
- Use of statewide instructional reporting system
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.

Lead Evaluator

The Superintendent and his/her designees will be trained and certified as lead evaluators according to the NYSED's model to ensure consistency and defensibility.

Responsibilities

Lead Evaluators will train and certify other evaluators in the District based on the same model.

Timing

For the 2011-2012 school year all evaluators shall be appropriately trained and certified in accordance with a schedule to be established by Putnam Northern Westchester BOCES. For the 2012-2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified by September 30th of each school year or thirty (30) days after appointment. In no instance will HFA unit members be asked or required to act as Lead Evaluators or Evaluators.

Re-Certification and Updated Training

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

DATA MANAGEMENT

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

Ensuring Accurate Teacher and Student Data

The District shall ensure that 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 Regulations of the Board of Regents and Commissioner of Education by providing such data in a format and timeline prescribed by the Commissioner.

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

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

(APPR Guidance, L5)

The District collects data on student enrollment, attendance, and achievement on Statewide assessments utilizing the Chancery student management system (SMS). The Information System Manager is directly responsible for maintaining the SMS and transferring data to and from the Lower Hudson Regional Information Center (LHRIC) and NYSED Data Warehouse systems (SIRS) including, but not limited to, file formatting, data collection, import/exports of data, meeting timelines and regulations as outlined by both the LHRIC and the NYSED.

The NYSED’s *APPR Guidance* and field memos relating to the Student Information Repository System (SIRS) will provide detailed guidance related to the collection and reporting of data, including student-teacher linkage and student attendance. The District will continue to monitor data and develop additional processes, as needed and consistent with NYSED reporting requirements, to verify that the data submitted to the State are complete and accurate. The NYSED advises that it will provide roster verification reports to

assist in this process (see *APPR Guidance, L4*). The NYSED also will provide guidelines for the use of student-teacher instructional weighting and student exclusion flags (see *APPR Guidance, L8*).

Verification: The District’s student data system identifies teacher assignments and student enrollment and attendance. The District has obtained the NYSED statewide unique identifier for certain certified individuals employed by the District through “TEACH”. This information has or will be entered into the District’s data system and will be extracted from the District’s system and reported to SIRS in accordance with NYSED guidance. The District will verify assignments of classroom teachers of common branch subjects, ELA and Mathematics Grades 4-8 through quarterly grade report verifications by both teachers and administrators.

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

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

Development: The District will negotiate with the HFA about local measures of student achievement; teacher and principal practice rubrics; any other instruments (such as surveys, self-assessments, portfolios); and the scoring methodology for the assignment of points to locally selected measures of student achievement and other measures of teacher or principal effectiveness.

Security: The District will secure all assessments at the building level consistent with NYSED guidelines prior to, during, and after administration of all required NYSED assessments to ensure that these assessments are not disseminated to students before administration. In addition, both testing and scoring protocols will

be consistently adhered to ensure that teachers or principals do not have a vested interest in the outcome of the assessments they score. Assessment proctors will have access to test administration protocols prior to test administration as prescribed by NYSED, without compromising the security or integrity of the assessment.

Arrival of Materials: When the test materials arrive at the building, the building testing coordinator and principal carefully check, count and inventory the testing materials to ensure that the proper number of tests have been received. The contents of each box are checked against the shipping notice and the school's copy of the order form. All shrink-wrapped materials remain intact until the day of testing. All test materials are stored in a locked safe or vault.

Prior to Testing: Prior to the administration time period, a review of the test administration procedures is conducted with all faculty and staff that will be involved in the test administration and scoring. Classrooms are prepared for testing as described in the NYS Testing Administrator's Manual. Alternate locations and additional proctors are organized for students who require testing accommodations.

On the Day of the Testing: Thirty minutes prior to the testing administration time, the teachers and proctors pick up, count and sign out the test materials. Tests are administered in a time frame consistent with State and local requirements, to ensure test security and so that students can do their best. A class roster is completed on the day of testing to account for students who are absent and require a make-up test. When tests are complete, all testing materials are collected and counted by the classroom teacher. Completed testing materials are recounted, bound appropriately and kept in a secure location.

Once All Testing is Complete: Once the testing administration period is completed, all tests will be securely inventoried and packed by the building administrator. Make-up sessions are conducted within the allotted time frame, and tests are kept in a secured, locked location. Once all testing is complete, the test boxes are sealed, returned to the district office for scoring if appropriate, and then properly organized for the return to the testing center.

Scoring: The District will ensure that all assessments are scored in the manner as prescribed by the assessment. Teachers or principals will not have a vested interest in the outcome of assessments they score, i.e. teachers will score out of grade level.

Principals

For the 2011-2012 school year, this APPR Plan will apply only to Principals in buildings where classroom common branch teachers teach ELA or mathematics to students in grades 4-8 comprise at least 30+% of the building. The performance of all other principals within the District will be evaluated with the District's pre-existing Annual Professional Performance Review Plan. The Union, if any, will be consulted about §100.2(o) of the Regulations of the Commissioner of Education. Nothing in this APPR Plan will be construed to abrogate any conflicting provisions of any collective bargaining agreements continuously in effect on July 1, 2010 through the present until a successor collective bargaining agreement is negotiated.

This plan and the APPR for all district administrators will be developed collaboratively with the HAA and the superintendent and updated during the 2011-2012 school year.

Annual Professional Performance Criteria:

1. State Assessments¹ (20%)
2. Locally-Selected Measures (20%)
3. SED Approved Principal Evaluation Rubric (60%) – Multi-dimensional Principal Performance Rubric.

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

- Highly Effective
- Effective
- Developing
- Ineffective

Rubric/Formula of Summative Evaluation:

Multi-dimensional Principal Performance Rubric (complete rubric to be found in FORMS)

¹ Baseline for state assessments will be the 2010-2011 school year.

PAGE HOLDER FOR
PLACEMAT OF
MDPR

Principal Development

[Procedure to be negotiated]

PRINCIPAL IMPROVEMENT PLAN

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

Process

[Process for developing a PIP shall be negotiated and will be determined on an imminent basis]

Contents: Each PIP shall contain the following information:

- Identify Areas of Improvement
- Identify Timeline for Improvement
- Identify How Improvement will be Assessed
- Identify Differentiated Activities to Support Improvement
- {Additional Elements May Be Negotiated}

Timing

Each PIP shall be in place no later than ten (10) days after teachers are required to report to the District the next school year.

Teachers

For the 2011-2012 school year, this APPR Plan will apply only to classroom common branch, teachers who teach ELA or mathematics in grades 4-8 and at least 50% of the teacher's students must be in grades 4-8 ELA or mathematics. The performance of other teachers within the District will be evaluated in accord with the District's pre-existing Annual Professional Performance Review Plan developed and maintained pursuant to §100.2(o) of the Regulations of the Commissioner of Education. Nothing in this APPR Plan will be construed to abrogate any conflicting provisions of any collective bargaining agreements continuously in effect on July 1, 2010 through the present until a successor collective bargaining agreement is negotiated.

Annual Professional Performance Criteria

1. State Assessments² (20%)
2. Locally-Selected Measures (20%): The State list and other measures are under review and subject to negotiations as described in §3012-c of the Education Law. It is expected that these measures will be selected by November 1, 2011.
3. Other (60%): The 60% of performance measures will be negotiated between the District and the union, such as the following: classroom observations, evidence of student development and review of portfolios and/or binders; evidence of teacher effective relationships with communities; evidence teacher strives to meet professional growth goals. A timeline for the conclusion of the negotiations regarding these matters is expected to be established by October 1, 2011.

Composite Rating System

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

- Highly Effective 91-100
- Effective 75-90
- Developing 65-74
- Ineffective 0-64

Rubric/Formula of Summative Evaluation

Danielson's Framework for Teaching (2007 Edition). The district agrees that unit members impacted by the new rubric/formula shall be offered training prior to its use.

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

**FRAMEWORK FOR TEACHING COMPONENTS
OF PROFESSIONAL PRACTICE**

<p align="center">Domain 1: Planning and Preparation</p> <p>1a. Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> ▪ <i>knowledge of content and the structure of the discipline</i> ▪ <i>knowledge of prerequisite relationships</i> ▪ <i>knowledge of content-related pedagogy</i> <p>1b. Demonstrating knowledge of students</p> <ul style="list-style-type: none"> ▪ <i>knowledge of child and adolescent development</i> ▪ <i>knowledge of the learning process</i> ▪ <i>knowledge of students' skills, knowledge and language proficiency</i> ▪ <i>knowledge of students' interests and cultural heritage</i> ▪ <i>knowledge of students' special needs</i> <p>1c. Setting instructional outcomes</p> <ul style="list-style-type: none"> ▪ <i>value, sequence and alignment</i> ▪ <i>clarity</i> ▪ <i>balance</i> ▪ <i>suitability for diverse learners</i> <p>1d. Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> ▪ <i>resources for classroom use</i> ▪ <i>resources to extend content knowledge and pedagogy</i> ▪ <i>resources for students</i> <p>1e. Designing coherent instruction</p> <ul style="list-style-type: none"> ▪ <i>learning activities</i> ▪ <i>instructional materials and resources</i> ▪ <i>instructional groups</i> ▪ <i>lesson and unit structure</i> <p>1f. Designing student assessments</p> <ul style="list-style-type: none"> ▪ <i>congruence with instructional outcomes</i> ▪ <i>criteria and standards</i> ▪ <i>design of formative assessments</i> 	<p align="center">Domain 2: Classroom Environment</p> <p>2a. Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> ▪ <i>teacher interaction with students</i> ▪ <i>student interactions with one another</i> <p>2b. Establishing a culture for learning</p> <ul style="list-style-type: none"> ▪ <i>importance of the content</i> ▪ <i>expectations for learning and achievement</i> ▪ <i>student pride in work</i> <p>2c. Managing classroom procedures</p> <ul style="list-style-type: none"> ▪ <i>management of instructional groups</i> ▪ <i>management of transitions</i> ▪ <i>management of materials and supplies</i> ▪ <i>performance of non-instructional duties</i> ▪ <i>supervision of volunteers and paraprofessionals</i> <p>2d. Managing student behavior</p> <ul style="list-style-type: none"> ▪ <i>expectations</i> ▪ <i>monitoring of student behavior</i> ▪ <i>responses to student misbehavior</i> <p>2e. Organizing physical space</p> <ul style="list-style-type: none"> ▪ <i>safety and accessibility</i> ▪ <i>arrangement of furniture and use of physical resources</i>
<p align="center">Domain 4: Professional Responsibilities</p> <p>4a. Reflecting on Teaching</p> <ul style="list-style-type: none"> ▪ <i>accuracy</i> ▪ <i>use in future teaching</i> <p>4b. Maintaining accurate records</p> <ul style="list-style-type: none"> ▪ <i>student completion of assignments</i> ▪ <i>student progress in learning</i> ▪ <i>non-instructional records</i> <p>4c. Communicating with families</p> <ul style="list-style-type: none"> ▪ <i>information about the instructional program</i> ▪ <i>information about individual students</i> ▪ <i>engagement of families in the instructional program</i> <p>4d. Participating in a professional community</p> <ul style="list-style-type: none"> ▪ <i>relationships with colleagues</i> ▪ <i>involvement in a culture of professional inquiry</i> ▪ <i>service to school</i> ▪ <i>participation in school and district projects</i> <p>4e. Growing and developing professionally</p> <ul style="list-style-type: none"> ▪ <i>enhancement of content knowledge and pedagogical skill</i> ▪ <i>receptivity to feedback from colleagues</i> ▪ <i>service to profession</i> <p>4f. Demonstrating professionalism</p> <ul style="list-style-type: none"> ▪ <i>integrity and ethical conduct</i> ▪ <i>service to students</i> ▪ <i>advocacy</i> ▪ <i>decision making</i> ▪ <i>compliance with school and district regulations</i> 	<p align="center">Domain 3: Instruction</p> <p>3a. Communicating with students</p> <ul style="list-style-type: none"> ▪ <i>expectations for learning</i> ▪ <i>directions and procedures</i> ▪ <i>explanations of content</i> ▪ <i>use of oral and written language</i> <p>3b. Using questioning and discussion techniques</p> <ul style="list-style-type: none"> ▪ <i>quality of questions</i> ▪ <i>discussion techniques</i> ▪ <i>student participation</i> <p>3c. Engaging students in learning</p> <ul style="list-style-type: none"> ▪ <i>activities and assignments</i> ▪ <i>grouping of students</i> ▪ <i>instructional materials and resources</i> ▪ <i>structure and pacing</i> <p>3d. Using assessment in instruction</p> <ul style="list-style-type: none"> ▪ <i>assessment criteria</i> ▪ <i>monitoring of student learning</i> ▪ <i>feedback to students</i> ▪ <i>student self-assessment and monitoring of progress</i> <p>3e. Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> ▪ <i>lesson adjustment</i> ▪ <i>response to students</i> ▪ <i>persistence</i>

<p align="center">New York State Teaching Standards and Elements Placemat</p> <p align="center">http://www.highered.nysed.gov/tcert/pdf/1-11-2011TeachingStandardsapprovedbyRegents.pdf</p>	<p>Standard 4: Learning Environment</p> <p>4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student</p> <p>4.2 Creates an intellectually challenging and stimulating learning environment</p> <p>4.3 Manages the learning environment for the effective operation of the classroom</p> <p>4.4 Organize and utilize available resources [e.g. physical space, time, technology] to create a safe and productive learning environment</p>
<p>Standard 1: Knowledge of Students & Student Learning</p> <p>1.1 Knowledge of child and adolescent development, including students’ cognitive, language, social, emotional, and physical developmental levels</p> <p>1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes</p> <p>1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students</p> <p>1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning</p> <p>1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students’ learning</p> <p>1.6 Knowledge and understanding of technological and information literacy and how they affect student learning</p>	<p>Standard 5: Assessment for Student Learning</p> <p>5.1 Design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth</p> <p>5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction</p> <p>5.3 Communicate information about various components of the assessment system</p> <p>5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly</p> <p>5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated</p>
<p>Standard 2: Knowledge of Content and Instructional Planning</p> <p>2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s]</p> <p>2.2 Uses a broad range of instructional strategies to make subject matter accessible</p> <p>2.3 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement</p> <p>2.4 Designs relevant instruction that connects students’ prior understanding and experiences to new knowledge</p> <p>2.5 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals</p>	<p>Standard 6: Professional Responsibilities and Collaboration</p> <p>6.1 Upholds professional standards of practice and policy as related to students’ rights and teachers’ responsibilities</p> <p>6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning</p> <p>6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success</p> <p>6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations</p> <p>6.5 Understand and comply with relevant laws and policies as related to students’ rights and teachers’ responsibilities</p>
<p>Standard 3: Instructional Practice</p> <p>3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning</p> <p>3.2 Communicate clearly and accurately with students to maximize their understanding and learning</p> <p>3.3 Set high expectations and create challenging learning experiences for students</p> <p>3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement</p> <p>3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology</p> <p>3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs</p>	<p>Standard 7: Professional Growth</p> <p>7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth</p> <p>7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies</p> <p>7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice</p> <p>7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources</p>

Teacher Development [Subject to negotiations]

- Coaching
- Induction Support / Mentoring
- Out of district Differentiated Professional Development and approved by the superintendent
- In district sponsored ASSD in service and professional development.

Local Assessment

New York State Requirement:

Locally comparable means: The same locally selected measures of student achievement or growth across all classrooms in the same grade/subject in district or BOCES.

Haldane Proposal for the Local Assessment:

Teachers in Grades 4-5, Teachers of English in grades 6-8, and Teachers of Mathematics in Grades 6-8 will be given time as grade level teams / departments during the school day to develop:

- A pre-assessment tool to measure student baseline achievement on a targeted skill identified by a Lead Evaluator (Building Principal).
- Three to six lesson plans that provide targeted instruction and practice to develop student understanding and application of the identified skill. (Note: A lesson plan may be longer than one day or period in length.)
- The lesson design should/must reflect components of Danielson’s Framework.
- The specific components of the Framework represented in the rubric are:
1a,1b,1e,3d,4a (Rubric found on page 48)
- A post-assessment tool to measure student growth/achievement in the acquisition of the identified skill.
- A time-line for implementation of the pre-assessment, instructional unit, and post-assessment.
- The pre-assessments and post-assessments will be administered during the same five school day window across each grade level.
- Teachers will provide the Series of Lessons and pre-and post- assessments scores as evidence of student growth and/or achievement.
- The local assessment score will be calculated by adding up the score for each of the five components.

Teacher performance on the Local Assessment must be assessed within the following parameters as set out by NYS:

Scoring Range

Highly Effective	18-20
Effective	12-17
Developing	3-11
Ineffective	0-2

Interview Protocol for a Preconference (Planning Conference)
Before the lesson the teacher and observer discuss and clarify:

1. To which part of your curriculum does this lesson relate?
2. How does this learning fit in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs.
4. What are your learning outcomes for this lesson? What do you want the students to understand?
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.
6. How will you differentiate instruction for different individuals or students in the class?
7. How and when will you know whether the students have learned what you intend?
8. Is there anything that you would like me to specifically observe during the lesson?

(from Danielson's *Handbook for Enhancing Professional Practice*)

Interview Protocol for a Postconference (Reflection Conference)

After the lesson the teacher reflects....the observer asks.....

1. In general, how successful was the lesson? Did the students learn what you intended them to learn? How do you know?
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials and resources). To what extent were they effective?
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

(from Danielson's *Handbook for Enhancing Professional Practice*)

PROCEDURES FOR PROBATIONARY TEACHERS

1. The principal will meet with first year probationary staff by September 30 to develop suggestions, strategies and expectations for that teacher. This information will be documented in the TEACHER Professional Learning Plan document (for the form and directions on how to fill out the form see pp._____).
2. For each subsequent probationary year, the teacher will meet with the principal and/or certified administrator review suggestions, strategies and expectations, and make adjustments prior to the preparation of a new Professional Learning Plan.
3. Probationary teachers will be formally observed a minimum of two times during the academic year. An OBSERVATION REPORT will be completed by the principal and/or certified administrator for each observation. A copy will be provided to the teacher; a signed copy will be included in the teacher's personnel file. Understanding: The building principal must be one of the formal observers and a certified administrator may/will be the other formal observer.
4. Probationary teachers will have a minimum of 2 informal classroom observations each year.
5. By April 30, probationary teachers will be notified in writing of their continued employment by the superintendent.
6. No later than June 15 of each probationary year, the teacher will be presented with a Haldane Summative Performance Review, which will include an evaluation of performance in each domain: 1. Planning and Preparation; 2. Classroom Environment; 3. Instruction; 4. Professional Responsibilities. Comments will be included for any domain subcomponent rating of 1 or 2. In addition, the principal will make a recommendation for continued employment.
7. There must be a rating in every Domain component sub-score on the HSPR.
8. Probationary teachers will continue to be evaluated through a formal observation format as specified in the board policy (see #6131). Formal observations must last a minimum of 30 minutes.

PROCEDURES FOR TENURED TEACHERS

1. The principal and/or certified administrator will meet with all faculty members by October 15th to develop suggestions, strategies and expectations for that teacher. This conversation will be based on the draft of the PLP which will be submitted by September 30th in the 2011-2012 school year. This information will be documented in the TEACHER Professional Learning Plan document (for the form and directions on how to fill out the form see pages 25-26).
2. All faculty members will revise and re-submit a PLP within 5 days of meeting with the principal and/or certified administrator.
3. Teachers will have a formal observation by a certified administrator at least once during the three-year cycle. The observation will assist in the development of a HALDANE SUMMATIVE PERFORMANCE REVIEW for the year in which the teacher is observed. Every attempt will be made to align a teacher's three year cycle with their grade level, team or department.
4. No later than June 15 of each year, the teacher will be presented with a Haldane Summative Performance Review, which will include an evaluation of performance in each domain: 1. Planning and Preparation; 2. Classroom Environment; 3. Instruction; 4. Professional Responsibilities. Comments will be included for any domain subcomponent rating of 1 or 2. In addition, the principal will make a recommendation for continued employment or continued employment with tenure.
5. There must be a rating in every Domain component sub-score on the HSPR.
6. Tenured teachers will have a minimum of 2 informal classroom observations each year.
7. Tenured teachers who receive a rating of Developing on their Comprehensive Evaluation will be required to complete a Teacher Improvement Plan (defined on p. ____ – sample form found on pp. _____) the following academic year.
8. Tenured teachers who receive a rating of Ineffective either during the academic year or at the end of the academic year will be required to implement a Teacher Improvement Plan (defined on p. ____ --- sample form found on pp. _____)

9. Tenured teachers who receive a rating of Developing on their HSPR while receiving a rating of Effective or Highly Effective on their Comprehensive Evaluation will be required to complete a Professional Growth Plan (defined on p. ____)

TIME FRAMES

FORMAL CLASSROOM OBSERVATIONS

CATEGORY	REQUIRED MINIMUM NUMBER OF FORMAL OBSERVATIONS	TIME FRAME FOR CLASSROOM OBSERVATIONS
Probationary teachers Regular substitutes	2	10/15 to 12/15; 2/15 to 4/15
Part-time teachers	2	10/15 to 12/15; 2/15 to 4/15
Tenured teachers	1 (every three years)	scheduled by 4/15; completed by 5/15

- Formal classroom observations should be followed by a conference no later than five school days after the observation has been conducted.
- Every attempt should be made to have the written observation completed and in the teacher’s possession no more than five school days after the conference has been completed.
- One copy of the written observation is to be sent to the Superintendent’s office for review and placement in the teacher’s personnel file.
- **All copies should have original signatures.**

INFORMAL CLASSROOM OBSERVATIONS

	Minimum	Maximum
Probationary teachers	Undetermined*	Undetermined*
Tenured teachers	2 each year	Undetermined*
Tenured teachers on 3 rd year of cycle	Undetermined*	Undetermined*

Informal Classroom Observation – an informal observation consists of: a classroom visit lasting between 10-20 minutes followed by a written observation and communication between the teacher and observer.

*There is no maximum number for Informal Classroom Observations but after every 4 I.O.’s a teacher should be provided a clear rationale for the frequency of the informal observations.

TEACHER PROFESSIONAL LEARNING PLAN

CATEGORY	REQUIRED	TIME FRAME
Probationary teacher	1 per year	October 15
Tenured teachers	1 per year	October 15
Regular substitutes		

**HALDANE SUMMATIVE PERFORMANCE REVIEW
(LOCAL 60%)**

CATEGORY	REQUIRED	TIME FRAME
Probationary teachers	1 per year	June 15
Regular substitutes		
Part-time teachers		
Tenured teachers	1 per year	June 15

- One copy of the evaluation is to be sent to the Superintendent’s office for review and placement in the teacher’s personnel file
- **All copies should have original signatures**

HALDANE COMPREHENSIVE EVALUATION

CATEGORY	REQUIRED	TIME FRAME
Probationary teachers	1 per year	June 15
Part-time teachers	1 per year	June 15
Tenured teachers	1 per year	June 15

Probationary Teacher Contract Renewal

Each probationary teacher will receive a Comprehensive Evaluation each year and a recommendation for renewal or non-renewal of his/her contract. It is understood that probationary teachers in Year 1 may receive a Comprehensive Evaluation of Developing as they are emerging towards proficiency. A probationary teacher receiving an evaluation of Developing or Ineffective will complete a Teacher Improvement Plan in the following school year. After receiving mentoring and coaching supports during Years 1 and 2, probationary teachers in Year 3 are expected to earn a HSPR and Comprehensive of Effective or higher.

Tenured Teachers

Each tenured teacher is expected to earn a Comprehensive Evaluation of Effective or higher. If a tenured teacher receives a Comprehensive Evaluation of Developing or Ineffective at the end of the school year a Teacher Improvement Plan will be developed. If a tenured teacher exhibits evidence of Ineffective practice, then a Comprehensive Evaluation may be conducted at any time during the contractual school year. A Comprehensive Evaluation of Ineffective will result in the development of a Teacher Improvement Plan in accordance with the law. If a tenured teacher receives an HSPR (other 60%) of Developing yet receives a Comprehensive Evaluation of Effective they will complete a Professional Growth Plan the following school year.

Directions for Professional Learning Plan Creation

1. Teacher/Faculty Member drafts a Professional Learning Plan by filling out the corresponding form. This can be handwritten or word-processed. The goals should be congruent with district goals selected by the administrative team. This form will be submitted to the Lead Evaluator (Building Principal) on or before the 10th day that school is in session.
2. The lead evaluator will read through the PLP and schedule a meeting with the teacher to discuss the PLP by 10/30.
3. The teacher/faculty member will then re-submit their PLP within 5 school days of meeting with lead evaluator and the new document will reflect the content of the meeting.
4. On or before May 15th the teacher will submit the PLP form with evidence (supporting documents) that demonstrates completion of the Professional Learning Plan.

Evidence that shows accomplishment of these goals may include the following:

- PEER OBSERVATIONS- teachers agree to observe each other in class at least 3 times during the year and provide and receive feedback on stated goals
- FIELD RESEARCH- teacher develops a hypothesis and a research project to test that hypothesis. Findings should be reported in a brief paper to the principal and faculty
- PORTFOLIO OF ARTIFACTS-maintenance of a portfolio which includes lesson plans, handouts, quizzes, sample of student work and a brief analysis of successes or failures of stated goals (instructional strategies)
- WEEKLY JOURNAL-reflection of the teacher's experiences during the school year
- PREPARING AND PRESENTING A STAFF DEVELOPMENT PROGRAM- teachers could develop and present a program on a topic of interest in their area of expertise (ex. Cooperative learning, constructivist theory etc)
- PREPARING AND PRESENTING A PARENT WORKSHOP- teachers could develop and present a program on a topic of interest in their area of expertise (ex. Cooperative learning, constructivist theory etc)

- SUBMISSION OF ARTICLES FOR PUBLICATION
- SELF-ANALYSIS OF VIDEOTAPES-an written analysis of a teacher's videotaped lesson
- PROGRAM PILOT
- GRADE LEVEL OR DEPARTMENT PROJECT
- COMMITTEE WORK
- PARTICIPATION IN THE MENTORING PROGRAM
- Other proposals submitted by teacher

Directions for Professional Growth Plan Creation

1. The Lead Evaluator drafts a Professional Growth Plan by filling out the top of the corresponding form. This can be handwritten or word-processed. The goals should be congruent with Domains and Components identified by the lead evaluator as needing improvement. This form will be submitted to the Teacher for completion no later than September 10th.
2. This form will be submitted to the Lead Evaluator (Building Principal) on or before the 15th day that school is in session.
3. The lead evaluator will read through the PGP and schedule a meeting with the teacher to discuss the PGP by September 30th.
4. The teacher/faculty member will then re-submit their PGP within 5 school days of meeting with lead evaluator and the new document will reflect the content of the meeting.
5. At least three meetings will be scheduled throughout the school year to monitor and provide feedback on the progress of the PGP.
6. On or before May 15th the teacher will submit the PG P form with evidence (supporting documents) that demonstrate completion of the Professional Growth Plan.
7. With approval of the Lead Evaluator, any one or combination of the accepted forms of evidence used for the Professional Learning Plans (page 28) may be used in construction of the PGP.

TEACHER IMPROVEMENT PLAN

Upon receiving a rating of Developing or Ineffective a teacher will be provided with a Teacher Improvement Plan (TIP). If a teacher is rated “developing” or “ineffective” the District shall develop and implement a Teacher Improvement Plan (“TIP”).

The TIP will be provided as soon as practicable, but in no case later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. Each TIP shall be in place no later than ten (10) days after teachers are required to report to the District the next school year or in special circumstances precipitated by a critical incident. The TIP will be developed in consultation with the teacher and union representation will be afforded at the teacher’s request. The HFA president will be timely informed whenever a teacher is placed on a TIP, and with the agreement of the teacher, will be provided with a copy of the TIP.

A TIP will clearly specify:

- The area(s) in need of improvement
- The performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating
- How improvement will be measured and monitored, and provide for periodic reviews of progress
- The appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher including, where appropriate the assignment of a mentor teacher.

Contents: Each TIP shall contain the following information:

- Identify Areas of Improvement
- Identify Timeline for Improvement
- Identify How Improvement will be Assessed
- Identify Differentiated Activities to Support Improvement
- {Additional Elements May Be Negotiated}

Process

There will be an initial meeting followed by a minimum of three meetings at regularly spaced intervals. At these meetings, the teacher, administrator, mentor (if one has been assigned) and an HFA representative (if requested by the teacher) shall meet to assess the effectiveness and appropriateness 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 will be modified accordingly.

All costs associated with the implementation of a TIP including but not limited to, tuition, fees, books and travel, will be borne by the District in their entirety.

**SUMMATIVE RATING SYSTEM
ANNUAL PROFESSIONAL PERFORMANCE REVIEW**

Operating Principles/Expectations

**Domain Ratings in Haldane Central School District's APPR
Domain Ratings for Haldane Central School District's HSPR**

- **Highly Effective** – Highly Effective ratings in at least half of the components of the domain with the remaining components rated no lower than Effective
- **Effective** – No more than one component of the domain rated Developing with the remaining components rated at Effective or higher.
- **Developing** – More than one component of the domain rated Developing with the remaining components rated as Effective or higher. OR any one component of the domain rated Ineffective.
- **Ineffective** – Two components of the domain rated as Ineffective.

**Overall Summative Ratings in Haldane Central School District's APPR
Overall Summative Ratings for Haldane Central School District's HSPR**

- **Highly Effective** – Highly Effective rating in at least two or more of the domains, with the remaining domains rated as Effective.
- **Effective** – No more than one domain rated Developing with the remaining domains rated as Effective or higher.
- **Developing** – More than one domain rated Developing with the remaining domains rated as Effective or higher.
- **Ineffective** – Any domain rated Ineffective.

An example of how to arrive at domain and overall ratings can be found on the following pages.

Examples of How to Arrive at a Domain and Overall Summative Rating

Domain Ratings in Haldane Central School District’s APPR

- **Highly Effective** – Highly Effective ratings in at least half of the components of the domain with the remaining components rated no lower than Effective
- **Effective** – No more than one component of the domain rated Developing with the remaining components rated at Effective or higher.
- **Developing** – More than one component of the domain rated Developing with the remaining components rated as Effective or higher. OR any one component of the domain rated Ineffective.
- **Ineffective** – Two components of the domain rated as Ineffective.

Domain 1 for Teachers – <i>Planning and Preparation</i>				
Component	Ineffective	Developing	Effective	Highly Effective
1a-Demonstrating knowledge of content and pedagogy			X	
1b-Demonstrating knowledge of students		X		
1c-Setting instructional outcomes			X	
1d-Demonstrating knowledge of resources			X	
1e-Designing coherent instruction				X
1f-Designing student assessments			X	
Final Domain Rating Effective			X	

Domain 2 for Teachers - <i>Classroom Environment</i>				
Component	Ineffective	Developing	Effective	Highly Effective
2a-Creating an environment of respect and rapport			X	
2b-Establishing a culture for learning		X		
2c-Managing classroom procedures		X		
2d-Managing student behavior			X	
2e-Organizing physical space				X
Final Domain Rating Developing		X		

Domain 3 for Teachers - <i>Instruction</i>				
Component	Ineffective	Developing	Effective	Highly Effective
3a-Communicating with students			X	
3b-Using questioning and discussion techniques				X
3c-Engaging students in learning			X	
3d-Using assessment in instruction			X	
3e-Demonstrating flexibility and responsiveness				X
Final Domain Rating Effective			X	

Domain 4 for Teachers – <i>Professional Responsibilities</i>				
Component	Ineffective	Developing	Effective	Highly Effective
4a-Reflection on teaching			X	
4b-Maintaining accurate records				X
4c-Communicating with families				X
4d-Participating in a professional community			X	
4e-Growing and developing professionally				X
4f-Demonstrating professionalism				X
Final Domain Rating Highly Effective				X

Domain ratings are determined for **each** of the four Domains, as outlined above. **Then** the domain ratings are combined to create an Overall Summative Rating and score as outlined on the following pages.

Overall Summative Ratings in Haldane Central School District’s APPR

- **Highly Effective** – Highly Effective rating in at least two or more of the domains, with the remaining domains rated as Effective.
- **Effective** – No more than one domain rated Developing with the remaining domains rated as Effective or higher.
- **Developing** – More than one domain rated Developing with the remaining domains rated as Effective or higher.
- **Ineffective** – Any domain rated Ineffective.

For the intention of assigning points to a teacher’s Comprehensive Rating Domains 2 and 3 will be weighted twice that of Domains 1 and 4 as illustrated in Figure 3.

At Haldane there will be three levels of Plans for Teachers:

Professional Learning Plan – Probationary teachers and tenured teachers with a Comprehensive Evaluation of Effective or Highly Effective

Professional Growth Plan – Probationary teachers and tenured teachers with a Summative Rating (Local 60%) of Developing **but** a Comprehensive Evaluation of Effective or Highly Effective

Teacher Improvement Plan – Probationary teachers and tenured teachers with a Comprehensive Evaluation of Developing or Ineffective

Figure 1 – The chart below is filled out in accordance with the ratings displayed on the previous pages.

Overall Summative Rating				
Domain	Ineffective	Developing	Effective	Highly Effective
Domain 1 - Planning and Preparation			X	
Domain 2 - Classroom Environment		X		
Domain 3 - Instruction			X	
Domain 4 - Professional Responsibilities				X
Overall Summative Rating EFFECTIVE			X	

Figure 2 – In accordance with NYS regulations points must be assigned to the Comprehensive Rating.

As demonstrated below: This teacher who earned a Comprehensive Rating of Effective would receive 48 out of 60 possible points.

Overall Summative Rating				
Domain	Ineffective	Developing	Effective	Highly Effective
Domain 1 - Planning and Preparation	6	7	8--X	10
Domain 2 - Classroom Environment	12	14--X	16	20
Domain 3 - Instruction	12	14	16--X	20
Domain 4 - Professional Responsibilities	6	7	8	10--X
Overall Summative Rating EFFECTIVE			X 48	

Figure 3 – Blank point allocation chart

Overall Summative Rating				
Domain	Ineffective	Developing	Effective	Highly Effective
Domain 1 - Planning and Preparation	6	7	8	10
Domain 2 - Classroom Environment	12	14	16	20
Domain 3 - Instruction	12	14	16	20
Domain 4 – Professional Responsibilities	6	7	8	10
Overall Summative Rating				

DATES

- 9/30** Teachers with Professional Growth Plans or Teacher Improvement Plans will have met with administration by this date
- 9/30** Teacher Professional Learning Plans – for all faculty
- 10/30** Meetings with faculty members to discuss PLPs completed by this date
- 10/15** 1st formal classroom observation scheduled by this date – for probationary faculty
- 12/15** 1st formal classroom observation completed by this date – for probationary faculty
- 1/30** Recommendations for tenure
Personnel review with Board of Education
- 2/15** 2nd formal classroom observation scheduled by this date – for probationary faculty
- 4/1** Submission of End of Year Evaluation Form
- 4/15** Formal classroom observation scheduled by this date – for tenured staff
- 4/15** 2nd formal observation completed by this date – for probationary staff
- 4/30** Notification of continued employment – for probationary staff
- 5/15** Formal classroom observation completed by this date – for tenured staff
- 5/15** Submission of all supporting documents for PLP
- 6/15** Haldane Summative Performance Review - for all staff
- 6/15** Haldane Comprehensive Evaluation – for grades 4-8 ELA and math (2011-2012)
- 6/20** All signed evaluations should be sent to the Superintendent

Appeals Process

Not determined

PART V

APPEALS

[The District's procedure for resolving appeals of annual professional performance reviews are pending the outcome of collective negotiations with the representative of the classroom teachers and principals of the District, respectively. Upon the successful completion of these negotiations, this APPR Plan will be amended to reflect the agreed-upon procedures.]

Basis

Teacher or Principal may only appeal an overall evaluation for one of the following reasons:

1. the substance of the APPR; or
2. District's adherence to the standards and methodologies required for such reviews; or
3. the adherence to the Commissioner's regulations; or
4. compliance with negotiated procedures contained in the APPR; or
5. the implementation of an improvement plan.

Probationary Teachers or Principals

The District retains its legal rights with respect to probationers.

PART VI

MISCELLANEOUS

Required Certificates

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

Filing and Publication of APPR Plan

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

Monitoring

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

FORMS AND DIRECTIONS
Professional Learning Plan
Suggested Local Assessment Lesson Plan
Teacher Improvement Plan
Principal Improvement Plan
Haldane Summative Performance Review
Informal Observation
Comprehensive Evaluation
End-of-Year Self-Evaluation
Interview Protocol for Preconference
Interview Protocol for Postconference

HALDANE CENTRAL SCHOOL DISTRICT

TEACHER PROFESSIONAL LEARNING PLAN

STAFF MEMBER _____

ASSIGNMENT _____

DATE OF CONFERENCE _____

As educators, we take professional growth seriously. We participate in many professional organizations, staff development opportunities and conferences. We also assume leadership by serving on committees. Our Annual Professional Performance Review (APPR) is a continuous multi-year approach to improve student performance; it is closely aligned with the New York State Teaching Standards. This form was developed through the APPR Committee to assist in planning purposes and to serve as a reference for our professional growth. During the year, opportunities can arise that we do not anticipate; we can update this plan as needed.

Based on your self-assessment, your administrator’s input, and any school or district initiatives, what goal(s) have you identified? What is an area of knowledge or skill that you would like to strengthen?

Describe the connection between this goal and your teaching assignment.

What would success on this goal look like? How will you know when you have achieved it? What would count as evidence of success?

Describe the activities you will do to work toward your goal, and appropriate time lines.

Activity	Time Line

What resources will you need to better achieve your goal?

Principal _____

Date _____

Teacher _____

Date _____

Copy to the Superintendent's office for review and file.

HALDANE CENTRAL SCHOOL DISTRICT
TEACHER PROFESSIONAL GROWTH PLAN

STAFF MEMBER _____

LEAD EVALUATOR _____

ASSIGNMENT _____

DATE OF CONFERENCE _____

Lead Evaluator

Based on the prior school year's summative assessment, here are the goals that have been identified as in need of improvement.

Teacher Completes the Following

What would success on these goals look like? How will you know when you have achieved it? What would count as evidence of success?

Describe the activities you will do to work toward your goals, and appropriate time lines.

Activity	Time Line

What resources will you need to better achieve your goal?

Tentative Meeting Schedule to assess progress:

Week of _____
Week of _____
Week of _____

Principal _____
Date _____

Teacher _____
Date _____

Initial one:

_____ I give my permission for a copy of this document to be forwarded to the HFA president.
_____ I DO NOT give my permission for a copy of this document to be forwarded to the HFA president.

Copy to the Superintendent's office for review and file.

LOCAL ASSESSMENT PLANNING FORM

Teacher Name _____ Grade Level/Department _____

Lead Evaluator _____ Date Submitted _____

Teacher / grade level / department proposed unit of instruction plan:

NYS Standard (s) addressed by proposal:

Common core standard (s) addressed by proposal:

Assessments that will be used to evaluate student growth and achievement (pre/post and possible samples of students work you anticipate using).

Please include a list of lesson ideas, activities, or timeline.

At the conclusion of the unit please complete a self assessment utilizing the attached rubrics from Danielson. We encourage you to solicit informal feedback from an appropriate colleague during your personal reflection on the unit. The assessments, sample work, and lesson plans should also be included in the unit.

LESSON PLAN FORM

Teacher: _____

Course: _____

Unit Name: _____

Lesson # _____

Lesson Duration: _____

Common Core Standard(s):

NYS Standard(s):

Objective:

Body of Lesson (Procedures):

Assessment Methods:

Resources Used:

QUESTIONS FOR 20% LOCAL ASSESSMENT MEETING

1. How has your unit demonstrated knowledge of the learners in your classroom?
(1b)
2. How does this unit reflect content knowledge as well as appropriate pedagogy?
(1a)
3. Share with me the different learning activities that students were immersed in to ensure engagement and ample opportunity for student understanding. (1e)
4. Reflecting on this unit, what changes might you make in the future? (4a)
5. How did your pre-assessment shape your instructional decisions during the unit?
(3d)

Teacher Name: _____
 Lead Evaluator: _____

Date: _____
 Grade Level/Department: _____

Unit: _____

APPR LOCAL 20%: INTERNAL ASSESSMENTS

Component	1 Ineffective	2 Developing	3 Effective	4 Highly Effective
1a. Demonstrating knowledge of content & pedagogy (knowledge of prerequisite relationships and knowledge of content-related pedagogy)	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b. Demonstrating knowledge of students (knowledge of the learning process and knowledge of students' skills)	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1e. Designing coherent instruction (learning activities, instructional materials and resources and lesson and unit structure)	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
3d. Using assessment in instruction (assessment criteria, monitoring of student learning)	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.

4a. Reflecting on teaching (use in future teaching)	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.

Comments: (Required for a rating of ineffective or developing in any component).

The local assessment score will be calculated by adding up the score for each of the 5 components.

Local Assessment Score: _____

Evaluator Signature: _____

Teacher Signature: _____

HALDANE CENTRAL SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN

FACULTY MEMBER _____

SUPERVISOR _____

H.F.A. REP. _____

ASSIGNMENT _____

SCHOOL YEAR _____

DATE OF INITIAL CONFERENCE _____

TIME FRAMES FOR SUBSEQUENT CONFERENCES _____

Meetings	Date
1.	
2.	
3.	
4.	

Problem Summary:

Domain Areas for Improvement Specific Performance Goals:	Strategies and Activities Action Steps	Support Structures	Data Collection Method and Sources	Evidence for Progress	Timetable /Deadlines

Additional expectations of the faculty member not outlined in the chart:

Principal _____ Date _____

Teacher _____ Date _____

Initial one:

_____ I give my permission for a copy of this document to be forwarded to the HFA president.

_____ I DO NOT give my permission for a copy of this document to be forwarded to the HFA president.

HFA Rep. _____ (Optional) Date _____

Copy to the Superintendent's office for review and file.

HALDANE SUMMATIVE PERFORMANCE REVIEW

Check the appropriate level:

_____ Elementary School
_____ High School

_____ Middle School
_____ District

Teacher: _____

Level/Department: _____

School Year: _____

Dates of Observations:

Formal			
Informal			

-
- Place a 1-4 in the space preceding each Domain component.
 - When a 1 or 2 is indicated this must be addressed in the comments section for that Domain.
 - After all Domain components are filled determine the domain rating as outlined in the APPR document.

Rating Key

4- Highly Effective 3- Effective 2- Developing 1- Ineffective
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_____ 1. Planning and Preparation

- _____ a. Demonstrating knowledge of content and pedagogy
- _____ b. Demonstrating knowledge of students
- _____ c. Setting instructional outcomes
- _____ d. Demonstrating knowledge of resources
- _____ e. Designing coherent instruction
- _____ f. Designing student assessments

Comments:

_____ 2. Classroom Environment

- _____ a. Creating an environment of respect and rapport
- _____ b. Establishing a culture for learning
- _____ c. Managing classroom procedures
- _____ d. Managing student behavior
- _____ e. Organizing physical space

Comments:

____ 3. Instruction

- ____ a. Communicating with students
- ____ b. Using questioning and discussion techniques
- ____ c. Engaging students in learning
- ____ d. Using assessment in instruction
- ____ e. Demonstrating flexibility and responsiveness

Comments:

____ 4. Professional Responsibilities

- ____ a. Reflecting on Teaching
- ____ b. Maintaining accurate records
- ____ c. Communicating with families
- ____ d. Participating in a professional community
- ____ e. Growing and developing professionally
- ____ f. Demonstrating professionalism

Comments:

Domain Ratings:

- Planning and Preparation _____
- Classroom Environment _____
- Instruction _____
- Professional Responsibilities _____

Overall Summative Rating: _____

I recommend the following be offered for the coming year:

- Recommended for Tenure _____
- Continued employment _____
- Professional Growth Plan _____
- Teacher Improvement Plan _____

Signature of Lead Evaluator (Bldg Principal)

Signature of Teacher

Signature of 2nd Evaluator (optional)

Signature of 3rd Evaluator (optional)

Copy to the Superintendent's office for review and file.

HALDANE CENTRAL SCHOOL DISTRICT
Informal Classroom Observation

Faculty Member: _____

Administrator: _____

Date: _____

Time: _____

I noticed...
I learned...
What if?/I wondered...

NEW YORK STATE COMPREHENSIVE EVALUATION

Check the appropriate level:

Elementary School
 High School

Middle School
 District

Teacher: _____

Level/Department: _____

School Year: _____

Comprehensive Score: _____

State Mandated Measure of Student Growth Explanation: _____

Local Measure of Student Growth Explanation: _____

Haldane Summative Performance Review See document _____

Total: _____

Rating Key

Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

PGP needed: Yes No

TIP needed: Yes No

Signature of Evaluator (Bldg Principal)

Date

Signature of Teacher

Date

Copy to the Superintendent's office for review and file.
TEACHER MAY RESPOND TO THIS EVALUATION ON FORM OR ON A SEPARATE SHEET OF PAPER

Name: _____

HALDANE CENTRAL SCHOOL DISTRICT

To: Faculty
From: Building Principal
Re: **End-of-the-Year Self Evaluation**
Date: _____

To help facilitate the required evaluation process, please provide responses to the items listed below. Please return the information to the building secretary by April 1st.

Thank you.

1. List all committees, workshops, conferences, courses, or professional activities in which you participated this year.

2. What were your major accomplishments this year? (1-2 sentences each)

3. Are there any other points of information we should know, i.e. after school tutoring, mentoring, university involvement, etc?

4. a. List your possible PLP goals for next year which will support/improve the level of instruction and/or achievement in your classes. (1-2 sentences each)

NAME

DATE

TEACHER _____ DATE _____

Copy to the Superintendent's office for review and file.
TEACHER MAY RESPOND TO THIS EVALUATION ON BACK OF FORM OR ON A SEPARATE SHEET OF PAPER

Interview Protocol for a Preconference (Planning Conference)

Check the appropriate level:

_____ Elementary School
_____ High School

_____ Middle School
_____ District

Teacher: _____ Level/Department: _____

Evaluator: _____ School Year: _____

Before the lesson the teacher and evaluator discuss and clarify:

1. To which part of your curriculum does this lesson relate?
2. How does this learning fit in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs.
4. What are your learning outcomes for this lesson? What do you want the students to understand?
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.
6. How will you differentiate instruction for different individuals or students in the class?
7. How and when will you know whether the students have learned what you intend?
8. Is there anything that you would like me to specifically observe during the lesson?

Interview Protocol for a Postconference (Reflection Conference)

Check the appropriate level:

_____ Elementary School

_____ Middle School

_____ High School

_____ District

Teacher: _____

Level/Department: _____

Evaluator: _____

School Year: _____

After the lesson the teacher reflects....the evaluator asks.....

1. In general, how successful was the lesson? Did the students learn what you intended them to learn? How do you know?
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials and resources). To what extent were they effective?
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

Domain 1 – Shared Vision of Learning

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.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	claims to have a vision and mission for the school, but keeps it private	identifies the school’s vision and mission, and makes them public	collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning	engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning
	School vision and mission are unrelated to the district vision and mission	school vision and mission are created in isolation of the district’s vision and mission are aligned as an afterthought	school vision and mission aligns with the vision and mission of the district	school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide
	disregards the need to use the school’s vision and mission to guide goals, plans and actions	refers to the school vision and mission as a document unconnected to programs, policies or practices	explicitly links the school’s vision and mission to programs and policies	uses the school’s vision and mission as a compass to inform reflective practice, goal-setting, and decision-making
Sustainability <i>(a focus on continuance and meaning beyond the present moment,</i>	assumes that the school’s improvement is either an event or the responsibility of a single	provides selected staff with opportunities to discuss school improvement efforts	has a process and structure in place for organizational improvement and uses it	uses and regularly evaluates strategic processes and structures to promote the school’s

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<i>contextualizing today's successes and improvement as the legacy of the future)</i>	individual		to assess the school	continuous and sustainable improvement

Domain 2 – School Culture and instructional Program

An education leader promotes the success of every student by advocating, nurturing, sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>acknowledge the need for communication and collaboration</p>	<p>considers proposals for collaborative structures and projects</p>	<p>supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice</p>	<p>establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching mentoring, collegial inquiry, etc. as an embedded part of practice</p>
	<p>provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices to several individuals</p>	<p>encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design</p>	<p>develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction process, program design, integrated curriculum, or other individual or organizational projects)</p>	<p>nurtures and sustains a culture of collaboration, trust, learning and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice</p>

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
	create a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students’ experiences, needs or cultures	create a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures	creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and culture	engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts and processes in deductive and inductive ways

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i>	promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts.	establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning	creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks	engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher level of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question
	maintains a hand off approach to instruction	provides mixed messages related to expectations for instructional methodology and own understanding of “best practices”	supervises instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work	supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning
	initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers)	allows actions that disrupt instructional time and distracts from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teacher in	maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time	involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
	in classrooms, etc.)	classrooms, etc.)		with them
Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i>	assumes titled leaders are able to handle administrative responsibilities and teacher to be able to instruct students	invests in activities that promote the development of a select group of leaders	develops the instructional and leadership capacity of staff	develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school
	is unaware of effective and appropriate technologies available	provide the necessary hardware and software, and establishes the expectation that teacher will integrate technology into student learning experiences	promotes the use of the most effective and appropriate technologies to student teaching and learning and ensures that necessary resources are available	engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization
Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and</i>	uses “accountability” to justify a system that links student achievement with accolades and blame	assessment and accountability systems, through in place, are misaligned so that it is difficult to see how data from one explicitly	develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to	facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<i>improvement as the legacy of the future)</i>		relates to or informs the other	contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement	monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history, and projected into the future
Strategic Planning Process: <i>monitoring/inquiry (the implementation and stewardship of goals, decisions and actions)</i>	judges the merit of the instructional program based on what is used by others	evaluates the impact of the instructional program based on results of standardized assessments	gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program	provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement

Domain 3 – Safe, Efficient, Effective Learning Environment

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.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i>	obtains and uses human, fiscal and technological resources based on available funds or last year’s budget instead of need	obtains human, fiscal and technological resources and allocates them without an apparent plan	obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources	considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs
	considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others	shares “leadership” by providing others with limited responsibilities for tasks and functions but no decision making ability	develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles	embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-creates a process by which today’s leaders identify, support and promote the leaders of tomorrow

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it	establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures	promotes and protects the welfare and safety of student and staff	engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvement as the legacy of the future)</i></p>	avoids engaging with management or operations systems	monitors and evaluates the management and operational systems	monitors, evaluates and revises management and operational systems	establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement
<p>Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i></p>	allocates time as required to comply with regulations and mandates	schedules time outside of the typical school day for teachers to support instruction and learning	ensures teacher and organizational time is focused to support quality instruction and student learning	Engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning

Domain 4 – Community

An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Strategic Planning Process:</p> <p><i>Inquiry (gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success)</i></p>	<p>make decisions about whether or not to change the educational environment based on own impressions and beliefs</p>	<p>collects and analyzes data and information pertinent to the educational environment</p>	<p>collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements</p>	<p>Engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement</p>
<p>Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>considers the community as separate from school</p>	<p>provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service projects</p>	<p>promotes understanding appreciation, and use of the community’s diverse cultural, social, and intellectual resources through diverse activities</p>	<p>engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community’s diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning</p>

<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvement as the legacy of the future)</i></p>	<p>identifies lack of family and caregiver involvement as a key explanation for lack of achievement</p>	<p>takes actions intended to increase family and caregiver support for the school</p>	<p>builds and sustains positive relationships with families and caregivers</p>	<p>builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts</p>
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Domain 5 - Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 5	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvement as the legacy of the future)</i></p>	<p>associates “accountability” with threats and blame for students’ academic and social differences</p>	<p>focuses on accountability for academic and social success of students whose test results threaten the school’s standing</p>	<p>ensures a system of accountability for every student’s academic and social success</p>	<p>Enables an approach to “accountability” that uphold high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student’s academic and social success</p>
	<p>makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them</p>	<p>makes decisions and takes actions without considering consequences, dealing with them if and when they occur</p>	<p>considers and evaluates the potential moral and legal consequences of decision-making</p>	<p>engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good</p>
	<p>blames mandates for decisions or actions that challenge the integrity or ethics of the school or its</p>	<p>assumes responsibility for decisions and actions related to mandates</p>	<p>assumes responsibility for thoughtfully considering and upholding mandates so</p>	<p>promotes resiliency by involving stakeholders in considering how to negotiate and uphold</p>

Standard 5	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
	various stakeholders		that the school can successfully tread the line between compliance and moral and ethical responsibility	mandates in ways that preserve the integrity of the school’s learning and work and align with its ethical and moral beliefs

Standard 5	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>mourns the lack of self-awareness, reflective practice transparency and ethical behavior in others</p>	<p>proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others</p>	<p>models principles of self-awareness, reflective practice, transparency, and ethical behavior</p>	<p>engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determining how to replicate them</p>
	<p>pays lip service to values related to democracy, equity and diversity</p>	<p>holds others accountable for upholding the values of democracy, equity and diversity</p>	<p>safeguards the values of democracy, equity and diversity</p>	<p>provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity and diversity</p>
	<p>implements strategies that group and label students with specific needs, isolating them from the mainstream</p>	<p>asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action</p>	<p>promotes social justice and ensures that individual student needs inform all aspects of schooling</p>	<p>creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions</p>

Domain 6 – Political, Social, Economic, Legal and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvement as the legacy of the future)</i></p>	<p>appears unaware of decisions affecting student learning made outside of own school or district</p>	<p>reacts to district, state and national decisions affecting student learning</p>	<p>acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district</p>	<p>engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning</p>
	<p>waits to be told how to respond to emerging trends or initiatives</p>	<p>continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field</p>	<p>assesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies</p>	<p>Draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements</p>

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i>	advocates for self and own interests	advocates for selected causes	advocates for children, families and caregivers	guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another

MISSING GOAL SETTING PORTION

DANIELSON 2007 MATRIX
COMPONENT SUMMARY: DOMAIN 1: PLANNING AND PREPARATION

Component	Ineffective	Developing	Effective	Highly Effective
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<i>1f: Designing student assessment</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

COMPONENT SUMMARY: DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component	Ineffective	Developing	Effective	Highly Effective
<i>2a: Creating an environment of respect and rapport</i>	Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students.	Interactions, both between the teacher and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students.	Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.	Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development.
<i>2b: Establishing a culture for learning</i>	Teacher displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work.	Teacher's attempt to create a culture for learning is only partially successful, with both teacher and students appear to be only "going through the motions." Teacher displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work.	The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which both students and teacher share a belief in the importance of the subject, and all students hold themselves to high standards of performance, initiating improvements to their work.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties..	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	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.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

COMPONENT SUMMARY: DOMAIN 3: INSTRUCTION

Component	Ineffective	Developing	Effective	Highly Effective
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher’s use of language contains errors or is inappropriate to students’ cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher’s use of language is correct but may not be completely appropriate to students’ cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students’ cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher’s oral and written communication is clear and expressive, appropriate to students’ cultures and levels of development, and anticipates possible student misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Teacher’s questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students’ cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>3d: Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students’ awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<i>3e: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students’ lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

COMPONENT SUMMARY: DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Ineffective	Developing	Effective	Highly Effective
<i>4a: Reflecting on Teaching</i>	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher’s reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
<i>4b: Maintaining Accurate Records</i>	Teacher’s systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Teacher’s systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher’s systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful
<i>4c: Communicating with Families</i>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher’s communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.
<i>4d: Participating in a Professional Community</i>	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving,	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.
<i>4e: Growing and Developing Professionally</i>	Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession In addition, teacher seeks out feedback from supervisors and colleagues.
<i>4f: Demonstrating Professionalism</i>	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher’s attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to “get by.”	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.

Aligning the Framework for Teaching to NYS Teaching Standards to Measures of Practice

Domain 1: Planning and Preparation	NYS Elements	Measures
1a. Demonstrating knowledge of content and pedagogy <ul style="list-style-type: none"> ▪ <i>knowledge of content and the structure of the discipline</i> ▪ <i>knowledge of prerequisite relationships</i> ▪ <i>knowledge of content-related pedagogy</i> 	II.1,2,5 VII.4	
1b. Demonstrating knowledge of students <ul style="list-style-type: none"> ▪ <i>knowledge of child and adolescent development</i> ▪ <i>knowledge of the learning process</i> ▪ <i>knowledge of students' skills, knowledge and language proficiency</i> ▪ <i>knowledge of students' interests and cultural heritage</i> ▪ <i>knowledge of students' special needs</i> 	I.1,2,3,5 II.3,5	
1c. Setting instructional outcomes <ul style="list-style-type: none"> ▪ <i>value, sequence and alignment</i> ▪ <i>clarity</i> ▪ <i>balance</i> ▪ <i>suitability for diverse learners</i> 	II.2,4 III.5	
1d. Demonstrating knowledge of resources <ul style="list-style-type: none"> ▪ <i>resources for classroom use</i> ▪ <i>resources to extend content knowledge and pedagogy</i> ▪ <i>resources for students</i> 	1.6 II.6 III.4	
1e. Designing coherent instruction <ul style="list-style-type: none"> ▪ <i>learning activities</i> ▪ <i>instructional materials and resources</i> ▪ <i>instructional groups</i> ▪ <i>lesson and unit structure</i> 	I.6 II.1,2,3,5 III.4 III.5	
1f. Designing student assessments <ul style="list-style-type: none"> ▪ <i>congruence with instructional outcomes</i> ▪ <i>criteria and standards</i> ▪ <i>design of formative assessments</i> 	III.1,6 IV.1 V.2,4,5	
Domain 2: Classroom Environment		
2a. Creating an environment of respect and rapport <ul style="list-style-type: none"> ▪ <i>teacher interaction with students</i> ▪ <i>student interactions with one another</i> 	IV.1,3	
2b. Establishing a culture for learning <ul style="list-style-type: none"> ▪ <i>importance of the content</i> ▪ <i>expectations for learning and achievement</i> ▪ <i>student pride in work</i> 	III.3 IV.2 VI.4	
2c. Managing classroom procedures <ul style="list-style-type: none"> ▪ <i>management of instructional groups</i> ▪ <i>management of transitions</i> ▪ <i>management of materials and supplies</i> ▪ <i>performance of non-instructional duties</i> ▪ <i>supervision of volunteers and paraprofessionals</i> 	IV.3,4	
2d. Managing student behavior <ul style="list-style-type: none"> ▪ <i>expectations</i> ▪ <i>monitoring of student behavior</i> ▪ <i>responses to student misbehavior</i> 	IV.3	
2e. Organizing physical space <ul style="list-style-type: none"> ▪ <i>safety and accessibility</i> ▪ <i>arrangement of furniture and use of physical resources</i> 	II.6 IV.4	

Domain 3: Instruction	NYS Elements	Measures
3a. Communicating with students <ul style="list-style-type: none"> ▪ <i>expectations for learning</i> ▪ <i>directions and procedures</i> ▪ <i>explanations of content</i> ▪ <i>use of oral and written language</i> 	I.6 II.4 III.2,3	
3b. Using questioning and discussion techniques <ul style="list-style-type: none"> ▪ <i>quality of questions</i> ▪ <i>discussion techniques</i> ▪ <i>student participation</i> 	II.5 III.1	
3c. Engaging students in learning <ul style="list-style-type: none"> ▪ <i>activities and assignments</i> ▪ <i>grouping of students</i> ▪ <i>instructional materials and resources</i> ▪ <i>structure and pacing</i> 	I.6 II.6 III.1,3,4,5 IV.2	
3d. Using assessment in instruction <ul style="list-style-type: none"> ▪ <i>assessment criteria</i> ▪ <i>monitoring of student learning</i> ▪ <i>feedback to students</i> ▪ <i>student self-assessment and monitoring of progress</i> 	II.5 III.1,6 V.1,2,5	
3e. Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> ▪ <i>lesson adjustment</i> ▪ <i>response to students</i> ▪ <i>persistence</i> 	II.5 III.6	
Domain 4: Professional Responsibilities		
4a. Reflecting on Teaching <ul style="list-style-type: none"> ▪ <i>accuracy</i> ▪ <i>use in future teaching</i> 	V.2,4 VII.1	
4b. Maintaining accurate records <ul style="list-style-type: none"> ▪ <i>student completion of assignments</i> ▪ <i>student progress in learning</i> ▪ <i>non-instructional records</i> 	VI.4	
4c. Communicating with families <ul style="list-style-type: none"> ▪ <i>information about the instructional program</i> ▪ <i>information about individual students</i> ▪ <i>engagement of families in the instructional program</i> 	I.4 VI.3	
4d. Participating in a professional community <ul style="list-style-type: none"> ▪ <i>relationships with colleagues</i> ▪ <i>involvement in a culture of professional inquiry</i> ▪ <i>service to school</i> ▪ <i>participation in school and district projects</i> 	VI.2 VII.3	
4e. Growing and developing professionally <ul style="list-style-type: none"> ▪ <i>enhancement of content knowledge and pedagogical skill</i> ▪ <i>receptivity to feedback from colleagues</i> ▪ <i>service to profession</i> 	VII.2,4	
4f. Demonstrating professionalism <ul style="list-style-type: none"> ▪ <i>integrity and ethical conduct</i> ▪ <i>service to students</i> ▪ <i>advocacy</i> ▪ <i>decision making</i> ▪ <i>compliance with school and district regulations</i> 	VI.1,6	

GLOSSARY

A.P.P.R. – or the Annual Professional Performance Review

Evaluation – a formal process of assessment of teacher performance; a natural process of providing feedback and making judgments regarding our practices.

Formal Observation – a formal, written process for gathering facts and data. Observations are NOT synonymous with evaluation. A formal observation consists of: a pre-observation meeting, a 30 minute or longer classroom observation, followed by a post-observation meeting.

Haldane Summative Performance Review (HSPR) Local 60% – This is a summary performance evaluation conducted annually and based on: Planning and Preparation; Classroom Environment; Instruction; Professional Responsibilities; and other highlights.

Haldane Comprehensive Evaluation – This document will be attached to the Haldane Summative Performance Review and will clearly (show/display) the teacher score required by NYSED in accordance with the law

HSPR- see Haldane Summative Performance Review

Informal Classroom Observation – an informal observation consists of: a classroom visit lasting between 10-20 minutes.

Understanding of Drop-ins – to be called Informal Classroom Observations forthwith. An informal observation is a classroom visit by a certified administrator between 10-20 minutes in length accompanied by an Informal Classroom Observation write up (I noticed, I learned, I wondered/What if...) or written observation and additional communication. After the 4th Informal Observation of a single teacher by any combination of certified administrators, the teacher should be provided a clear rationale for the frequency of these classroom visits.

P.D.P. – or the Professional Development Plan; required by the New York State Education Department for every teacher in the school district and is adopted annually by the Board of Education. A copy of the plan is available in the district office.

Professional Growth Plan -- a plan that is developed collaboratively by the evaluator (administrator), teacher (faculty member), and labor (union representative) if requested, that outlines the teacher's goals to improve domain components designated as Developing in the prior school year's Summative Performance Review(Local 60%).

Professional Learning Plan – a plan that is developed by the teacher and discussed and ratified by the evaluator at the beginning of every school year. A PLP is replaced by a PGP or TIP as outlined on page 34.

Teacher Improvement Plan -- a plan that is developed by the lead evaluator (building principal) for the teacher outlining goals to improve Domain components designated as Developing and Ineffective. It also articulates the evidence required to demonstrate improvement in the designated domain components.

Evaluator – any administrator who is certified by the New York State Education Department to evaluate staff.

Teacher/Faculty - defined as per the recognition clause of the agreement between the Haldane Faculty Association and the Haldane Board of Education.