

**Oyster Bay – East Norwich Central School District
ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN (APPR)**

Table of Contents

I. Introduction

 Preface

 Local Context

 Plan Requirements

II. Teacher Evaluations

 Student Growth Measures

 Observations

 End-of-Year Evaluation

 Transition Period

III. Teacher Improvement Plans

IV. Appeals

V. Training for Evaluators and Staff

 Inter-rater reliability

VI. Other Requirements of the District's APPR Plan

 Collection and Reporting of Teacher and Student Data

 Internal Assessments Development and Security

VII. Faculty Members Not Covered Under Section 3012-d

VIII. Annual Plan Review

Appendices

 A - Overview of the Danielson Framework for Teaching (2007)

 B - Alignment of NYS Teaching Standards to Danielson's Framework for Teaching

 C - Student Learning Objective Development Form

 D - Formal Observation Form

 E - Pre-Observation Conference Form

 F - Post-Observation Conference Form

 G - Unannounced Observation Form

 H - Summative Evaluation Form for End-of-Year Evaluation

 I - Teacher Improvement Plan Form

Introduction

Preface

In accordance with Commissioner's Regulation relative to professional performance review, the Oyster Bay-East Norwich Central School District reviewed the District's Annual Professional Performance Review Plan. With successful learning and teaching as our primary premise, the Annual Professional Performance Review (APPR) Committee developed this APPR Plan which includes the criteria for both tenured and probationary staff, in accordance with applicable regulations.

The plan is intended to serve as a guide for district professionals as they engage in self-reflection and planning and for administrators as they guide and assess staff. It is the firm hope of the committee that the APPR Plan will help facilitate the one overriding objective we all share- the successful intellectual, social, and emotional growth of our students.

We understand that the purpose of evaluation is not only to monitor teacher practice, but also to enable teachers and administrators to become more reflective of their practice, learn more about their craft, and revise their practice accordingly.

We further understand that the goal of evaluation is improvement and accountability for individual teachers and for the system as a whole. Successful evaluation systems improve teacher/administrator communications as well as teacher/teacher communication. An effective professional growth model should also increase teacher awareness of instructional goals and classroom practices.

Members and meeting dates of the 2015-2016 committee were as follows:

Mr. Anthony Caputo, Teacher
Mr. Keith Harrison, Teacher
Mr. Scott Knapp, Teacher
Ms. Joanne Loring, Teacher
Mr. Timothy McCarthy, Assistant Principal
Ms. Ann McDonald, Teacher
Ms. Tami McElwee, Principal
Dr. Lisa Mulhall, Assistant Superintendent
Dr. Dennis O'Hara, Principal
Mr. David Pontillo, Teacher
Dr. Laura Seinfeld, Superintendent
Dr. Valerie Vacchio, Principal

Meeting dates: 10/5/15, 11/18/15, 3/16/16, 4/20/16, 5/4/16, 5/11/16, 5/25/16, 6/22/16, 6/28/16

Local Context

The following principles will govern the APPR process:

- It is every teacher’s responsibility to grow professionally.
- It is the district’s responsibility to provide the resources and support for teachers to improve instruction and professional practice.
- The overarching goal of the evaluation process is that teachers and evaluators examine the evidence obtained by multiple measures of teaching practice and student achievement to plan for meaningful professional learning and improvement of instruction.
- Evaluations will be conducted openly and objectively with the full involvement of the teacher.

Plan Requirements

Under Education Law §3012-d, each teacher must receive an APPR resulting in a single composite effectiveness score and a rating of “highly effective,” “effective,” “developing,” or “ineffective.” The composite score will be determined as follows:

- **Student Growth (50 percent)** - Student growth on state assessments or a comparable measure of student growth
- **Observations (50 percent)** - Observations must use a state-approved rubric to assess performance based on the teaching standards.

Final Evaluation Score
Calculated with matrix
no longer out of 100

		OBSERVATION				
		Scores	H	E	D	I
GROWTH SCORE	H	H	H	E	D	
	E	H	E	E	D	
	D	E	E	D	I	
	I	D**	D	I	I	

**This rating, qualified as an “anomaly” may be appealed.
However, if the optional supplemental assessment is included in the plan, the teacher may not appeal and must be rated ineffective.

The APPR is required to be a significant factor in employment decisions including, but not limited to: retention, tenure determination, termination, and professional development. Each decision is to be made in accordance with locally developed procedures collectively bargained. However, the district retains the right to terminate probationers for lawful reasons other than classroom performance.

The District and the Association will form a joint labor-management APPR Committee. The district and the association will reassess the APPR plan by August 1 each school year. This committee will consist of association members selected by the Association President. This committee will be responsible for reviewing the policies and procedures related to the APPR annually. The committee will also be responsible for reviewing disputes concerning assignment of teacher of record. It is understood and agreed that the APPR will continue in effect until such time as there is a mutual agreement on any change. Either party may request that the joint committee review specific aspects of the APPR. Any changes to the evaluation procedures of teachers recommended by the APPR Committee would only be effective upon mutual written agreement of the Association and the District.

Teacher Evaluations

Growth Score (50 percent)

For classroom teachers of grades 4-8 ELA and math, state assessments will be used for the growth component. For teachers of subjects where there is no state-provided measure of student growth on state assessments, SED has determined that these teachers will have a growth measure based on Student Learning Objectives (SLO). SLOs, by definition, require an understanding of local needs and objectives. While the Superintendent or their designees have sole discretion to use pedagogical judgement to determine SLO targets, the committee highly recommends that SLOs continue to be developed collaboratively between administrators and an individual teacher, or groups of teachers. A form has been included in the Appendix to assist teachers in the development of individual SLOs.

It is anticipated that SED will score and report the state-provided growth score no later than September 1st, following the year the teacher is evaluated. Teachers will not be penalized in any way because of such data not being received in a timely manner, which results in an incomplete rating.

Procedure for Developing Student Learning Objectives (SLOs) for Growth Scores

Administration will be responsible for informing the teacher as to which class or classes for which SLOs will be required. This information will be given to teachers by the end of the fifth full day of school. Roster changes may indicate a need to change the teacher's SLOs. If enrollment changes, the teacher must verify with his/her immediate supervisor whether or not his/her SLO has changed. SLOs will be submitted no later than the end of the week following the third Tuesday faculty meeting of the year.

If a teacher’s APPR utilizes a locally-, regionally-, or BOCES-developed assessment, the pre-assessment must be administered prior to the development of the SLOs. Upon the administration of the pre-assessment and the grading of student ability, teachers will then establish targets for their SLOs that are appropriate for their class composition(s).

Diagnostic data obtained from pre-assessments administered for the purposes of APPR shall not be made available to students or parents/guardians, nor shall it be incorporated into a student’s grade for a course.

Student Absenteeism

If the SLO used for the growth score is determined in a manner that makes considerations for individual student attendance permissible, the following provision would apply. In the event that a teacher’s class is negatively impacted by chronic (more than 15% of the school year) or severe absenteeism the teacher reserves the right to implement the following procedure to weight scores:

1. Multiply each individual student’s (with chronic absenteeism) assessment score by the number of days in attendance. Days in attendance is the official record in the student information system.
2. Add all the values created above for all together into one sum.
3. Add together total days all students were in attendance in the class.
4. Divide the value created in step 2 by the value created in step 3.
5. Sample:

Student	Days in attendance	Assessment	Calculation	Result
1	175	98	98*175	17150
2	100	94	94*100	9400
3	75	72	72*75	5400
	350	88		31950
			31950/350=	91.286

The district has a procedure for increasing student attendance. All procedures outlined in the district policy will be followed.

Automatic Review

The APPR Committee will periodically review the SLO measures to ensure their continued validity, reliability and appropriateness. The Superintendent shall, to the extent practicable, provide all committee members with time during the contractual work day to meet. Committee work performed outside of the contractual work day shall be compensated consistent with the collective bargaining agreement in place at the time.

Additional Readjustment of Established Targets for SLO's

During the course of the school year, teachers are also entitled to request a change to the established Targets for SLO's based on extenuating circumstances (e.g. student mobility, large number of students with IEPs, large number of students who are ELL, large number of AIS, etc). This consideration shall be at the discretion of the Superintendent, but shall not be unreasonably denied. The decision shall be made prior to the computation of this sub-component score. The evaluator may weight individual student's scores or add points to the teacher's total score for the Student Growth portion of their APPR. Upon the request of either party, the teacher and evaluator shall meet to discuss extenuating circumstances. Documentation of such circumstances will be maintained by the teacher and evaluator.

Observations (50 percent)

Teacher Rubric

Observations will use the Danielson Framework for Teaching (2007) rubric (see Appendix B). This is a research- based rubric approved by NYSED for use in teacher evaluations. In the Framework for Teaching, the complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains:

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

Observations

All monitoring or observation of the work performance of a teacher shall be conducted openly with full knowledge of the teacher. The use of video for lesson observation is prohibited. Outside companies or agencies shall not be contracted by the District to conduct observations or any evaluations.

Where observations demonstrate a need for improvement, teachers retain the right to request an additional observation for the purposes of demonstrating professional growth. Such requests will be considered on a case by case basis.

If an observation identifies particular needs for a teacher, clear and constructive feedback shall be provided to address the teacher's needs prior to the next observation. In the event that similar concerns are noted in a subsequent observation prior to feedback having been received from the initial observation, the teacher may request a new observation to replace the second observation.

Formal Announced Observations (80% of Observation Component Score)

Number and Timing of Observations – For probationary teachers there will be a minimum of:

Year 1 – Four (4)

Year 2 – Three (3)

Year 3 – Three (3)

Year 4 – Two (2)

formal observations per year. All tenured teachers will receive one (1) to three (3) formal observations per year with no more than two (2) such observations in one semester. For all teachers on a TIPS plan, the number of observations will be determined by the plan.

Duration and Notification - Formal observations will be at least thirty (30) minutes in duration and may include a pre-observation at the request of either the teacher or the administrator. An optional form is provided in Appendix F. Notification of formal observations must be given at least seventy-two (72) hours in advance.

While all evaluators are certified by the Superintendent per NYSED regulations, effort will be made to align teachers with observers whose background and expertise have the greatest likelihood to lead to the most meaningful feedback.

Formal Observation of the Lesson - Evidence will be collected by the evaluator during the observation of the lesson using the form found in Appendix D.

Post-Observation Conference – A post-observation conference between the teacher and the administrator will occur within ten (10) school days after the observation. The administrator shall cite evidence observed during the lesson. Evidence should be included and bulleted on the Formal Observation Form (see Appendix E). It is an expectation that the summary report will reflect the information shared during the post-observation conference. An optional form is provided in Appendix F.

Written Observation Report - The teacher will receive a written report of an observation within fifteen (15) working days of the date of the observation. The teacher shall have the right to append his/her remarks to the report and sign the report as an indication of having seen the report within ten (10) working days. Any such remarks will become an integral part of the report.

Since it is so valuable to receive effective and timely feedback, written reports not received within fifteen (15) working days will be, by default, considered null and void, though the teacher retains the right to waive the fifteen day requirement. The teacher's decision as to whether or not to waive the fifteen day requirement will be made to the observer within 10 working days, at which point a replacement observation will be scheduled. Should this situation occur twice in one year for the same teacher, the teacher will inform the Association. The Association President and Superintendent will meet to discuss this.

Unannounced Observations (20% of Observation Component Score)

Although administrators have the right to be in classrooms to perform the duties of their jobs as per state law, unannounced observations (defined as an approximate ten minute visit to the classroom during which data will be collected) will be conducted in an equitable manner.

All teachers will receive between two (2) and four (4) unannounced observations each year. At least one of these observations must be conducted by an independent evaluator. The independent evaluator will be an administrator from within the district who is not the teacher's lead evaluator.

Any data gathered from unannounced observations which will be used for evaluation must be received by the individual being evaluated, in writing, within ten (10) working days of the date of observation. The teacher shall have the right to append his/her remarks to the Unannounced Observation Form (Appendix G) and shall sign the form as an indication of having seen the report within ten (10) working days. Any such remarks will become an integral part of the report. Any information not shared with the teacher within ten (10) working days will be ineligible for inclusion in the end-of-year evaluation. Since it is so valuable to receive effective and timely feedback, written reports not received within ten (10) working days will be, by default, considered null and void, though the teacher retains the right to waive the ten day requirement. Should this situation occur twice in one year for the same teacher, the teacher will inform the Association. The Association President and Superintendent will meet to discuss this.

Instructional Rounds and Informal Walks

As the goal of Instructional Rounds (defined as a classroom visit of approximately twenty (20) minutes) is to look at school-wide or district-wide systems and they are not intended to be for purposes of evaluating individual teachers, visits for Instructional Rounds will not normally be considered observations.

While it is expected that in most cases data gathered during Instructional Rounds will not be used for teacher evaluation, administrators are not specifically exempt from using said data. Any data gathered from Instructional Rounds which will be used for evaluation must be received by the individual being evaluated, in writing, within ten (10) working days of the date of observation. Only in the event that a teacher receives written feedback on the Unannounced Observation Form, the Instructional Round will be considered an unannounced observation. Any information not shared with the teacher within ten (10) working days will be ineligible for inclusion in the end-of-year evaluation.

Informal walks are typically less than 20 minutes in duration and the same applies.

Outcome of Observations

In the event that the agreed upon number of observations have been conducted and the district has good and compelling reason to conduct additional observations, the district shall confer with the Association President to discuss the additional observations prior to their occurrence.

Scoring Bands

The composite rating will be determined as follows:

	Minimum	Maximum
Highly Effective	3.50	4.0
Effective	2.50	3.49
Developing	1.50	2.49
Ineffective	0	1.49

End-of-Year Evaluation

A *Summative Evaluation* (Appendix I) including the ratings for the Growth Score and Observations shall be completed each year for every teacher and be presented to the individual no later than the last day of school. The teacher shall have the right to append his/her remarks to the report and will sign the report as an indication of having seen the report. Any such remarks will become an integral part of the report.

A written *Summative Evaluation* report will be fully completed to include the State Growth Scores and final rating and received by the Teacher as soon as practicable, but no later than September 1st of the following school year for which the teacher is being evaluated. The teacher shall again have the right to append his/her remarks to the report and will sign the report as an indication of having seen the report. Any such remarks will become an integral part of the report.

Transition Period

During the transition period (2015-2016 through 2018-2019), transition scores and HEDI ratings will be generated and used to replace the scores and HEDI ratings for teachers and principals whose HEDI scores are based, in whole or in part, on State assessments in grades 3-8 ELA or math (including where State-provided growth scores are used) or on State-provided growth scores on Regents examinations. State provided growth scores will continue to be computed for advisory purposes only and overall HEDI ratings will continue to be provided to teachers and principals based on such growth scores.

Teacher Improvement Plans

Teacher Improvement Plans

Professional performance of all teachers is evaluated in writing each year. In the event that a teacher has not met professional standards, this is to be indicated, with explanation, through observations and on the end-of-year evaluation report. All teachers who receive a rating of “developing” or “ineffective,” shall be provided with a Teacher Improvement Plan (TIP) (Appendix I).

Tenured teachers with a pattern of ineffective teaching or performance – defined by law as two consecutive annual “ineffective” ratings – may be charged with incompetence and considered for termination through an expedited 3020-a hearing process.

The parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. When a TIP is required due to a rating of developing or ineffective, the TIP shall be provided as soon as practicable, but in no case later than ten (10) school days after the opening of classes for the school year following the performance year.

The TIP shall be developed in consultation with the teacher, and Association representation shall be afforded at the teacher’s request. The teacher shall be advised of his/her right to such representation.

All plans shall be forwarded for review and approval to the principal and Assistant Superintendent for Instruction. The Association president or his/her designee shall be timely informed by the district whenever a teacher is placed on a TIP.

The TIP shall include, but is not limited to:

- identification of the specific deficiencies to be addressed
- stated objectives in response to the following questions to achieve an effective rating:
 - What does the teacher have to change?
 - What evidence will demonstrate that the teacher has changed?
- a timeline for accomplishing the change, with intermediate benchmarks
- identification of resources to help the teacher. Resources may include a mentor, coursework, conferences, inter-visitations, professional literature, and peer collaboration
- provide for periodic reviews of progress
- the manner in which the improvement will be assessed
- a statement of who will support the teacher and monitor progress in the change effort
- signatures by the teacher and administrator indicating agreement

If a mentor is assigned, all dealings between the mentor and the teacher will be confidential. If future disciplinary actions occur, the mentor will not be required to testify at any future hearing(s).

Any teacher involved must receive a copy of the TIP and has the right to append his/her remarks and sign the plan as an indication of having reviewed it within ten (10) working days. Any such remarks will become an integral part of the plan.

After the TIP is in place, the teacher, administrator, mentor (if one has been assigned) and an Association representative (if requested by the teacher) shall meet, according to the schedule identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of such assessment(s), the TIP shall be modified accordingly.

At the end of the TIP if the TIP goals are reached the TIP will terminate. The culmination of the TIP will be communicated in writing to the teacher. No disciplinary action shall be taken by the District against a teacher predicated on an ineffective rating who has met the performance expectations set by a TIP.

As the intent of the evaluation system is to ensure the continuous growth of professionals, the administrator's role is a key component for success. Updates regarding the implementation of all TIPs will be shared at periodic meetings held between the Association leadership and the Superintendent, provided the teacher has requested Association representation.

Appeals

The purpose of the internal APPR appeals process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal.

Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also prevent its use in any and all other employment decisions.

Appeals shall be limited to those evaluations which have resulted in a rating of *developing* or *ineffective*. A teacher may not trigger the appeal process prior to receipt of his/her composite effectiveness score or rating.

Appeals shall be limited to the following:

- 1) the substance of the annual professional performance review which includes:
 - In the instance of a teacher rated Ineffective on the student performance category but rated Highly Effective on the observation category based on an anomaly, as determined locally.
- 2) the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(d) of the Education Law;
- 3) the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and
- 4) the school district's issuance and/or implementation of the terms of a Teacher Improvement Plan (TIP).

All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

Any appeals related to procedural violations of this agreement will be handled using the existing grievance procedures as outlined in the Collective Bargaining Agreement with the Oyster Bay – East Norwich Teachers Association and the District.

Stage 1 – Principal/Evaluator

A teacher may initiate an appeal of the annual evaluation **within ten (10) school days** of its receipt by requesting a meeting with his/her Building Principal, the person who was responsible for the final rating decision (if not the Principal), and an Association representative (if requested by the teacher). At this meeting the grounds for the appeal will be discussed. The person responsible for the evaluation shall communicate his/her decision on the merits of the appeal to the teacher **within ten (10) working days**. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a new evaluation if procedures have been violated.

Stage 2 – Superintendent of Schools

If the teacher is not satisfied with the decision reached at Stage 1, he/she may submit a written appeal articulating, in detail, the basis of the appeal to the Superintendent of Schools or his/her designee **within ten (10) school days** after the conclusion of Stage 1. A Stage 2 Appeal may not be decided by the same individual who was responsible for making the final rating decision.

A written decision on the merits of the appeal shall be rendered no later than **ten (10) school days** from the date upon which the teacher filed his/her written Stage 2 appeal. The decision shall be based on a written record, comprised of the teacher's appeal request and any relevant documentary evidence.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

Panel Review upon Second Rating of Ineffective

In the event a teacher receives a second consecutive annual evaluation of ineffective, the teacher shall be entitled to appeal his/her rating to a joint administration-association panel between Appeals Stage 1 and Stage 2. This will occur within ten (10) school days of the end of Stage 1. This may only occur if the maximum number of points gained by a successful appeal has the potential to result in the individual's rating being elevated. No hearing shall be held. The review shall be based solely upon the original appeal, supporting documentation submitted by the teacher, and/or the Stage 1 appeal summary.

This panel will consist of two administrators selected by the Superintendent and two teachers selected by the Association. The teachers on the panel shall not be from the teacher's building and the administrators shall not have been involved with either of the individual's evaluations which received ineffective ratings.

The panel may issue a recommendation to modify the TIP, or modify the rating, along with its rationale for the same. Panel review shall be completed within ten (10) school days of delivery of the written request for panel review to the Superintendent.

If the appeal is sustained, the panel may recommend setting aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a new evaluation if procedures have been violated. The panel's recommendation shall be transmitted to the Superintendent, Association, and appellant upon completion. The Superintendent shall issue a written decision with ten (10) school days of receipt of the written recommendation of the panel.

In accordance with Education Law §3012-d (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding until the appeal process is concluded.

The time frames referenced above may be extended by mutual agreement of the District and the Association.

Training for Evaluators and Staff

Any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-d and the implementing regulations of the Commissioner of Education prior to conducting a teacher evaluation.

The association shall be furnished with a list of all administrators and supervisors who have been trained including the date of certification by the Board of Education. Training will be on-going throughout the year as needed. It will include inter-rater reliability. Administrators will be recertified at the annual reorganization meeting.

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the district's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions.

Inter-rater reliability

The District will establish a process to ensure that lead evaluators 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.

The Superintendent or his/her designee will ensure that lead evaluators participate in training as required by regulations. Any individual who fails to achieve required training or certification or recertification, as applicable, shall not conduct or complete evaluations.

To facilitate collaboration and clear understanding of the APPR process, members of the Association's APPR Committee may, at the Superintendent's discretion and District's expense, attend evaluator training attended by District administrators.

Other Requirements of the District's APPR Plan

Collection and Reporting of Teacher and Student Data

The District shall ensure that the State Education Department (the "SED") 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 by providing such data in a format and timeline prescribed by the Commissioner. The process shall also provide an opportunity for every teacher to verify the subjects and/or student rosters assigned to them prior to using student growth and/or achievement data in an APPR. Any teacher who believes that the list is incorrect and/or inconsistent with the standards established by the Commissioner's regulations for making teacher-of-record determinations shall notify the person designated by the district as the systems manager.

Data Verification Dates

Beginning of School Year

- Verification of the student roster shall occur no later than the last day of the third week of the school year.
- The roster shall close one day prior to "BEDS" day.

Throughout the School Year

- Verification of subjects and/or student rosters shall take place no later than the last day of the third week of each marking period.
- Verification of subjects and/or student rosters shall take place throughout the year for new student entrants.
- In addition, teachers will also be notified, of all subsequent changes made by the State Education Department, as soon as practicable.
- Teachers shall receive confirmation from the District of any corrections or changes.

Based on State Assessment Dates

- District shall notify teachers of all student verification procedures and timelines.

Teacher of Record Review

Each classroom teacher shall be given access to a list of all students for whom s/he is the teacher of record. Any classroom teacher who believes that the list is incorrect and/or inconsistent with the standards established by the Commissioner's regulations for making teacher-of-record determinations shall be entitled to seek review of this determination by the Superintendent or designee and APPR Committee. The District and the Association shall collaboratively develop a verification procedure to ensure that all teacher of record determinations have been made accurately and in a manner consistent with the standards established by the Commissioner's regulations prior to using student growth and/or achievement in an APPR.

Internal Assessment Development and Security

Assessment Development

Locally-development and teacher-created assessments of student achievement provide opportunities for professional development and building local capacity. The District will encourage the development of assessments by individual or teams of teachers. Rubric tools will be used to verify comparability and rigor.

Assessment Security

It is understood that any standardized assessments used for the purpose of teacher evaluation will not be disseminated in advance to students, teachers or principals. Scoring of assessments must be done by educators who do not have a vested interest in the assessments they score.

Faculty Members Not Covered Under Section 3012-d

Any existing previously approved Annual Professional Development Performance Review (APPR) procedures pursuant to Section 100.2 of the Rules and Regulations of the Commissioner of Education remain in effect for teachers who are NOT subject to Section 3012-d of New York State Education law. This includes guidance counselors, social workers, psychologists, pre-kindergarten teachers, teachers performing support services for more than 40% of the time, and teaching assistants.

Annual Plan Review

The Annual Professional Performance Review document will be available to all staff on the Opening Day of school and posted on the district's website by September 10th of each year.

This plan will be reviewed annually by the district APPR committee. The Parties agree that more frequent reviews may be necessary during the first year(s) of implementation. Any necessary revisions shall be accomplished through collective bargaining.

Nothing herein shall be construed to limit the District's authority pertaining to non-performance issues such as those involving acts of insubordination or misconduct, physical or mental inability to perform job responsibilities, and failure to maintain certification.

Appendices

- A - Overview of the Danielson Framework for Teaching (2007)
- B - Alignment of NYS Teaching Standards to Danielson's Framework for Teaching
- C - Student Learning Objective Development Form
- D - Formal Observation Form
- E - Pre-Observation Conference Form
- F - Post-Observation Conference Form
- G - Unannounced Observation Form
- H - Summative Evaluation Form for End-of-Year Evaluation
- I - Teacher Improvement Plan Form

Appendix A
Overview of the Danielson Framework for Teaching (2007)

<p>Domain 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments</p>	<p>Domain 2: Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space</p>
<p>Domain 3: Instruction</p> <p>3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness</p>	<p>Domain 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism</p>

Appendix B
Alignment of NYS Teaching Standards to Danielson’s Framework for Teaching

NY STATE STANDARDS/ELEMENTS/INDICATORS	FRAMEWORK DOMAIN, COMPONENTS	
<p>Standard I: Knowledge of Students and Student Learning</p> <p>Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.</p>	1b 1d 2a	2d 3c 4c
<p>Standard II: Knowledge of Content and Instructional Planning</p> <p>Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.</p>	1a 1b 1c 1d	1e 2b 3b 3c
<p>Standard III: Instructional Practice</p> <p>Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.</p>	1d 1e 1f 2b 3a	3b 3c 3d 3e
<p>Standard IV: Learning Environment</p> <p>Teachers work with all students to create a dynamic learning environment that supports achievement and growth.</p>	2a 2b 2c 2d 2e	3a 3b 3c 3e
<p>Standard V: Assessment for Student Learning</p> <p>Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.</p>	1f 3d 4a	
<p>Standard VI: Professional Responsibilities and Collaboration</p> <p>Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.</p>	2c 4a 4b 4c	4d 4e 4f
<p>Standard VII: Professional Growth</p> <p>Teachers set informed goals and strive for continuous professional growth.</p>	4a 4d 4e	

Appendix C
Student Learning Objective Development Form

Oyster Bay – East Norwich Central School District

School Year: _____

All SLOs MUST include the following basic components:

Population	<i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i>
Learning Content	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i>
Interval of Instructional Time	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i>
Evidence	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>
Baseline	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>

Target(s)	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i>																				
HEDI Scoring	<i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i>																				
	Highly Effective			Effective			Developing		Ineffective												
	20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%
Rationale	<i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i>																				

Appendix D

Formal Observation Form

Formal Observation Summary

Teacher _____ School _____ Grade Level(s) _____ Subject(s) _____

Date _____ Observer _____ Pre-Observation Conference Date _____ Post-Observation Conference Date _____

Summary of the Lesson _____

Evidence of Teaching

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>Evidence</i>				

Formal Observation Summary—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The 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.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The 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>Evidence</i>				

Component	Unsatisfactory	Basic	Proficient	Distinguished
1c Setting Instructional Outcomes	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 the 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 can be assessed. 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>Evidence</i>				

Formal Observation Summary - *Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The 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. The teacher does not seek to extend such knowledge.	The 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.	The 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.

Evidence

Component	Unsatisfactory	Basic	Proficient	Distinguished
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences 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.	The teacher coordinates knowledge of content, students, and 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.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for 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.

Evidence

Formal Observation Summary – *Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
1f Designing Student Assessments	The teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher’s plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The 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.
<i>Evidence</i>				

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students’ cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students’ cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>Evidence</i>				

Formal Observation Summary—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher’s attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only “going through the motions.”	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject 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 everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
<i>Evidence</i>				

Component	Unsatisfactory	Basic	Proficient	Distinguished
2c Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.
<i>Evidence</i>				

Formal Observation Summary—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
2d Managing Student Behavior	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. The 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. The 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. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>Evidence</i>				

Component	Unsatisfactory	Basic	Proficient	Distinguished
2e Organizing Physical Space	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; the teacher's use of physical resources, including computer technology, is moderately effective. The 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; the teacher ensures that the physical arrangement is appropriate for the learning activities. The 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.
<i>Evidence</i>				

Formal Observation Summary—*Continued*

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>Evidence</i>				

Component	Unsatisfactory	Basic	Proficient	Distinguished
3b Using Questioning and Discussion Techniques	The 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. The teacher's 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>Evidence</i>				

Formal Observation Summary—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
3c Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for 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 for 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 for 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, throughout the lesson, are highly intellectually engaged 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>Evidence</i>				

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the 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 the teacher and/or students, and 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, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources.
<i>Evidence</i>				

Formal Observation Summary—*Continued*

Component	Unsatisfactory	Basic	Proficient	Distinguished
3e Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
<p><i>Evidence</i></p>				

Formal Observation Summary—*Continued*

Teacher _____ School _____

Strengths of the Lesson

Areas for Growth

We have participated in a conversation on the above items.

Teacher's signature _____ Date _____

Administrator's signature _____ Date _____

Teachers may attach a reflection or response to the observation.

Appendix E
Pre-Observation Form

OYSTER BAY-EAST NORWICH CENTRAL SCHOOL DISTRICT
Pre-Observation Conference
(OPTIONAL)

Name of Teacher _____ **School** _____

Grade Level/Subject _____ **Observer** _____

Pre-Observation Conference Date _____ **Observation Date** _____

Type of Lesson _____

Learning Outcomes (1c) _____

1. To which part of your curriculum does this lesson relate? (1e)
2. How does this learning “fit” in the sequence of learning for this class? (1b, 1e, 1a)
3. Briefly describe the students in this class, including those with special needs. (1b)
4. What do you want the students to understand? (1c, 1f)
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. (1d, 1e, 1a)
6. How will you differentiate instruction for different individuals or groups of students in the class? (1d, 1c)
7. How and when will you know whether the students have learned what you intend? (1f)

Appendix F
Post-Observation Conference Form

OYSTER BAY-EAST NORWICH CENTRAL SCHOOL DISTRICT
Post-Observation Conference
(OPTIONAL)

Name of Teacher _____ **School** _____

Grade Level/Subject _____ **Observer** _____

Observation Date _____ **Post-Observation Conference Date** _____

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

Appendix G
Unannounced Observation Form

RATING	DOMAIN 2: CLASSROOM ENVIRONMENT	EVIDENCE
U B P D <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2a: Creating an Environment of Respect and Rapport	
U B P D <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2b: Establishing a Culture for Learning	
U B P D <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2c: Managing Classroom Procedures	
U B P D <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2d: Managing Student Behavior	
U B P D <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2e: Organizing Physical Space	
RATING	DOMAIN 3: INSTRUCTION	EVIDENCE
U B P D <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3a: Communicating with Students	
U B P D <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3b: Using Questioning and Discussion Techniques	
U B P D <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3c: Engaging Students in Learning	
U B P D <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3d: Using Assessment in Instruction	
U B P D <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3e: Demonstrating Flexibility and Responsiveness	

Teacher: _____

Observer: _____

Date: _____

Rating Key: U = Unsatisfactory, B = Basic, P = Proficient, D = Distinguished

Additional Comments:

Observer Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Teacher Comments:

Appendix H
Summative Evaluation Form for End-of-Year Evaluation

Oyster Bay - East Norwich End-of-Year Evaluation

Teacher Name				
School				
Grade Level/Subject				
School Year				
Lead Evaluator				
	Observer	Score	Value	Category Score
State Growth Score			50%	
Announced 1			40%	
Announced 2				
Announced 3				
Announced 4				
Announced 5				
Announced 6				
Unannounced 1			10%	
Unannounced 2				
Unannounced 3				
Unannounced 4				
Overall Composite Score				

Student Performance

HEDI ratings must be assigned based on the point distribution below.

Teacher Observation

HEDI ratings must be assigned based on the point locally-Determined ranges consistent with the constraints below.

	Overall Student Performance Category Score and Rating			Overall Observation Category Score and Rating	
	Minimum	Maximum		Minimum	Maximum
H	18	20	H	3.5	4.0
E	15	17	E	2.5	3.49
D	13	14	D	1.5	2.49
I	0	12	I	0	1.49
Teacher Observation Category					
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance Category	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 an Optional subcomponent of the Student Performance category

Teacher:
Observer:

Announced Observation 1	
Domain	Average Score
Domain 1: Planning and Preparation	
Domain 2: Classroom Environment	
Domain 3: Instruction	
Domain 4: Professional Responsibilities	
Overall Rubric Average	

Directions: Place an "x" in the component rating to indicate a teacher's domain performance level. Rate only those areas observed. Leave unobserved areas blank.

Domain 1: Planning and Preparation				
Component	Ineffective	Developing	Effective	Highly Effective
1a Content/Pedagogy				
1b Knowledge of Students				
1c Instructional Outcomes				
1d Knowledge Resources				
1e Coherent Instruction				
1f Assessments				
				Average

Domain 2: Classroom Environment

Component	Ineffective	Developing	Effective	Highly Effective
2a Creating an environment of respect and rapport				
2b Establishing a culture for learning				
2c Managing classroom procedures				
2d Managing student behavior				
2e Organizing physical space				
				Average

Domain 3: Instruction

Component	Ineffective	Developing	Effective	Highly Effective
4a Reflecting on Teaching				
4b Maintaining Accurate Records				
4c Communicating with Families				
4d Participating in a Professional Community				
4e Growing and developing Professionally				
4f Showing Professionalism				
				Average

Domain 4: Professional Responsibilities

Component	Ineffective	Developing	Effective	Highly Effective
4a Reflecting on Teaching				
4b Maintaining Accurate Records				
4c Communicating with Families				
4d Participating in a Professional Community				
4e Growing and developing Professionally				
4f Showing Professionalism				
				Average

Teacher:

Observer:

Unannounced Observation 1	
Domain	Average Score
Domain 2: Classroom Environment	
Domain 3: Instruction	
Overall Rubric Average	

Domain 2: Classroom Environment

Directions: Place an "x" in the component rating to indicate a teacher's domain performance level. Rate only those areas observed. Leave unobserved areas blank.

Component	Ineffective	Developing	Effective	Highly Effective
2a Creating an environment of respect and rapport				
2b Establishing a culture for learning				
2c Managing classroom procedures				
2d Managing student behavior				
2e Organizing physical space				
				Average

Domain 3: Instruction

Component	Ineffective	Developing	Effective	Highly Effective
3a Communicating with students				
3b Using questioning and discussion techniques				
3c Engaging students in learning				
3d Using assessment in instruction				
3e Demonstrating flexibility and responsiveness				
				Average

Appendix I
Teacher Improvement Plan Form

TEACHER IMPROVEMENT PLAN

Teacher

Teacher Rep.

Asst. Supt.

Principal

Supervisor

Asst. Principal

Signature _____

Date: _____

The Problem(s):

Performance Goals	Strategies, Activities, & Timetables	Support Structure	Data Collection/Method Sources	Evidence of Progress