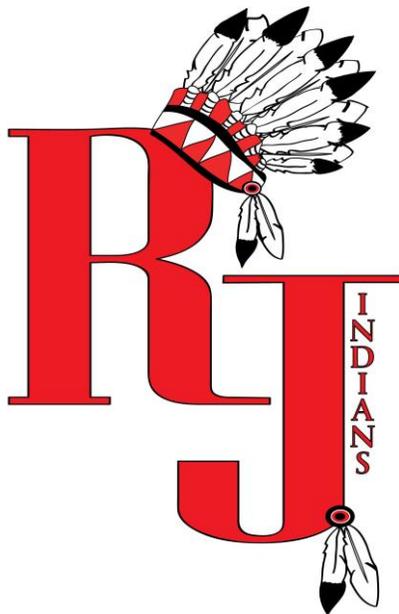


Annual Professional Performance Review (APPR) Plan for Instructional Staff

*Manchester - Shortsville
Central School District*

*Red Jacket PRIDE
(August, 2016)*



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2016-2019 Annual Professional Performance Review Plan For Instructional Staff

I. Introduction

The information contained within this document, referred to as the District's Annual Professional Performance Review (APPR) plan for Instructional Staff Members, was developed in accordance and based upon Education Law §3012d and Sections 30-3 and 100.2(o) of the Rules and Regulations of the Commissioner of Education to enhance professional effectiveness and positively impact our total school environment.

The intent of the APPR is to provide a process which facilitates improvement of instructional practices; encourages work toward personal, professional and district goals; recognizes and promotes professional growth; and focuses efforts on student-centered excellence in teaching, learning, supervision and evaluation.

The purpose of the New York State's evaluation system is and should be to support teaching, learning, and talent management decisions.

II. General Conditions

- A. Nothing in the APPR Plan shall abrogate the rights of the District, its Board of Education and Superintendent of Schools to:
 - Discontinue the employment of a probationary teacher in accordance with Education Law §3012 and §3031 or restrict or limit the discretion of the Superintendent of Schools or Board of Education in making a determination on the status of a probationary teacher.
 - Apply the requirements of Education Law §3012-d, its amendments and implementing rules and regulations.
 - Discontinue the APPR Plan and the provisions of this memorandum should the provisions of Education Law §3012-d, its amendments and implementing rules and regulations be repealed or modified so that the APPR Plan is no longer required or is voluntary.
- B. The Red Jacket Faculty Association has negotiated with the District the APPR plan and the procedures that implement the APPR plan.
- C. The Board of Education of the Manchester-Shortsville Central School District shall ensure that the performance of all teachers providing instructional services and pupil personnel services is reviewed annually.
- D. The new law requires APPRs to result in a single composite rating that incorporates student performance and observation. The results of the evaluations shall be a significant factor in employment and professional development decisions.

III. Evaluation Standards

- A. Teacher evaluation will be based on measures of student performance and observations consistent with New York State Teaching Standards (see Appendix A: NYS Teaching Standards and Elements).

IV. Teacher Evaluation Scoring Components

- Teachers will be evaluated based on student performance and teacher observation. Each component will comprise 50% of the overall composite rating: Highly Effective, Effective, Developing, or Ineffective utilizing the evaluation matrix to determine the overall final rating.

Evaluation Matrix

		Teacher Observation			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

*If a teacher is rated ineffective on the student performance category and a state designed supplemental assessment was included as optional subcomponent of the student performance category, the teacher can be rated no higher than ineffective overall

(Does not affect RJ as we did not include an optional supplemental assessment)

Teacher Observation Scoring Ranges

	Overall Observation Category Score and Rating	
	Minimum	Maximum
H	3.5	4.0
E	2.5	3.49
D	1.5	2.49
I	0	1.49

Student Performance Scoring Ranges

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

Student Performance: District-wide Measure

HEDI Category	HEDI Points	Percent Change
Highly effective	20	20% or more
Highly effective	19	15-19%
Highly effective	18	10-14%
Effective	17	5-9%
Effective	16	0-4%
Effective	15	-5-9%
Developing	14	-10-14%
Developing	13	-15-19%
Ineffective	12	-20-24%
Ineffective	11	-25-29%
Ineffective	10	-30-34%
Ineffective	9	-35-39%
Ineffective	8	-40-44%
Ineffective	7	-45-49%
Ineffective	6	-50-54%
Ineffective	5	-55-59%
Ineffective	4	-60-64%
Ineffective	3	-65-69%
Ineffective	2	-70-74%
Ineffective	1	-75-79%
Ineffective	0	-80% or more

A. Measures of student performance

Transition Period- Measures used for Student Performance 2016-17 through 2018-19	
<u>Big Five Regents Exams (June Administration)</u> Common Core English Common Core Algebra Living Environment Global 2 US History	<u>Tied to Specific Course's Regents/State Exam</u>
K ELA/Math	Grade 8 Science
1 ELA/Math	Global 2
2 ELA/Math	US History
3 ELA/Math	Living Environment
4 ELA/Math	Earth Science
5 ELA/Math	Chemistry
6 ELA/Math	Physics
7 ELA/Math	Common Core Algebra
8 ELA/Math	Common Core Geometry
6-8 Social Studies	Common Core Algebra II
6-7 Science	Common Core English (11 ELA)
Global 1	
ELA 9	
ELA 10	
ELA 12	
K-12 All Elective Courses	

1.
 - a. Teachers who teach courses in which 50-100% of students DO NOT take a state assessment (except 3-8 math/ELA) or Regents examination (Left Hand Column in table above), the student performance rating will be based on a comparison (percent increase/decrease) of the current year passing rate of the BIG 5 (CC English, CC Algebra, Living Environment, Global 2, US History) to the passing rate average of the BIG 5 in the prior three years.
 - b. Teachers who teach courses in which 50-100% of students take a state assessment (except 3-8 math/ELA) or Regents examination (Right Hand Column in table above), the student performance rating will be based on a comparison (percent increase/decrease) of the current year passing rate to the passing rate average of the prior three years.

*Passing rate is considered 65%

B. Teacher Observation 50% of a teacher’s evaluation will be based on observable evidence in the form of teacher classroom observations. The 50% will be determined by averaging the individual scores of the selected observable indicators of the NYSUT Rubric identified through the formal observation process. The observation process includes scheduled formal announced observations (with pre and post conferences) as well as one formal unannounced observation (with post conference) by an independent observer (independent observer is defined as a building administrator with a different BEDS code than the employee, or the Coordinator of Special Services).

These portions will be evaluated using the NYSUT Teacher Practice Rubric: <http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/NYSUT_Rubric.pdf>. The particular areas of focus are included in Appendix B.

1. Teacher Classroom Observations.

Tenured Teachers: 50% will be based upon one announced classroom observation (by the building principal) and one unannounced classroom observation (by an independent observer) for tenured teachers. The average of the observable indicators will be converted to a score using the chart below.

Probationary Teachers: 50% will be based upon two announced classroom observations (by the building principal) and one unannounced classroom observation (by an independent observer) for probationary teachers. The average of the observable indicators will be converted to a score using the chart below.

Observation Score Calculation

	<u>Announced</u>		<u>Unannounced</u>
Tenured	90%		10%
Probationary	45%	45%	10%

a. **The announced observation** (by the building principal or designee*) consists of a pre-observation meeting, formal observation, and a post-observation meeting. The pre-observation meeting will include a review of evidence, lesson objectives, and discussion of the lesson itself. The pre-conference form, focusing on indicators related to the NYSUT Rubric Standards I & II, will be completed by the teacher before the meeting. The post-observation meeting will consist of meaningful discussion and feedback about the alignment of the lesson to both the teaching standards and common core standards, effectiveness of the lesson plan and delivery, and evidence of student learning directly related to the observed lesson. Artifacts should be allowed to the extent they constitute evidence of an otherwise observable rubric subcomponent.

***designee in the event of unusual or extenuating circumstances**

b. **The unannounced observation** (by an independent observer) consists of a formal observation and a post-observation meeting. The post-observation meeting will consist of meaningful discussion and feedback about the alignment of the lesson to both the teaching standards and common core standards, effectiveness of the lesson plan and delivery, and evidence of student learning directly related to the observed lesson. Artifacts should be allowed to the extent they constitute evidence of an otherwise observable rubric subcomponent.

V. Procedures for providing timely and constructive feedback to teachers

Teachers will meet with evaluator(s) for a pre-observation conference to discuss the instruction that will be observed, except in the case of unannounced observations. The evaluator will observe the instruction and schedule a post-observation conference meeting to discuss strengths and weaknesses of the instruction and implement areas for improving teacher effectiveness. All formal observations should be discussed with the teacher soon after the observation, usually within five (5) school days, in a post-observation conference. The evaluation will be communicated in writing within thirty (30) school days following the observation.

- A copy of the written observation will be provided to the teacher and shall include a place for the teacher's comments, if any.
- All copies shall be signed by both parties involved.
- A copy shall be placed in the teacher's personnel folder.
- These formal observations will be done by trained and certified evaluators.

VI. Training and Inter-rater Reliability

- A. The District shall use BOCES to provide training and periodic updates on best practices for conducting performance reviews.
- B. The District shall provide all personnel conducting performance reviews with the opportunity to attend training and update sessions.
- C. The lead evaluator is the primary person responsible for a teacher. Typically, the lead evaluator is the person who completes and signs the EOY (end-of-year) evaluation summary. To the extent possible, the principal or his/her designee will be the lead evaluator of a classroom teacher. All evaluators will be certified by the Board of Education.

VII. Teacher Improvement Plan (TIP)

Teacher Improvement Plan (TIP). In the event a teacher's overall APPR composite score is rated Developing or Ineffective, a Teacher Improvement Plan (TIP) will be created and implemented by the building principal/evaluator, as the superintendent's designee, and the teacher receiving the composite rating by October 1 of that school year. The teacher and/or principal may choose to include other staff to assist in creating the plan, but these shall be limited to the teacher's mentor, Assistant Superintendent, Coordinator of Special Services, department or grade-level representative, or RJFA representative. The principal and the teacher share responsibility for identifying areas of concern and implementing action steps and measurement tools as they relate to the specific area of need(s). These action steps must be implemented during the school day.

The teacher and principal shall jointly develop the timelines for which the activities are to be implemented or completed. The timeframe for completion of the plan shall not extend beyond the end of the school year.

Two review meetings shall be held to determine progress of the implementation and/or any adjustments that should be made to the plan. Each review meeting shall be held during the school day at intervals of one to two months from the start of the plan. After two and any subsequent meetings, the teacher and principal will determine the need for additional review meetings. If the teacher receives consistent effective and/or highly effective ratings on a formal observation, the Teacher Improvement Plan will be considered complete.

The ultimate goal of the Teacher Improvement Plan is to improve teacher performance. The teacher improvement plan is not to be used as a disciplinary tool. The teacher improvement plan is not an evaluation, though it can be used as evidence of performance. The TIP should address professional issues that impact student learning and that can be corrected to improve teacher performance.

VIII. Data Reporting Procedures

- A. Manchester-Shortsville Central School's process for ensuring that NYSED receives accurate teacher and student data:** The district will use its local school management system (currently Infinite Campus) which interfaces with the New York State (NYS) via BOCES. Teachers will verify their class roster with the district Data Administrator and the roster will be monitored and updated as needed. The district Data Administrator will ensure the data is submitted according to the established NYSED deadlines in collaboration with the local RIC center.
- B. Manchester-Shortsville Central School's reporting of NYSED reporting requirements:**
The district will follow the state reporting requirements for transfer of this information.
- C. Manchester-Shortsville Central School's assessment development, security and scoring process:**
The NYS assessments will be stored in the district vault upon receipt per the NYS guidelines. On the designated day which the assessment is to be given, the Building Principal or designee will distribute the assessment to the lead teacher. The lead teacher must verify the number of exams received. Following the administration of the assessment, the lead teacher will return all exams (used and unused) to the Building Principal or designee. The assessments will be counted to ensure that all exams are returned. The lead teacher for the respective assessment, in coordination with the scoring committee under the supervision of the Building Principal, or a regional scoring committee will score the assessment following the NYS guidelines and return the assessment to the Building Principal, who will forward the students answer sheets to the District Office for scanning.

IX. Appeals Procedures

Section 3012-c & d of the Education Law establishes a comprehensive annual evaluation system for classroom teachers and building principals, as well as the issuance and implementation of improvement plans for teachers and principals whose performance is assessed as either Developing or Ineffective.

To the extent that a teacher/principal wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law. The appeals procedure below is the process by which evaluated teachers may challenge a performance review and/or improvement plan.

In accordance with the law, final APPR ratings must be given by September 1st.

A. Appeals Of Ineffective And Developing Ratings Only

There will only be appeals of overall composite APPR ratings. Appeals of annual professional performance reviews should be limited to those that rate a teacher/principal as Ineffective or Developing only. Additional procedures may be appropriate where compensation or disciplinary decisions are linked to rating categories.

B. What May Be Challenged In An Appeal

Appeal procedures should limit the scope of appeals under Education Law §3012-c & d to the following subjects:

- (1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c & d;
- (2) the adherence to the regulations of the Commissioner
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans.
- (4) the substance of the annual professional performance review
- (5) the school district's implementation of the terms of the teacher improvement plan, as required under Education Law section 3012-c & d.
- (6) the instance of a teacher/principal rated Ineffective on the student performance category but rated Highly

Effective on the observation category based on an anomaly.

The person receiving the evaluation has the burden to prove an incorrect evaluation based on the above points.

C. Prohibition Against More Than One Appeal

A person receiving an evaluation may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

D. Timeframe and Procedure For Filing Appeal

Informal Stage - A teacher may appeal the rating within 10 school days of, both, receipt of an overall composite score with HEDI rating of “Ineffective” or “Developing” and a teacher improvement plan. The teacher shall notify the evaluator/principal who wrote the performance review of his or her intent to appeal orally. Within 10 school days of this notification the evaluator/principal shall hold an informal meeting within the school day to discuss the final rating and/or teacher improvement plan with the teacher and, at the teacher’s request, a representative of the Red Jacket Faculty Association.

If a resolution to the appeal is reached, a new overall composite score and HEDI rating will be issued to the teacher within five school days of the informal meeting. If a new teacher observation rating is agreed upon, then the new composite score with HEDI rating will replace the initial composite score and the appeal shall end. If no resolution can be reached the appeal may proceed to the written stage.

Written Stage – The written appeal shall be submitted to the Board Clerk. The appeal must be submitted in writing no later than ten (10) school days from the date of the informal meeting to the clerk of the Board of Education. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the person receiving the evaluation must submit a detailed written description of the specific areas of disagreement over his or her performance rating and/or teacher improvement plan. The teacher should attach any additional documents or materials relevant to the appeal. The performance rating being challenged shall also be submitted with the appeal. Any information not submitted when the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. The evaluator who issued the performance review and/or teacher improvement plan shall receive a copy of the response filed by the original evaluator, and any and all additional information submitted with the response, on the same day the written appeal is filed.

E. Timeframe and Procedure For Evaluator Response

The written response shall be submitted to the Board Clerk. Within ten (10) school days of receipt of the written appeal, the evaluator who issued the performance review and/or teacher improvement plan shall submit a detailed written response to the appeal. The response shall include any and all additional documents or written materials specific to the point(s) of disagreement that support the evaluator response and are relevant to the resolution of the appeal. Any information not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher receiving the evaluation shall receive a copy of the response filed by the original evaluator, and any and all additional information submitted with the response on the same day the response is filed.

F. Decision-Making Panel

The Superintendent will assemble a decision making panel within ten (10) school days of receipt of the written appeal according to the following requirements. The decision-making panel shall consist of two principals or other trained and certified evaluators. Neither the original evaluators nor the superintendent can participate in the decision-making process.

The decision-making panel’s task is to evaluate the disputed APPR evaluation and appeal, not to reevaluate the teacher. A consensus decision shall be rendered by the decision-making panel.

G. Decision

A written decision on the merits of the evaluation and appeal shall be rendered no later than 20 school days from the date upon which the original evaluator filed his or her response to the appeal. The decision shall be based on a written record, comprised of the appeal, the response, and supporting documents supplied by both parties. This decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. If the appeal is sustained, the decision-making panel will recalculate the overall composite score and determine the appropriate HEDI rating. If a consensus decision cannot be reached by the panel, the next higher HEDI rating will be issued to the teacher. The Existing teacher improvement plan (TIP) will be discontinued if the new teacher rating is Effective or Highly Effective. A copy of the decision shall be provided to all parties.

H. Exclusivity Of §3012- c & d Appeal Procedure

The 3012-d appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher/principal performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

Appendix

A. New York State Teaching Standards

New York State Teaching Standards And Elements	
<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 influence their students' learning</p> <p>1.6 Knowledge and understanding of technological and information literacy and how they affect student learning</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 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts</p> <p>2.3 Uses a broad range of instructional strategies to make subject matter accessible</p> <p>2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement</p> <p>2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge</p> <p>2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals</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 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, people, technology] to create a safe and productive learning environment</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 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 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>

B.

Pre-Conference Formal Observation Form

Announced/Unannounced

Teacher:

Date of Observation:

Time/Period Observed:

Period/Subject Observed:

Date of Post-Conference:

Observer:

Directions: Teachers will itemize their evidence, provide a brief explanation and bring this with them to the pre-conference.

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

Element I.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.				
I.1	Ineffective	Developing	Effective	Highly Effective
<i>A. Describes and plans using knowledge of developmental characteristics of students</i>	Teacher is unable to describe orally or apply in planning, the developmental characteristics of the age group.	Teacher describes orally and applies in planning, some knowledge of the developmental characteristics of the age group.	Teacher describes orally and applies in planning, an accurate knowledge of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, teacher describes orally and applies in planning the extent to which individual students follow the general patterns and how 21st Century Skills fit into this knowledge base.
Evidence:				
Additional conference notes:				

Standard II. Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Element II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.				
II.3	Ineffective	Developing	Effective	Highly Effective
<i>A. Designs instruction using current levels of student understanding</i>	Teacher does not use students' responses to questions, discussion or other work nor considers possible misconceptions when planning instruction.	Teacher uses students' responses to questions, discussion or other work, and may or may not consider common misconceptions when planning instruction.	Teacher uses students' responses to questions, discussion, and other work, and considers common misconceptions when planning instruction.	Teacher uses individual students' responses to questions, discussion, and other work, and routinely considers common misconceptions when planning instruction.
<i>B. Designs learning experiences using prior knowledge</i>	Teacher does not design learning experiences that connect students' prior content knowledge to new learning.	Teacher designs some learning experiences that connect prior content knowledge to new learning.	Teacher designs learning experiences that connect prior content knowledge to new learning within and across disciplines.	Teacher designs learning experiences that connect prior content knowledge to new learning. Teacher plans opportunities for students themselves to make connections to prior learning within and across disciplines.

Evidence:

Additional conference notes

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

II.4	Ineffective	Developing	Effective	Highly Effective
A. Articulates learning objectives/goals with learning standards	Teacher is unable to design learning experiences or articulate how learning objectives are aligned with learning standards and/or how students will achieve the learning goals.	Teacher is able to design learning experiences and articulate how some learning objectives are aligned with learning standards and has designed some opportunities for students to achieve the learning goals.	Teacher is able to design learning experiences and articulate how the learning objectives align with learning standards and includes several different opportunities for students to achieve the learning goals including application of 21st Century Skills.	Teacher is able to design all learning experiences and articulate how the learning objectives are aligned with learning standards and includes several different opportunities for students to achieve the learning goals including application of 21st Century Skills. Students suggest additional ways in which to demonstrate their learning.

Evidence:

Additional conference notes:

Teacher Comments:

Teacher Signature

Date

Evaluator Signature

Date

Formal Observation Form

Announced/Unannounced

Teacher:

Date of Observation:

Time/Period Observed:

Period/Subject Observed:

Date of Post-Conference:

Directions: The observer will fill this out and bring it with him/her to the post-conference.

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

III. 2 Teachers communicate clearly and accurately with students to maximize their understanding and learning.				
III.2	Ineffective	Developing	Effective	Highly Effective
A. Provides Directions and Procedures	Teacher directions and procedures are confusing to students. Teacher does not adjust explanation to meet student needs.	Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs.	Teacher directions and procedures are clear to students. Teacher adjusts explanations to meet student needs.	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students
B. Uses Questioning Techniques	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion. Techniques result in few students having an opportunity to respond.	Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion. Techniques result in most students having an opportunity to respond.	Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion. Techniques require all students to respond	Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Techniques require all students to respond. Students formulate many questions to advance their understanding.
C. Responds to Students	Teacher ignores students' questions/comments and/or provides a response that shuts down student learning.	Teacher responds to some students' questions/comments. Response gives students the answer rather than challenge student thinking.	Teacher responds to students' questions/comments. Responses challenge student thinking.	Teacher and students respond to students' questions/comments. Responses challenge all students' thinking.
D. Communicate Content	Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language contains content or serious grammatical errors. Graphic methods are not used or used ineffectively.	Teacher's spoken language is audible, and written language is legible. Content is accurate and grammatical errors are insignificant to student understanding. Graphic methods are used occasionally	Teacher's spoken and written language is clear. Content and grammar are accurate. Graphic methods are used regularly to enhance content understanding.	Teacher's spoken and written language is clear and expressive. Content and grammar are accurate. Various graphic methods are used regularly to enhance content understanding. Students offer their own graphic representation of the content.

Evidence:

Additional conference notes:

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

III.4	Ineffective	Developing	Effective	Highly Effective
A. Differentiates Instruction	Teacher uses instructional strategies that are not appropriate to students or to instructional purposes, and do not motivate or cognitively challenge students. There is no attention to 21st Century skills.	Teacher uses only some differentiated instructional strategies that are appropriate to students or to the instructional outcomes. Some strategies motivate and represent a moderate cognitive challenge. There is occasional attention to 21st Century skills.	Teacher uses differentiated instructional strategies that are appropriate to groups of students and to the instructional outcomes. Strategies motivate and represent significant cognitive challenge and promote 21st Century Skills.	Teacher uses differentiated instructional strategies that motivate and engage each student in high-level cognitive activities that reflect instructional outcomes, 21st Century Skills, and are appropriate, for individual and diverse learners.

Evidence:

Additional conference notes:

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

III.5	Ineffective	Developing	Effective	Highly Effective
A. Provides Opportunities for Collaboration	The teacher provides few opportunities for students to collaborate with others.	The teacher provides occasional opportunities for students to collaborate with others from diverse groups and/or with opposing points of view.	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. The teacher models effective interpersonal skills to promote collaborative student learning.	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. The teacher transparently models and encourages effective use of interpersonal skills to build student capacity for collaboration. Students themselves ensure that all voices and ideas are heard in the discussion.
B. Provides Synthesis, Critical Thinking, and Problem-Solving	Teacher provides few opportunities in written or oral format for students to synthesize, think critically, or problem solve. The teacher does not use the available technology to support instruction.	Teacher provides occasional opportunities in written or oral format for students to synthesize, think critically, and problem solve. Teacher and students use the available technology with limited effectiveness.	Teacher provides regular opportunities in written and oral format for students to synthesize, think critically, problem solve and to use available technology in alignment with 21st Century skills.	Teacher provides regular opportunities in written and oral format for students to synthesize, think critically, problem solve and use available technology in alignment with 21st Century skills. Students initiate collaborative, problem-solving opportunities.

Evidence:

Additional conference notes:

Element III.6: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology				
III.6	Ineffective	Developing	Effective	Highly Effective
A. <i>Uses formative assessment to monitor and adjust pacing</i>	Teacher does not use formative assessment during instruction to monitor student learning. Teacher does not adjust the pace, focus, or delivery of instruction.	Teacher occasionally uses formative assessment to monitor student learning. Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction with uneven results	Teacher frequently uses formative assessment to monitor student learning. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction.	Teacher always uses a variety of formative assessment to monitor the progress of individual students. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.
Evidence:				
Additional conference notes:				

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

Element IV.1: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.				
IV.1	Ineffective	Developing	Effective	Highly Effective
A. Interactions with Students	Teacher interactions, with at least some students, are inappropriate to the age or culture of the students. The classroom climate is not conducive to feeling accepted or free to take learning risks.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Only some students feel accepted and free to take learning risks.	Teacher-student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Teacher creates a safe learning environment where students feel accepted and free to take learning risks.	Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individuals as well as groups of students. Teacher creates a safe learning environment where all students feel accepted and free to take learning risks.
C. Reinforces Positive Interactions Among Students	Teacher does not address student interactions that are inappropriate and disrespectful.	Teacher inconsistently addresses inappropriate student interactions.	Teacher ensures that student interactions are generally polite and respectful. Such interactions are appropriate to the age and cultures of the students.	Teacher ensures that students demonstrate respect for one another and monitor one another's treatment of peers. Students correct classmates respectfully when needed, and demonstrate personal responsibility.
Evidence:				
Additional conference notes:				

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

IV.3	Ineffective	Developing	Effective	Highly Effective
A. Establishes Routines, Procedures, Transitions and Expectations for Student Behavior	The teacher's routines/ procedures/ transitions and standards of conduct, are chaotic, with much instructional time being lost between activities or lesson segments. Students are confused	The teacher's routines/ procedures/ transitions and standards of conduct are somewhat efficient, resulting in some loss of instructional time. Most students seem to understand them.	Teacher's routines/ procedures/ transitions and standards of conduct occur smoothly, with little loss of instructional time. Students assume some responsibility under teacher direction	The teacher and students have established seamless routines/ procedures/ transitions and standards of conduct. They are clear to all students and appear to be internalized. Students assume responsibility in developing routines and standards of conduct, and in ensuring their efficient operation.

Evidence:

Additional conference notes:

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

IV.4	Ineffective	Developing	Effective	Highly Effective
A. Organizes Learning Environment	Teacher has not organized the learning environment to meet student learning needs, or the teacher makes poor or inequitable use of physical resources.	Teacher has organized the learning environment to adequately accommodate student learning needs. Available resources, time and technologies are accessible to most students. The resources may be adjusted for a lesson, but with limited effectiveness.	Teacher has organized the learning environment to accommodate all student learning needs. Available resources, time and technologies are equally accessible to all students. The resources are adjusted to support the learning activities.	Teacher has organized the learning environment to accommodate all student learning needs. Available resources, time and technologies are equally accessible to all students. Students adjust the resources to advance their learning.
C. Establishes Classroom Safety	Teacher does not know, or knows but does not implement, classroom safety procedures.	Teacher inconsistently implements classroom safety procedures.	Teacher consistently implements classroom safety procedures.	Teacher knows and implements classroom safety procedures consistently. Students have internalized the safety procedures.

Evidence:

Additional conference notes:

Teacher Comments:

Teacher Signature

Date

Evaluator Signature

Date

Accepted by the Red Jacket Faculty Association.

Union President Signature

Date

Approved by the Board of Education at a Regular Meeting on _____.

Superintendent Signature

Date