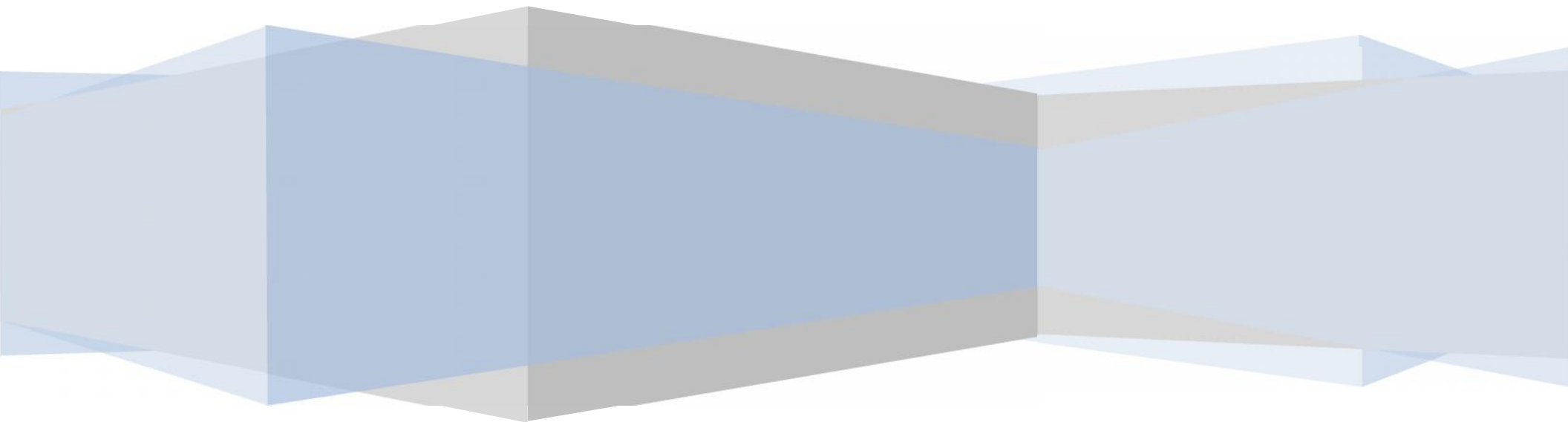


Rochester City School District

Teacher Evaluation Guide

A Framework for Professional Practice

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ROCHESTER CITY SCHOOL DISTRICT
131 West Broad Street
Rochester, NY 14614

Teacher Evaluation Guide

**Implementing the Rochester City School District Framework
for Teacher Professional Practice**

*(Based on the New York State Annual Professional Performance Review (APPR) Guidelines and
Charlotte Danielson's Framework for Teaching)*

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Table of Contents

Introduction and Background of A Framework for Professional Practice	4
Uses for the Framework/Applying the Framework to Teacher Observation	5
Using the Framework for Supervision and Evaluation	6
Defining Levels of Performance	6
Understanding the Four Domains: Critical Attributes/Examples	7-21
Timeline for Annual Professional Performance Review	22-24
Teacher Improvement Plan (TIP) Process	25-26
Rubrics: Domain 1 (Planning and Preparation)	27-28
Domain 2 (Learning Environment)	29
Domain 3 (Instruction)	30-31
Domain 4 (Professional Responsibilities and Professional Growth)	32-33
Formal Teacher Observation Form	35-36
Professional Goal Setting Form	37
Annual Teacher Evaluation Forms (Professional Practice and Composite)	39-41
New York State Teaching Standards	33
Additional Information/Contact Information regarding Questions and Feedback	38

A Framework for Teacher Professional Practice

Introduction and Background

The Rochester City School District Framework for Teacher Professional Practice identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. It is largely based on Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* (1996).

In the framework, the complex activity of teaching is divided into the seven New York State Annual Professional Performance Review (APPR) Standards for teacher evaluation that are clustered into the following four domains of teaching responsibility:

- ✚ Domain 1: Planning, Preparation & Assessment
- ✚ Domain 2: Learning Environment
- ✚ Domain 3: Instructional Practice
- ✚ Domain 4: Professional Responsibilities and Professional Growth

For each NYS APPR Standard, five to eight elements describe a specific feature of a NYS APPR Standard.

The NYS APPR Standards included in this professional practice constitute a comprehensive framework reflecting the many different aspects of teaching and learning. Although the standards are distinct, they are, of course, related to one another. A teacher's planning and preparation affect instruction, and all these are affected by the reflection on practice that accompanies a unit or lesson. In addition, many features of teaching, such as the appropriate use of technology, do not constitute a single standard, but apply to them all.

WHY HAVE A FRAMEWORK?

A framework for professional practice is not unique to education. Other professions---medicine, accounting, and architecture, among many others---have well established definitions of expertise and procedures to certify novice and advanced practitioners. Such procedures are the public's guarantee that the members of a profession hold themselves and their colleagues to high standards of practice. Similarly a framework for teaching is useful not only to practicing educators but to the larger community, because it conveys that educators, like other professionals, are members of a professional community.

A framework for professional practice can be used for a wide range of purposes, from meeting novices' needs to enhancing veterans' skills. Because teaching is complex, it is helpful to have a roadmap through the territory, structured around a shared understanding of teaching. Novice teachers, of necessity, are concerned with day-to-day survival; experienced teachers want to improve their effectiveness and help their colleagues to do so as well; accomplished teachers may want to move toward advanced certification and serve as lead teachers.

A COMMON LANGUAGE FOR PROFESSIONAL CONVERSATIONS

During conversations about practice, particularly when such conversations are organized around a common framework, teachers are able to learn from one another and from their supervisors, to thereby enrich their own teaching. It is this joint learning that makes the conversations so rich---and so valued.

It is through serious, professional conversations about the framework's components that the standards are validated for any particular setting. As educators study the components and consider them within their own contexts, they can determine which components and elements are applicable and which are not.

By providing an agreed-upon framework for excellence, a framework for teaching serves to **structure conversations** among educators about exemplary practice.

USES FOR A FRAMEWORK

The framework can be used in the following ways:

- ✚ Mentoring and Induction (A Roadmap for Interns)
- ✚ Reflection and Self-Assessment (Guidance for Interns and Experienced Professionals)
- ✚ Peer Coaching (Interns or Experienced Professionals)
- ✚ Supervision and Evaluation
- ✚ A Structure for Focusing the Teacher Improvement Plan

Roadmap for Interns

The use of a variety of tools based on the 4 domains of this framework help to structure conversations and provide guidance to interns.

Guidance for Experienced Professionals

A framework answers the questions “What does a highly effective teacher know?” and “What does a highly effective teacher do in the performance of his/her duties?” A framework for teaching provides the structure for professional dialogue and sharing of techniques.

Supervision and Evaluation

Using the framework requires the following:

- ✚ Conducting formal observations
- ✚ Formal observations must be accompanied by conferences before and after the observation
- ✚ The Planning Conference provides essential evidence of a teacher’s skill in planning a lesson
- ✚ The Post Conference (or Reflecting Conference)
- ✚ Multiple Informal Observations using the rubrics to provide feedback

Purpose of Classroom Observations: Applying the Framework for Teacher Professional Practice to Classroom Observation

The RCSD Formal Teacher Observation Form enables observers to align their feedback directly with the standards and elements on the rubrics. This ensures that all observers are focused on teaching practices that impact student achievement. The RCSD formal teacher observation form provides the ability to collect evidence that are described in each of the Framework rubrics for the Learning Environment Domain and the Instruction Domain. The data collected enable the observers and teachers to have rich information for conversations about professional practice grounded in the Framework. This information becomes useful for the teacher in setting professional development goals/plans. By conducting classroom observations, supervisors and mentors build a common understanding of a teacher’s development. The purpose of observing a teacher is to collect information that is used when having a structured conversation about practice. Conducting classroom observations is an essential part of the Framework, but formal classroom observations must be accompanied by conferences both before and after the lesson. The planning conference provides essential evidence of a teacher’s skill in planning a lesson.

A Structure for Focusing the Teacher Improvement Plan (TIP)

When experienced teachers consult with their supervisors, or when interns meet with their mentors, they need a framework to determine which aspects of teaching require attention. They must decide on which parts, of all the complex elements of instruction reflected in any lesson, to concentrate. A framework for professional practice provides such a structure. With a framework, participants can conduct conversations about where to focus improvement efforts within the context of shared understandings. When a teacher is struggling in the classroom, when a lesson is ineffective, or when students are not engaged, a comprehensive framework is useful in identifying the source of the difficulty and therefore in guiding improvement efforts. These conversations are conducted in an environment of professional respect and focus on continuous improvement.

USING THE FRAMEWORK FOR SUPERVISION AND EVALUATION

RCSD Performance Evaluation System

The organization and content of the Rochester City School District evaluation system is based on a 1996 ASCD publication by Charlotte Danielson entitled, *Enhancing Professional Practice: A Framework for Teaching*. The levels of performance described in the Framework are approached as a “continuum,” rather than as permanent “labels.” The anticipated and desired outcomes for the majority of licensed staff is for **continuous improvement** as outlined in the NYS Annual Professional Performance Review.

Defining Levels of Performance

Similar to what Charlotte Danielson describes, each element of a NYS Standard has four levels of performance: ineffective, developing, effective, and highly effective. The levels range from describing teachers who are still striving to master the rudiments of teaching (ineffective), to highly accomplished professionals who are able to share their expertise with others (highly effective). The levels of performance described in the rubrics are meant to stimulate individual self-reflection, professional discussion with mentors, colleagues and administrators and promote continuous improvement during the formal evaluation and supervision process for both probationary and tenured teachers. The “link” for moving from ineffective, to developing, to effective, to highly effective is the amount of student involvement and responsibility.

Below are brief descriptions of each level of performance:

INEFFECTIVE

The teacher does not yet appear to understand the concepts underlying the Domain. The teacher is not yet making an attempt. Very little or no learning is taking place in the classroom. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area.

DEVELOPING

The teacher appears to understand the concepts underlying the Domain and attempts to implement the elements. However, the implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers (or work environments of other professionals) and experience (particularly supported by a mentor) will enable the teacher to become proficient in this area. For supervision and evaluation, this level is minimally competent and improvement is likely with experience. Little or no actual harm is done to students.

EFFECTIVE

The teacher clearly understands the concepts underlying the Domains and implements them well. Learning is clearly taking place. This is primarily a “teacher directed” classroom, but there is also some “shared” responsibility with students in terms of their learning.

HIGHLY EFFECTIVE

Teachers at this level are master teachers and make contributions to the field, both in and outside of school. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning. This is mostly a student directed classroom with the teacher functioning as a “facilitator” of learning for much of the time. This teacher is more “proactive” in his/her anticipation of individual learning needs rather than “reactive.”

UNDERSTANDING THE FOUR DOMAINS: Critical Attributes and Examples

Since Charlotte Danielson's framework was originally published in 1996, educators in hundreds of schools have adopted it either formally or informally. According to Danielson in *Implementing the Framework for Teaching* (ASCD, 2009), "some educators, on first encountering the framework for teaching, do not immediately perceive the difference between the higher levels of performance." To help in distinguishing between these two levels, the descriptions that follow elaborate on the practices that separate teaching at the Highly Effective level from that at the Effective level. It is important to note that the Highly Effective level encompasses the critical attribute descriptions and examples listed at the Effective level.

Domain 1: Planning and Preparation

The NYS APPR Standards and Elements in Domain 1 describe how a teacher plans and organizes the content that students are supposed to learn---how the teacher designs instruction. This domain covers all aspects of instructional planning: an understanding of students and how they learn and develop as well as a deep understanding of content, including relationships among concepts and subjects. All elements of instructional design ---- learning activities and strategies must be appropriate to both the content and the students and align with the NYS Common Core Standards and RCSD Standards. In addition the multiple use of assessment techniques must reflect the instructional goals and be used to inform the planning of instruction. In designing assessments, the teacher must consider how to use assessments formatively so that they provide diagnostic opportunities. To help you recognize the differences between the higher levels of performance, note the keywords emphasized in the descriptions and review some activities common to those levels.

NYS APPR STANDARD: THE TEACHER DEMONSTRATES KNOWLEDGE OF STUDENTS AND STUDENT LEARNING

Element A: When designing lessons, the teacher uses knowledge of current research about student development, learning and language acquisition theories.

Effective

Teacher lesson planning demonstrates **accurate knowledge** of current research about student development, student learning and language acquisition theories. **Teacher applies this knowledge to the whole class.** At the effective level of performance, teaching practices **may** include, but are not limited to, the following types of activities:

- Lesson plans make use of mental models, thinking maps, and visual tools for problem solving and decision making appropriate for the developmental stage of students.
- Lesson plans include some activities in which students are engaged in inquiry.
- Teacher understands the current research on the brain and its connection to student learning.
- Teacher has a formal method for recording ongoing skill and language proficiency assessments and uses this information when planning.

Highly Effective

Teacher lesson planning demonstrates **extensive knowledge** of current research about student development, student learning, and language acquisition theories. Teacher applies this knowledge to the whole class and **makes accommodations for individual students.** At the highly effective level of performance, teaching practices **may** include, but are not limited to, the following types of activities:

- Lesson plans include extensive use of activities in which students engage in inquiry to construct the understanding of concepts.
- Teacher understands the current research on the brain and its connection to student learning and regularly uses that information to design lessons.
- Teacher uses accurate skill-level assessments to flexibly group and regroup students in learning activities.

Element B: When designing lessons, teacher uses knowledge of student interests, prior knowledge, cultural background and diverse learning needs.

Effective

The teacher's planning demonstrates an **accurate** understanding of students' interests, prior knowledge, cultural background and diverse learning needs. Teacher **applies this knowledge to the class as a whole**, however the needs of **some individuals may not** be accommodated. At the effective level of performance, teaching practices **may** include the following types of activities:

- Teacher understands how preexisting knowledge relates to how students develop new understandings.
- Teacher considers students' interests, cultural background and prior knowledge when planning.
- Teacher considers students' diverse needs and skill levels when planning instructional outcomes for groups of students and for some individuals.

Highly Effective

The teacher's planning demonstrates **extensive** understanding of students' interests, prior knowledge, cultural background and diverse learning needs. Teacher applies this knowledge to the class as a whole and **makes accommodations for individual** students. At the highly effective level of performance, teaching practices **may** include the following types of activities:

- Teacher uses students' prior knowledge in planning lessons that further the understandings of the whole group as well as individual students.
- Teacher develops a comprehensive learning profile for each student that includes not only learning style preference, but also intelligence preferences.
- Teacher uses knowledge of student interests and cultural background, individualizing as necessary.
- Teacher differentiates instruction to meet the diverse learning needs of individual students.

NYS APPR STANDARD: THE TEACHER DEMONSTRATES KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PLANNING

ELEMENT A: When designing lessons, teacher demonstrates knowledge of content including relationship among concepts and subjects.
Effective

The teacher's planning demonstrates **solid knowledge** of the important concepts **in the subject** and reflects an understanding of the **relationships among topics and concepts within the subject**. At the effective level of performance, teaching practices **may** include the following types of activities:

- Teacher is able to identify the important topics and concepts of the subject.
- Teacher's plan reflects an understanding of which concepts are central to the subject and which are minor.
- Teacher relates topics and concepts within the subject to one another.

Highly Effective

The teacher's planning displays **extensive knowledge** of the important concepts in the subject and how **these relate both to one another and to other subjects**. The plans reflect an **understanding of the prerequisite relationships among topics, concepts and other subjects through the use of multiple explanations**. At the highly effective level of performance, teaching practices **may** include the following types of activities:

- Teacher is able to identify the important concepts of the subject and relate those concepts within the subject and across other subjects.
- Teacher includes multiple explanations of the concepts.
- Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.

Element B: When designing lessons, teacher demonstrates knowledge of a variety of instructional strategies that are aligned with NYS Common Core Standards and RCSD Standards.

Effective

The teacher's lesson planning is aligned with NYS Common Core Standards/RCSD Standards and reflects a familiarity with a **wide range** of effective instructional strategies. At the effective level of performance, teaching practices **may** include the following types of activities:

- Teacher selects some learning-focused strategies that align with the concepts being taught (eg. Strategies for active learning, strategies for thinking, strategies for interactive learning)
- Teacher is open to trying new strategies to help students understand the concept.

Highly Effective

The teacher's lesson planning is aligned with NYS Common Core Standards/RCSD Standards and reflects a familiarity with a wide range of effective instructional strategies and **anticipates student misconceptions**. At the highly effective level of performance, teaching practices **may** include the following types of activities:

- Teacher is able to plan multiple learning-focused strategies within a lesson to meet the learning needs of all students. (eg. Strategies for active learning, strategies for thinking, strategies for interactive learning)
- Teacher anticipates student misconceptions and addresses them in planning the lesson.

NYS APPR STANDARD: ASSESSMENT FOR STUDENT LEARNING

ELEMENT A: The teacher uses appropriate diagnostic assessments and ongoing formative assessment to establish learning goals and to inform instruction.

Effective

Teacher **regularly** uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction **for groups of students**. At the effective level of performance, teaching practices **may** include the following types of activities:

- Teacher's plan shows how the teacher uses information from state and district tests and assessments to instruct groups of students.
- Teacher communicates, orally and in writing, how grouping for future instruction is based on information from formative assessments.
- Teacher develops new assignments and activities in response to information from assessments.
- Teacher participates with colleagues in collecting samples of student work and analyzing it with a common protocol.
- Teacher uses the results of assessments to locate and select new or varied materials and resources, including technology resources.

Highly Effective

Teacher regularly uses appropriate diagnostic and ongoing formative assessment to establish learning goals and **inform instruction for individual students**. At the highly effective level of performance, teaching practices **may** include the following types of activities:

- Teacher's plan shows how the teacher uses information from state and district tests to instruct individual students.
- Teacher communicates, orally or in writing, how information from formative assessments influences individualized instruction.
- Teacher takes the lead with colleagues in collecting samples of student work and analyzing it using a common protocol. As a result, the teacher modifies instruction for individual students.

ELEMENT B: The teacher designs and adapts multiple formats of assessments that are aligned with curricular and instructional goals and that have clear assessment criteria to accurately determine and document student growth.

Effective

Teacher **regularly** designs and adapts multiple formats of assessments **for groups of students** that are aligned with curricular and instructional goals, and that have **clear assessment criteria** to accurately determine and document student growth. At the effective level of performance, teaching practices may include the following types of activities:

- Teacher's lesson plan shows a connection of the learning goals to its corresponding assessment.
- Teacher continues to add to the repertoire of formative assessment approaches or strategies.
- Teacher can clearly articulate the assessment criteria for any desired instructional goals.
- Teacher writes assessment criteria in student-friendly language to share with students.
- Teacher develops clear criteria statements and descriptors of performance at several levels for most assessments.
- Teacher prepares and plans to explain to students the grading guidelines for major assignments.
- Teacher plans multiple assessments for students who may not meet standards on the first attempt.

Highly Effective

Teacher regularly designs and adapts multiple formats of assessments **for individual students** that are aligned with curricular and instructional goals and that have clear assessment criteria to accurately determine and document student growth. At the highly effective level of performance, teaching practices may include the following types of activities:

- Teacher shares with students information gained from formative assessment and invites student reflection and next steps for the class as a whole.
- Teacher creates a matrix or spreadsheet to record by name each formative assessment and audits the matrix for effectiveness.
- Teacher conferences with individual students to focus on what the student has learned from the assessment and possible next steps.
- Students are actively involved in collecting information from formative assessments.
- Teacher's criteria for assessing student outcomes have been developed with student input.
- Teacher plans to teach students about rubrics and checklists and then invites students to participate in the development of rubrics for specific assignments or activities.
- Teacher collects, selects and shares with students examples of student work at each rubric level.
- Teacher lets students practice using the checklists and rubrics in scoring sample student work.

Domain 2: Learning Environment

The NYS Standards and Elements in Domain 2 focus on classroom exchanges between the students and the teacher. Teachers who excel in this area have the ability to create classrooms in which students feel safe and comfortable. An atmosphere of warmth and caring coexists with professionalism: the teacher and students work together to effectively and efficiently deal with classroom management, behavior and procedures. Teachers who operate at the Highly Effective level in Domain 2 show genuine concern for their students' needs and abilities both within and outside the classroom. Their students consider these teachers to be adults who believe in their learning potential, care about them personally and are reliable sources of support for their learning.

To help you recognize the subtle differences between the higher levels of performance, note the keywords emphasized in the descriptions and review some activities common to those levels.

NYS APPR STANDARD: LEARNING ENVIRONMENT: THE TEACHER WORKS WITH ALL STUDENTS TO CREATE A DYNAMIC LEARNING ENVIRONMENT THAT SUPPORTS ACHIEVEMENT AND GROWTH

Element A: The teacher creates an environment of respect and rapport

Effective

Teacher-student interactions are *friendly* and demonstrate *general caring* and *respect*. Such interactions are appropriate to the age and culture of the students. At the effective level of performance, teaching practices may include the following types of activities:

- Teacher calls the students by name.
- Teacher greets students as they walk in the door.
- Teacher uses “we” statements to make students feel part of the group.
- Teacher listens to students with care.
- Teacher uses oral, written, and nonverbal language to convey caring for students.
- Polite language is used in interactions.

Highly Effective

In addition to the above interactions, the teacher’s interactions with students reflect *genuine caring* and *respect for individuals as well as groups of students*. Students demonstrate a genuine caring for one another and *monitor one another’s treatments of peers correcting classmates respectfully when needed*. At the highly effective level of performance, teaching practices may include the following types of activities:

- Teacher sets aside time outside the classroom to help students.
- Teacher shares in an appropriate manner, personal stories and situations that apply to the classroom setting.
- Students point out as appropriate, if other students are being disrespectful.
- Teacher seeks out ways to build respect and rapport with students.

Element B: The teacher manages classroom procedures and manages instructional groups

Effective

Routines for handling materials and supplies occur *smoothly*, with *little loss of instructional time*. Small group work is well organized and most students are productively engaged in learning while unsupervised by teacher. At the effective level of performance, teaching practices may include the following types of activities:

- Teacher purposefully teaches routines to students.
- Teacher uses strategies, for example color coding the location of supplies, so that students know where they belong, or provides baskets for work labeled with what goes in each basket, or homework is placed in an individual folder to be turned in to the teacher, etc.
- Teacher has established procedures for group work, such as listening and sharing responsibilities.
- Teacher assigns students roles for working within the group.
- Teacher instructs on social skills that will promote expected group behavior.
- Teacher provides students with feedback on how they worked as a group.

Highly Effective

In addition to the above, the routines for handling materials and supplies are *seamless with students assuming some responsibility for smooth operation*. Small-group work is well organized, and *students are productively engaged at all times*.

At the highly effective level of performance, teaching practices may include the following types of activities:

- Students assume responsibility for making systems work.
- Students take initiative in a range of procedures related to materials and supplies, such as passing out papers, collecting everything needed by their table group, or putting art materials away neatly and efficiently.
- Students remind each other of their roles within the group.
- Students are able to explain to each other what the group is supposed to accomplish.
- Students self-assess how well their group worked together.

Element C: The teacher manages transitions

Effective

Teacher directs transitions smoothly with little loss of instructional time. At the effective level of performance, teaching practices may include the following types of activities:

- Teacher establishes the procedures for each transition and teaches those procedures to students.
- Teacher models transition procedures for students.
- Teacher uses time as a motivational factor for students to move into groups. Timing devices might include a teacher countdown, a timer that rings, or a timing device on a screen.
- Teacher establishes a signal for attention, such as raising a hand, clapping in a pattern, etc.
- Teacher reinforces procedures for transitions by practicing them throughout the year.

Highly Effective

In addition to the above, transitions are seamless, **with students assuming responsibility in ensuring their efficient operation.** At the highly effective level of performance, teaching practices may include the following types of activities:

- Students model transition procedures and correct each other when procedures are not followed.
- Group members monitor the time it takes to get into groups

Element D: The teacher orchestrates responsible and responsive student behaviors

Effective

Standards of conduct are *clear* to *all* students. Teacher is *alert* to student behavior *at all times*. Teacher response to misbehavior is *appropriate* and *successful* and *respects* the student's dignity or student behavior is *generally* appropriate. At the effective level of performance, teaching practices may include the following types of activities:

- Teacher posts rules that are visible to all students.
- Teacher explains and models expectations of classroom behavior for the students.
- Teacher states rules in a positive manner.
- Teacher provides a manageable number of classroom rules.
- Teacher reviews rules with students as necessary as activities in the classroom change.
- Teacher is alert for potential problems in the classroom.
- Teacher walks around, spending time in each area of the classroom.
- Teacher devises nonverbal signals for individual students to redirect their efforts.
- Teacher talks to misbehaving student privately.
- Teacher explains the student's behavior in objective terms free of generalizations or emotions.

Highly Effective

In addition to the above, standards of conduct are clear and appear to have been *developed with student participation*. Monitoring by the teacher is *subtle* and *preventive*. *Students* monitor their own and their peers' behavior, correcting one another respectfully. Teacher response to misbehavior is *highly effective* and *sensitive* to students' individual needs, or student behavior is *entirely* appropriate. At the highly effective level of performance, teaching practices may include the following types of activities:

- Students contribute to the classroom code of conduct.
- When rules need revising, teacher includes students in choosing possible solutions.
- Teacher uses proximity to alert a student who has not responded to eye contact.
- Students work with the teacher to devise a nonverbal signal to help monitor student behavior.
- Students regularly acknowledge the appropriate behavior of each other.
- Teacher asks the student for input about what would help prevent undesirable behavior.
- Teacher reflects on the intervention: Did the misbehavior stop? Did the intervention prevent the reoccurrence of the misbehavior? Did it allow the student to return to learning?

Element E: The teacher organizes and utilizes available resources to create a safe/productive learning environment.

Effective

The classroom is safe and the **teacher uses resources, including technology. The teacher ensures that the physical arrangement is appropriate.** At the effective level of performance, teaching practices **may** include, but are not limited to, the following types of activities:

- Teacher assures that there are established walkways in the classroom and that these walkways are free of clutter.
- Teacher ensures that each student has easy access to all resources, materials, and supplies. For example, baskets in the center of groups contain supplies. Bins, books and folders are easily accessible to all.
- The teacher ensures that dangerous materials such as chemicals are stored safely and students know how to handle them.
- Teacher ensures that each student is positioned appropriately in the classroom and can see the board, hear the teacher, and access needed materials and supplies.
- Teacher arranges desks or tables to readily monitor and assist each student.
- Teacher arranges the room so that students can easily form pairs, triads, and small groups.
- The physical resources, such as computers, etc. are easily accessible and do not obstruct movement.
- Teacher uses resources such as Smartboard, etc. skillfully.

Highly Effective

In addition to the above, **students use resources, including technology easily and skillfully. Both teacher and students** ensure that the physical arrangement is appropriate. At the highly effective level of performance, teaching practices may include the following types of activities:

- Students assist with maintaining a classroom free of clutter.
- Students access resources, materials and supplies as needed and return these to the designated areas.
- Students ensure that potentially dangerous materials are handled safely.
- Students assume responsibility for ensuring that peers have access to learning. For example, a student might switch seats with someone who can't see the board.
- Students move furniture, as appropriate, to aid instruction and learning.
- Students move chairs into pairs, triads and small groups as necessary for learning.
- Students use resources such as Smartboard, etc.

Domain 3: Instructional Practice

The NYS Standards and Elements in Domain 3 comprise the elements that are the core of teaching and reflect the primary mission of schools to enhance student learning. Each of the elements in this domain represents a distinct aspect of instructional skill. The elements are unified through a vision of students developing complex understanding and participating in a community of learners. This domain represents the implementation of the plans that teachers designed in Domain 1. Teachers who successfully execute the elements of Domain 1 prepare plans that are suitable to their students, grounded in deep understanding of the content, aligned with state standards, and designed to engage students. In Domain 3, teachers demonstrate through their instructional skills that they can successfully implement those plans. Highly effective teachers engage their students in meaningful work, which carries significance beyond the next test and which can provide the skills and knowledge necessary for answering important questions or contributing to important projects. Such work is real and significant, and it is important to students and teachers. Highly effective teachers don't have to motivate their students because the way they organize and present the content, the roles they encourage students to assume, and the student initiative they expect all motivate students to excel. To help you recognize the differences between the higher levels of performance, note the keywords emphasized in the descriptions and review some activities common to those levels.

NYS APPR STANDARD: THE TEACHER IMPLEMENTS INSTRUCTION THAT ENGAGES AND CHALLENGES ALL STUDENTS TO MEET OR EXCEED THE LEARNING STANDARDS

Element A: The teacher communicates goals and expectations clearly and accurately.

Effective

The purpose for the lesson /unit is **clear**, including where it is situated within broader learning and linked to NYS Common Core Standards. Directions are clear to students. At the effective level of performance, teaching practices may include the following types of activities:

- The teacher delivers directions through multiple modalities. For example, the teacher writes the directions, the teacher relays them verbally or students discuss them in one-minute pair-shares.
- Teacher checks for student understanding of directions, calling on non-volunteers to explain them in their own words.
- Teacher invites students to ask clarifying questions about directions before beginning a task.
- Teacher models the procedure for the assignment.
- Students follow directions successfully without ongoing, additional clarification.

Highly Effective

The purpose for the lesson /unit is clear, including where it is situated within broader learning and linked to NYS Common Core Standards. Directions are clear to students and **anticipate possible student misunderstanding**. At the highly effective level of performance, teaching practices may include the following types of activities:

- Teacher individualizes directions to accommodate students' learning differences.
- Teacher points out what not do in addition to what is correct when giving directions.
- Teacher invites students to improve the directions or procedures after the activity.

Element B: The teacher supports critical thinking through the effective use of questioning.

Effective

Using questions with a variety of levels, the teacher poses questions designed to promote student thinking and understanding. Teacher successfully engages students in the discussion. At the effective level of performance, teaching practices may include the following types of activities:

- Teacher structures questions at the higher levels of Bloom's Taxonomy.
- Teacher waits three to five seconds between asking the question and calling on a respondent.
- Teacher pauses three to five seconds after a student responds before either answering or calling on another student.
- Teacher regularly invites students to respond to other students' comments.
- Teacher often uses Socratic questioning techniques.
-

Highly Effective

The teacher uses a variety of different leveled questions to challenge students and to advance high level thinking and discourse. **Students formulate many questions and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.** At the highly effective level of performance, teaching practices may include the following types of activities:

- Teacher shares an age-appropriate version of Bloom's taxonomy with students.
- Teacher regularly invites students to categorize the questions asked.
- Teacher invites students to create questions prior to the start of a unit.
- Teacher regularly invites students to create higher-order questions related to their learning.
- Teacher provides feedback to students about the questions they ask.
- Teacher aims for questioning and discussion among students, rather than strictly between the teacher and students

Element C: The teacher engages students in learning through the use of a variety of instructional strategies and challenging learning experiences that meet diverse learning needs.

Effective

Through the use of a **variety of instructional strategies**, and challenging learning experiences, **almost all students** are **cognitively engaged** in activities and assignments. At the effective level of performance, teaching practices may include the following types of activities:

- Teacher differentiates activities and assignments for most students most of the time.
- Teacher incorporates strategies for engaging students, such as making content relevant to student lives, providing students with choice and a sense of control, and capitalizing on peer interactions and the social nature of learning (eg. Think-Pair-Share, and similar student-centered strategies)
- Teacher uses flexible grouping including whole-class learning, pairs, triads, and quads.
- Teacher decides on grouping according to the instructional purpose.
- Teacher assigns students to groups in various ways, such as by interest, readiness, or learning style preference.
- Teacher uses a variety of methods to form groups, such as random, clock partners, by drawing a card or number, or student choice.

Highly Effective

Through the use of a variety of instructional strategies, and challenging learning experiences, **all** students are cognitively engaged in activities and assignments. **Students initiate or adapt** activities and projects to enhance their understanding. At the highly effective level of performance, teaching practices may include the following types of activities:

- Teacher invites students' input in designing product or project requirements.
- Students initiate changes to an assignment or activity to make it more authentic and meaningful to their lives.
- Teacher encourages students to develop proposals for alternative projects and assignments.
- Students evaluate their own effectiveness in the group and the effectiveness of the group as a whole.
- Students provide feedback to each other about group participation.

Element D: The teacher chooses suitable materials and resources.

Effective

Instructional materials and resources are **suitable** to the instructional purposes and **engage students** mentally. At the effective level of performance, teaching practices may include the following types of activities:

- Teacher has suitable instructional materials necessary for the lesson available for all students. These may include textbooks, readings, maps, charts, videos, or access to the Internet.
- Teacher augments school-issued materials with instructional materials from other suitable sources as permitted or appropriate.
- Teacher uses artifacts and other found objects to enhance the representation of content.
- Teacher enlists online and electronic learning resources to engage students.

Highly Effective

Instructional materials and resources are suitable to the instructional purposes and engage students mentally. **Students** initiate the choice, adaptation, or creation of materials to enhance their learning. At the highly effective level of performance, teaching practices may include the following types of activities:

- Teacher invites students to create or identify their own appropriate learning materials.
- Students suggest additional resources, such as guest speakers, field trips, or performances for a topic or unit of study.

Element E: The teacher structures and paces the lesson.

Effective

The lesson has a **clearly defined** structure around which the activities are organized, and pacing is **generally appropriate**. At the effective level of performance, teaching practices may include the following types of activities:

- Teacher keeps to an organized structure or agenda, but with flexible time frames to ensure appropriate time for all facets of the lesson.
- Teacher communicates that time is a valuable resource and models efficient use of time in performing non-instructional duties.
- Teacher communicates the agenda or structure both orally and visually.
- Students do not have downtime waiting for others to finish.
- Teacher consistently coordinates use of time and space with the learning activity.

Highly Effective

The lesson's structure is **highly coherent**, allowing time for reflection and closure. Pacing is appropriate for **all students** and **provides them with time needed to intellectually engage and reflect**. At the highly effective level of performance, teaching practices may include the following types of activities:

- Teacher regularly employs a variety of techniques for lesson closure.
- Teacher invites self-reflection on the learning experience in daily journals or learning logs.
- Lessons have momentum, and teacher keeps students active from one part of the lesson to another.
- Teacher invites students to contribute ways to use time effectively.

Element F: The teacher provides assessment criteria to students.

Effective

Students are **fully aware** of the criteria and performance standards by which their work will be evaluated. At the effective level of performance, teaching practices may include the following types of activities:

- Teacher writes and speaks the learning criteria, then asks non-volunteer students to explain the criteria in their own words before students begin learning and frequently throughout the learning.
- Teacher provides examples and models that embody the criteria and performance standards required of the students (exemplars) as well as poor examples (non-exemplars) so that students can see the difference.
- During instruction, the teacher points out aspects of the instruction that connect to the performance standards and criteria.

Highly Effective

Students are fully aware of the criteria and performance standards by which their work will be evaluated and have **contributed to the development** of the criteria. At the highly effective level of performance, teaching practices may include the following types of activities:

- Students use the criteria they helped create to score a sample piece of student work.
- Students develop test questions to deepen their understanding of content or topic.

Element G: The teacher provides feedback to students.

Effective

Teacher's feedback to students is **timely** and of **consistently** high quality. At the effective level of performance, teaching practices may include the following types of activities:

Teacher provides feedback in writing, orally, and through modeling.

Teacher invites students to summarize the feedback in their own words.

Students can articulate the strengths and weaknesses or errors in their learning based on the feedback.

Teacher uses developmentally appropriate language when giving feedback.

Teacher reflects periodically on the quality of the feedback to ensure that it is substantive, constructive, accurate and specific.

Highly Effective

Teacher's feedback to students is timely and of consistently high quality. **Students use feedback** in their learning. At the highly effective level of performance, teaching practices may include the following types of activities:

- Teacher regularly provides a variety of feedback, including written, verbal and modeling to all students and individualizes the type of feedback according to the needs of the student.
- All feedback specifies the strengths and weaknesses or errors and how to improve.
- Teacher keeps track of the feedback and follows up to ensure that students are using the feedback to advance their learning. If students are not using feedback, the teacher investigates how to improve feedback to make it more useful.
- Students are able to articulate how they used feedback in their learning or their work.

Element H: The teacher models flexibility and responsiveness.

Effective

Teacher promotes the successful learning of students, making **minor** adjustments to the lesson and the adjustment occurs **smoothly**. At the effective level of performance, teaching practices may include the following types of activities:

- Teacher identifies aspects of a lesson that are likely to cause confusion and plans for alternative approaches in the advance.
- When making a minor lesson adjustment, the teacher lets students know about it..

Highly Effective

Teacher successfully makes a **major adjustment to the lesson when needed and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help.** At the highly effective level of performance, teaching practices may include the following types of activities:

- When making a lesson adjustment, the teacher lets students know about it and solicits their feedback about how it's working.
- Teacher identifies likely content and activity challenges in the original lesson and designs a backup lesson that avoids those challenges. If an informal assessment reveals student difficulties, the teacher implements the backup lesson.
- Teacher accurately weighs the value of implementing a major adjustment against the loss of the planned instruction.
- When individual students have difficulties with the lesson, the teacher probes them for additional information so that the lesson adjustment accurately addresses the problem.

Domain 4: Professional Responsibilities and Professional Growth

The NYS Standards and elements of Domain 4 are associated with being a true professional educator, encompassing the roles that teachers assume in addition to the ones they have in the classroom with students. Although students rarely notice these activities, and parents and the larger community see them only intermittently, they are vital to preserving and enhancing the profession. Educators begin some of these activities, such as maintaining records and communicating with families, as soon as they enter the profession because they are integral to their work with students. Teachers develop other activities, such as participating in a professional community, after their first few years of teaching once they've mastered, to some degree, the details of classroom management and instruction. The work of professional educators manifestly extends beyond their work in the classroom, and participation in these activities is what separates highly effective professional educators from their less effective colleagues. When teachers present evidence of their work in this area---through logs, summaries of their work on school and district committees, or descriptions of engagement with parents---they are frequently surprised and impressed by the extent of their professional engagement.

NYS APPR STANDARD: PROFESSIONAL RESPONSIBILITIES AND COLLABORATION

Element A: The teacher supports and promotes the shared school and district vision and mission to support school improvement.

Effective

The teacher is **aware** of the school and district mission and vision and works **to support** the vision and mission for the purpose of school achievement. At the effective level of performance, teaching practices may include the following types of activities:

- Teacher participates in school and/or district committees that support school/district initiatives (eg. Curriculum, assessment data, technology, etc.)
- Teacher attends training designed to share school and/or district initiatives.

Highly Effective

The teacher is aware of and **actively promotes** the school and district mission and vision, **by leading others** and **working to achieve the school improvement objectives**. At the highly effective level of performance, teaching practices may include the following types of activities:

- Teacher initiates a schoolwide discussion group about school/district initiatives.
- Teacher leads schoolwide conversations to update colleagues about districtwide decisions.
- Teacher facilitates professional development activities that promote school/district initiatives.

Element B: The teacher communicates with families.

Effective

The teacher communicates with families about student progress on a **regular basis**, respecting cultural norms and is **available as needed** to respond to family concerns. At the effective level of performance, teaching practices may include the following types of activities:

- Teacher creates a monthly schedule to contact parents with updates about students or the instructional program. The schedule may include newsletters, email announcements to individuals or the whole class, phone calls or personal notes.
- Teacher uses a form letter or a parent journal to communicate with parents about individual students.
- Teacher sends a monthly progress report, generated by the school-based software program to all families.
- Teacher arranges parent-conferences as needed.

Highly Effective

The teacher provides information to families **frequently** about the instructional program and student progress, with **students contributing** to the design of the system. Response to family concerns is handled with professional and cultural sensitivity. At the highly effective level of performance, teaching practices may include the following types of activities:

- Students complete a weekly "Homework Success" report that lists any missing assignments for the week. Parents sign and return the report.
- Students create a monthly newsletter to inform parents about highlights and successes of the instructional program.
- Teacher arranges parent-teacher-student conferences as needed. In preparation, students self-assess their strengths and areas for growth and write a goal they want to work toward. During the conferences, students present their reflection and goal

Element C: Teacher maintains accurate records

Effective

The teacher's system for maintaining information on student progress and non-instructional records is **seamless**. At the effective level of performance, teaching practices may include the following types of activities:

- Teacher maintains an up-to-date list of assignments that students haven't turned in.
- Teacher has created a page on a class Web site where students can keep track of assignments.
- Teacher uses an online gradebook to record attendance, student grades, and comments daily.
- For assignments that the teacher does not routinely collect for a grade, the teacher periodically collects and responds. (eg. Journals)

Highly Effective

The teacher's system for maintaining information on student progress and non-instructional records is seamless and **students contribute to its maintenance**. At the highly effective level of performance, teaching practices may include the following types of activities:

- Students maintain an up-to-date list of assignments in a portfolio, composition book, or folder.

Element D: Teacher collaborates with others both within and outside the school to support student growth, development and learning

Effective

Relationships with colleagues are characterized by **mutual support and cooperation**. At the effective level of performance, teaching practices may include the following types of activities:

- Teacher interacts with grade-level, department, or district colleagues on a regular basis, discussing how to improve instruction.
- Teacher shares newly acquired instructional strategies with colleagues on a regular basis.
- Teacher works collaboratively with grade-level or department colleagues to identify areas of student need that they can address together.
- Teacher works collaboratively with co-teachers, student support teachers and or teacher assistants/paraprofessionals to develop and implement effective strategies.

Highly Effective

Relationships with colleagues are characterized by mutual support and cooperation. The teacher **takes initiative** in assuming **leadership** among colleagues. At the highly effective level of performance, teaching practices may include the following types of activities:

- Teacher facilitates Collegial Circles or Action Research groups to meet identified instructional needs.
- Teacher facilitates professional development, organizing job-embedded learning opportunities for colleagues.

ELEMENT E: The teacher implements required assessment accommodations and modifications.

Effective

Teacher **regularly** reviews and implements required protocols for state/district assessment assessments, including required accommodations and/or modifications. **Teacher regularly collaborates** with colleagues re: accommodations and/or modifications. At the effective level of performance, teaching practices may include the following types of activities:

- Teacher implements the required accommodations and/or modifications for students.
- Teacher participates in discussions with co-teachers and/or support staff regarding required accommodations and/or modifications.

Highly Effective

Teacher regularly reviews and implements required protocols for state/district assessment assessments, including required accommodations and/or modifications. Teacher **leads collaborative discussions** with colleagues to ensure accommodations/modifications meet student needs. At the highly effective level of performance, teaching practices may include the following types of activities:

- Teacher meets regularly with co-teachers and/or support staff to ensure understanding and implementation of each student's individual education plan.
- Teacher leads discussions with co-teachers and/or support staff regarding accommodations and/or modifications of individual students.

Element F: Teacher collaborates with the larger community to access and share learning resources.

Effective

- Teacher **regularly and willingly** collaborates with the larger community to access and share learning resources. At the effective level of performance, teaching practices may include the following types of activities:
- Teacher invites members of the community to be guest speakers when it will enhance learning.
- Teacher plans field experiences in the community that will enhance learning.
- Teacher utilizes community resources (eg. Museum artifacts, etc.) to enhance learning.

Highly Effective

- Teacher regularly and willingly **leads efforts** to collaborate with the larger community to access and share learning resources. At the highly effective level of performance, teaching practices may include the following types of activities:
- Teacher leads students in a community awareness initiative related to learning (eg. Ecology, community newspaper, etc.)
- Teacher leads students in community service initiatives related to learning.

NYS APPR STANDARD: PROFESSIONAL GROWTH

Element A: Teacher reflects on teaching practices and plans professional development goals

Effective

Teacher regularly makes a **thoughtful** and **accurate** reflection of instructional effectiveness and can **cite general** references to support the judgment. Teacher sets measurable goals to enhance practice and improve teaching and learning. Goals are aligned with the learning needs of the **whole class**. At the effective level of performance, teaching practices may include the following types of activities:

- Teacher assesses the results of instructional activities and determines whether, in general, they were effective in achieving the desired outcomes.
- Teacher uses a journal to reflect on student behavior during instruction.
- Teacher reflects on the effectiveness of instructional groups.
- Based on reflection, teacher seeks out opportunities for professional development to enhance content knowledge, pedagogical skill, etc.

Highly Effective

Teacher regularly makes a thoughtful and accurate reflection of instructional effectiveness and the extent to which it achieved its instructional outcomes, citing **specific** examples and **weigh the relative strengths** of each. Teacher sets measurable goals to enhance practice and improve teaching and learning. Goals are aligned with **individual student learning needs**. At the effective level of performance, teaching practices may include the following types of activities:

- Teacher identifies specific learning standards that students mastered and those that will need to be reinforced with additional instruction and practice.
- Teacher reflects on the effectiveness of instructional groups by noting students' participation, conversations, behaviors, etc.
- Teacher assesses the quality of the questions asked during the lesson by citing several examples of responses that indicate student understanding.
- Based on reflection, after participating in professional development, teacher applies newly acquired knowledge and skills and determines their effect on students' learning.
- Based on reflection about practice, Teacher conducts action research in his/her classroom, collects data and continuously sets goals based on findings



Timeline for Annual Professional Performance Review

The rubrics should be used as a **framework for discussion** when assessing a teacher's practice. The most effective use of this framework is in the **goal setting discussion**.

TENURED TEACHERS			
Month	Tasks	Due Date	Tools
Sept-October	<ul style="list-style-type: none"> Administrator Lead Evaluator and/or administrator designee explains how the framework is used Administrator Lead Evaluator reviews the components of the framework Teacher reviews the framework Goal Setting Meeting for teachers to set goals based on the following: individual strengths, assessments, student growth, areas on which to concentrate professional development or TIP if applicable Grade level and subject area teams may also collaborate on goals. Goals Due to Administrator Lead Evaluator and/or administrator's designee Formal Observations shall begin after Goal Setting Meeting 	1 st two weeks of school year Sept 30 th <i>(New Principals have an extended deadline of no longer than 30 additional days)</i> October 15 th TIP (if applicable) due by 10 th day of school year.	Teacher Evaluation Guide: A Framework for Professional Practice Professional Goal Setting Form Teacher Improvement Plan (TIP) (for any teacher whose Annual Teacher Evaluation Composite Score was rated as Ineffective or Developing in the previous June.)
October-June	Informal Observations made by Administrator Lead Evaluator and/or administrator designee with feedback provided to teacher through written or oral communication <ul style="list-style-type: none"> Administrator Lead Evaluator and/or administrator designee must clearly communicate any areas of concern 	Sept - June	Oral/Written Communication
September-March	Planning Conference between administrator lead evaluator and teacher.	No later than 1 week prior to formal observation	Rubric: Planning & Preparation Domain
	Formal Observation	No later than March 30	Rubrics: Instruction & Learning Environment Domains
	Post Observation Conference If there are areas from the rubrics that fall within the Developing or Ineffective categories, goals should be set and informal/formal observations should be done and teachers should receive a referral for additional support.	No later than 1 week after formal observation	Rubrics: Instruction & Learning Environment Professional Goal Setting Form
April-May	Annual Professional Practice Review Conference Peer Review of Portfolio Discussion(for teachers who opted for Portfolio for 10 points of local student growth assessment)	No later than May 31	All rubrics used Annual Professional Practice Review Form Professional Goal Setting Form Peer Review Discussion Form
Upon Receipt of State Scores	Annual Teacher Evaluation Composite Score Conference If a teacher's Annual Evaluation Composite Score is rated as Developing or Ineffective, a TIP must be developed no later than 10 school days after the opening of school. Teachers rated as Developing or Ineffective should receive a referral for Intervention.	No later than last day of school year	Annual Teacher Evaluation Composite Score Form

PROBATIONARY TEACHERS			
Month	Tasks	Due Date	Tools
Sept	<ul style="list-style-type: none"> Administrator Lead Evaluator and/or administrator designee explains how the framework is used Administrator Lead Evaluator reviews the components of the framework Teacher reviews the framework Goal Setting Meeting for teachers to set goals based on the following: individual strengths, assessments, student growth, areas on which to concentrate professional development Mentors provide guidance to interns Observations shall begin after Goal Setting Meeting. 	<p>1st two weeks of school year</p> <p>Sept 30th <i>(New Principals have an extended deadline of no longer than 30 additional days)</i></p> <p>October 15th</p> <p>TIP (if applicable) due by 10th day of school year.</p>	<p>Teacher Evaluation Guide: A Framework for Professional Practice</p> <p>Professional Goal Setting Form</p> <p>Teacher Improvement Plan (TIP) (for any teacher whose Annual Teacher Evaluation Composite Score was rated as Ineffective or Developing in the previous June.)</p>
Sept-June	<p>Informal Observations made by Administrator Lead Evaluator and/or administrator designee, with feedback provided to teacher through written or oral communication</p> <ul style="list-style-type: none"> Administrator Lead Evaluator and/or administrator designee must clearly communicate any areas of concern 	September-June	Oral/Written Communication
September-March	Planning Conference between administrator lead evaluator and teacher	No later than 1 week prior to formal observation	Rubric: Planning & Preparation Domain
	Formal Observation	November 30	Rubrics: Instruction & Learning Environment Domains
	<p>Post Conference</p> <p>Goals should be set. If there are areas from the rubrics that fall within the Developing or Ineffective categories, the teacher should be assigned to work with a mentor. Collaboration with mentor should be made in development of goals for developing/ineffective probationary teachers.</p>	No later than 1 week after formal observation	Rubrics: Instruction & Learning Environment Domains Professional Goal Setting Form
March	Planning Conference between administrator lead evaluator and/or designee and teacher	No later than 1 week prior to formal observation	Rubric: Planning & Preparation Domain

PROBATIONARY TEACHERS			
Month	Tasks	Due Date	Tools
March April-May	Formal Observation	March 30	Rubrics: Instruction & Learning Environment Domains
	Post Conference Goals should be set. If there are areas from the rubrics that fall within the Developing or Ineffective categories, the teacher should be assigned to work with a mentor. Collaboration with mentor should be made in development of goals for developing/ineffective probationary teachers.	No later than 1 week after formal observation	Rubrics: Instruction & Learning Environment Domains Professional Goal Setting Form
	Annual Professional Practice Review Conference	No later than May 31	All rubrics used Annual Professional Practice Review Form Professional Goal Setting Form
Upon Receipt of State Scores	Annual Teacher Evaluation Composite Score Conference If a teacher's Annual Evaluation Composite Score is rated as Developing or Ineffective, a TIP must be developed no later than 10 school days after the opening of school. Teachers rated as Developing or Ineffective should receive a referral for Intervention.	No later than last day of school year	Annual Teacher Evaluation Composite Score Form

Teacher Improvement Plan (TIP) Process

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

The TIP is used exclusively for those teachers whose **annual teacher evaluation composite score** is rated “developing” or “ineffective”. The final evaluation must be based on at least one formal observation completed by the Principal during the current school year. The final evaluation includes evidence from all four Domains and encompasses much more than the formal observation (e.g. informal observations, etc.).

A TIP is completed collegially between the teacher whose rating is “developing” or “ineffective” and supervising administrator, preferably the principal. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

The TIP should be developed any time after the final evaluation has been completed, but no later than the tenth (10th) day of the new school year. The TIP should be structured around each of the four Domains. TIP goals/activities should be structured so that no more than four-five at a time are addressed. The following should be included on the TIP:

- A timeframe for accomplishment
- Success measures
- Clear support from the administrator/designee
- Date of future meetings

All participants in the TIP meeting should be listed on the TIP. Periodic follow-up sessions should be conducted to assess the teacher's progress.

TEACHER IMPROVEMENT PLAN (TIP)

CAREER LEVEL

- Intern
- Resident
- Professional
- Tenured
- Other _____

STATUS

- Contract Substitute
- 1st Year Probationer
- 2nd Year Probationer
- 3rd Year Probationer

DATE FINAL EVALUATION CONDUCTED:

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Teacher: _____ Employee ID _____ Tenure Area: _____ Observation Date: _____

Observer: _____ School/Location _____ Position: _____

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

- Planning and Preparation**
 Learning Environment
 Instructional Practice
 Professional Responsibilities

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the teacher's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Goals to address area(s) checked off above.	Activities to support improvement	How will the improvement be assessed?	Timeline

List of Participants: _____

Date: _____

Cc: Personnel File

RUBRICS

DOMAIN 1: PLANNING, PREPARATION AND ASSESSMENT

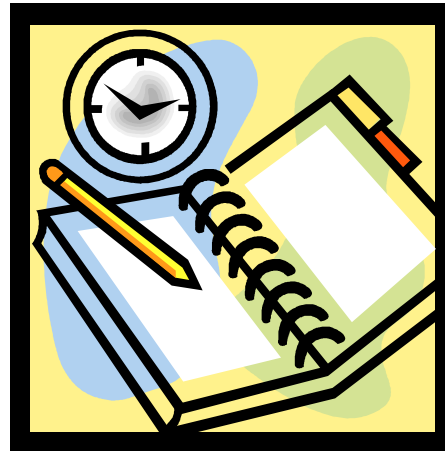
Teachers demonstrate how they design instruction beginning with a deep understanding of content and pedagogy and an understanding of the students and how they learn. All elements of the instructional design--- learning activities, materials and strategies--- *must be appropriate to both the content and the students and aligned with instructional goals. Assessment techniques must also reflect the instructional outcomes and should serve to document student progress. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions and leverages both teacher and student feedback.*

NYS STANDARDS	ELEMENTS	Highly Effective	Effective	Developing	Ineffective
<p>I</p> <p>The teacher demonstrates 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>	<p>A. When designing lessons, teacher uses knowledge of current research about student development, learning and language acquisition theories.</p>	<p>Teacher lesson planning demonstrates extensive knowledge of current research about student development, student learning, and language acquisition theories. Teacher applies this knowledge to the whole class and makes accommodations for individual students.</p>	<p>Teacher lesson planning demonstrates accurate knowledge of current research about student development, student learning, and language acquisition theories. Teacher applies this knowledge to the whole class.</p>	<p>Teacher recognizes the value of current research and makes some attempt to apply this knowledge when planning, but does not always apply it accurately.</p>	<p>Teacher's lesson planning demonstrates limited understanding or is unfamiliar with current research about student development, student learning, and language acquisition theories or does not attempt to apply it.</p>
	<p>B. When designing lessons, teacher uses knowledge of student interests, prior knowledge, cultural background and diverse learning needs.</p>	<p>The teacher's planning demonstrates extensive understanding of students' interests, prior knowledge, cultural background, and diverse learning needs. Teacher applies this knowledge to the whole class and makes accommodations for individual students.</p>	<p>The teacher's planning demonstrates an accurate understanding of students' interests, prior knowledge, cultural background, and diverse learning needs. Teacher applies this knowledge to the class as a whole; however the needs of some individuals may not be accommodated.</p>	<p>Teacher recognizes the value of understanding students' interests, prior knowledge and cultural heritage but does not usually apply the knowledge when planning lessons.</p>	<p>The teacher's planning demonstrates a lack of knowledge of students' interests and cultural knowledge and/or indicates that the teacher does not value it.</p>
<p>II</p> <p>The teacher demonstrates knowledge of content and instructional planning</p> <p>Teachers know the content they are responsible for teaching and plan effective instruction that ensures learning for all students.</p>	<p>A. When designing lessons, teacher demonstrates knowledge of content including relationship among concepts and subjects.</p>	<p>The teacher's planning demonstrates extensive knowledge of the important concepts in the subject and how these relate both to one another and to other subjects. The plans reflect an understanding of the prerequisite relationships among topics, concepts and other subjects through the use of multiple explanations.</p>	<p>The teacher's planning demonstrates solid knowledge of the important concepts in the subject and reflects an understanding of the relationships among topics and concepts within the subject.</p>	<p>The teacher's planning displays familiarity with the important concepts in the subject but displays a lack of awareness of the relationships among topics and concepts within the subject.</p>	<p>Teacher's lesson plan displays limited knowledge of the important concepts and/or includes content errors. Relationships among topics and concepts are not made.</p>
	<p>B. When designing lessons, teacher demonstrates knowledge of a variety of instructional strategies that are aligned with NYS Common Core Standards and RCSD Standards.</p>	<p>The teacher's lesson planning is aligned with NYS Common Core Standards/RCSD Standards and reflects a familiarity with a wide range of effective instructional strategies and anticipates student misconceptions.</p>	<p>The teacher's lesson planning is aligned with NYS Common Core Standards/RCSD Standards and reflects a familiarity with a wide range of effective instructional strategies.</p>	<p>The teacher's lesson planning demonstrates an attempt to align some NYS Common Core Standards/RCSD Standards with the lesson and an attempt is made to use a few different instructional strategies in the lesson plan.</p>	<p>The teacher's lesson planning demonstrates little or no alignment with NYS Common Core Standards/RCSD Standards and/or does not vary instructional strategies.</p>

DOMAIN 1: PLANNING, PREPARATION AND ASSESSMENT

Teachers demonstrate how they design instruction beginning with a deep understanding of content and pedagogy and an understanding of the students and how they learn. All elements of the instructional design---learning activities, materials and strategies--- must be appropriate to both the content and the students and aligned with instructional goals. Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions and leverages both teacher and student feedback.

NYS STANDARDS	ELEMENTS	Highly Effective	Effective	Developing	Ineffective
<p align="center">V</p> <p align="center">Assessment for Student Learning</p> <p>The teacher uses multiple measures to assess and document student growth, evaluate instructional effectiveness and modify instruction</p>	<p>A. The teacher uses appropriate diagnostic assessments and ongoing formative assessment to establish learning goals and to inform instruction</p>	<p>Teacher regularly uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction for individual students.</p>	<p>Teacher regularly uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction for groups of students.</p>	<p>Teacher attempts to use some diagnostic or formative assessment to establish learning goals and makes an attempt to inform instruction, although connection between goals and instruction may be unclear.</p>	<p>Teacher does not use appropriate diagnostic or ongoing formative assessments to establish learning goals and inform instruction.</p>
	<p>B. The teacher designs and adapts multiple formats of assessments that are aligned with curricular and instructional goals and that have clear assessment criteria to accurately determine and document student growth.</p>	<p>Teacher regularly designs and adapts multiple formats of assessments, for individual students, that are aligned with curricular and instructional goals and that have clear assessment criteria to accurately determine and document student growth.</p>	<p>Teacher regularly designs and adapts multiple formats of assessments, for groups of students, that are aligned with curricular and instructional goals and that have clear assessment criteria to accurately determine student growth.</p>	<p>Teacher attempts to design and adapt some assessments that are aligned with curricular and instructional goals. Assessment criteria may be unclear leading to some confusion when determining student growth.</p>	<p>Teacher designs assessments that are not aligned with curricular and instructional goals or does not have assessment criteria to accurately determine student growth.</p>



Domain 2: Learning Environment

This domain focuses on classroom exchanges between the students and the teacher. Teachers who excel in this area have the ability to create classrooms in which students feel safe and comfortable. An atmosphere of warmth and caring coexists with professionalism: the teacher and students work together to effectively and efficiently deal with classroom management, behavior and procedures. Highly effective and effective teachers show genuine concern for their students' needs and abilities both within and outside of the classroom. Their students consider these teachers to be adults who believe in their learning potential.

NYS STANDARDS	ELEMENTS	Highly Effective	Effective	Developing	Ineffective
IV Learning Environment <i>The teacher works with all students to create a dynamic learning environment that supports achievement and growth.</i>	<i>A. The teacher creates an environment of respect and rapport.</i>	Teacher interactions with students reflect genuine caring and sensitivity for individuals as well as groups of students. Students demonstrate a genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Student interactions are generally polite and respectful.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students may exhibit a lack of respect for one another.	Teacher interaction with some students is negative, demeaning, sarcastic or inappropriate to the age or culture of the students. Student interactions are characterized by conflict, sarcasm, or put-downs.
	<i>B. The teacher manages classroom procedures and manages instructional groups.</i>	Routines for handling materials and supplies are seamless with students assuming some responsibility for smooth operation. Small-group work is well organized, and students are involved in their productive engagement, while unsupervised by teacher.	Teacher ensures that the routines for handling materials and supplies occur smoothly with little loss of instructional time. Small-group work is well organized by teacher, and students are productively engaged in learning.	Teacher attempts to establish some routines for handling materials and supplies but there is some loss of instructional time. Teacher attempts to productively engage students in learning, but only some students are engaged.	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. Students are not productively engaged in learning.
	<i>C. The teacher manages transitions.</i>	Transitions are seamless with students assuming some responsibility.	Teacher directs transitions smoothly with little loss of instructional time.	Teacher attempts to direct some transitions, but there is some loss of instruction.	Teacher does not attempt to direct transitions or transitions are chaotic, with much time lost between activities or lesson segments.
	<i>D. The teacher orchestrates responsible and responsive student behaviors.</i>	Standards of conduct are clear to all students and appear to have been developed with student participation. Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Standards of conduct are clear to all students. Teacher monitors student behavior against established standards of conduct. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher is generally aware of student behavior but may miss the activities of some students. Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	No standards of conduct appear to have been established, or students are confused as to what the standards are. Student behavior is not monitored and teacher is unaware of what the students are doing. Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.
	<i>E. The teacher organizes & utilizes available resources to create a safe/ productive learning environment.</i>	The classroom is safe, and students are able to use resources, including technology easily and skillfully. Teacher & students ensure that the physical arrangement is appropriate.	The classroom is safe and the teacher uses resources, including technology skillfully. The teacher ensures that the physical arrangement is appropriate.	The classroom is safe and the teacher attempts to use some resources, including technology. Teacher attempts to modify the physical arrangement to suit learning activities with partial success.	The classroom is unsafe or learning is not accessible to some students. The teacher makes poor use of resources. The teacher makes little or no attempt to modify the physical environment.

Domain 3: Instructional Practice

This domain comprises the elements that are the core of teaching and reflects the primary mission of schools to enhance student learning. Each of the elements in this domain represents a distinct aspect of instructional skill. The elements are unified through a vision of students developing complex understanding and participating in a community of learners. This domain represents the implementation of the plans that teachers designed in Domain 1. Teachers who successfully execute the elements of Domain 1 prepare plans that are suitable to their students, grounded in deep understanding of the content, aligned with state standards, and designed to engage students. In Domain 3, teachers demonstrate through their instructional skills that they can successfully implement those plans. Highly effective teachers engage their students in meaningful work, which carries significance beyond the next test and which can provide the skills and knowledge necessary for answering important questions or contributing to important projects. Such work is real and significant, and it is important to students and teachers. Highly effective teachers don't have to motivate their students because the way they organize and present the content, the roles they encourage students to assume, and the student initiative they expect all motivate students to excel.

NYS STANDARDS	ELEMENTS	Highly Effective	Effective	Developing	Ineffective
III Instructional Practice <i>The teacher implements instruction that engages and challenges all students to meet or exceed the learning standards.</i>	A. <i>The teacher communicates goals and expectations clearly and accurately.</i>	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests and NYS standards. Directions are clear to students and anticipate possible student misunderstanding.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning and linked to NYS standards. Directions are clear to students.	Teacher attempts to explain the instructional purpose with limited success. Directions are clarified after initial student confusion.	Teacher's purpose in a lesson or unit is unclear to students. Directions are confusing to students.
	B. <i>The teacher supports critical thinking through the effective use of questioning.</i>	Teacher uses a variety of different leveled questions to challenge students and advance high level thinking and discourse. Students formulate many questions and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	Teacher uses a variety of different leveled questions, questions designed to promote student thinking and understanding. Teacher successfully engages students in the discussion.	Teacher attempts to use some different leveled questions, but many are posed in rapid succession. Only some invite a thoughtful response. Teacher attempts to engage students in the discussion, but with uneven results. A few students might dominate the discussion.	Teacher's questions are of low cognitive challenge and single correct response. Interaction between teacher and student is predominantly recitation style. Teacher makes little or no attempt to engage students in the discussion.
	C. <i>The teacher engages students in learning through the use of a variety of instructional strategies and challenging learning experiences that meet diverse learning needs.</i>	Through the use of a variety of instructional strategies, and challenging learning experiences, all students are cognitively engaged in activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.	Teacher uses a variety of instructional strategies, and challenging learning experiences, which results in a majority of students being cognitively engaged in activities and assignments.	Teacher attempts to vary instructional strategies, and engage the students but with uneven results. Instructional strategies require only minimal thinking, allowing most students to be passive or merely compliant.	Teacher does not vary instructional strategies or activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.
	D. <i>The teacher chooses suitable materials and resources.</i>	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Teacher attempts to choose suitable instructional materials and resources but some are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.
	E. <i>The teacher structures and paces the lesson.</i>	The lesson's structure is highly coherent, allowing for closure. Pacing of the lesson is appropriate for all students and provides them with time needed to intellectually engage and reflect.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.

Domain 3: Instructional Practice

This domain comprises the elements that are the core of teaching and reflects the primary mission of schools to enhance student learning. Each of the elements in this domain represents a distinct aspect of instructional skill. The elements are unified through a vision of students developing complex understanding and participating in a community of learners. This domain represents the implementation of the plans that teachers designed in Domain 1. Teachers who successfully execute the elements of Domain 1 prepare plans that are suitable to their students, grounded in deep understanding of the content, aligned with state standards, and designed to engage students. In Domain 3, teachers demonstrate through their instructional skills that they can successfully implement those plans. Highly effective teachers engage their students in meaningful work, which carries significance beyond the next test and which can provide the skills and knowledge necessary for answering important questions or contributing to important projects. Such work is real and significant, and it is important to students and teachers. Highly effective teachers don't have to motivate their students because the way they organize and present the content, the roles they encourage students to assume, and the student initiative they expect all motivate students to excel.

NYS STANDARDS	ELEMENTS	Highly Effective	Effective	Developing	Ineffective
III Instructional Practice <i>The teacher implements instruction that engages and challenges all students to meet or exceed the learning standards.</i>	<i>F. The teacher provides assessment criteria to students.</i>	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are made aware of some of the criteria but there may be some confusion about how some of their work is being evaluated.	Students are not aware of the criteria and performance standards by which their work will be evaluated.
	<i>G. The teacher provides feedback to students.</i>	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is uneven, and/or its timeliness is inconsistent.	Teacher's feedback to students is of poor quality or not provided in a timely manner, or the teacher does not provide feedback .
	<i>H. The teacher models flexibility & responsiveness.</i>	Teacher successfully makes a major adjustment to a lesson when needed and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help.	Teacher promotes the successful learning of students, making minor adjustments to a lesson, and the adjustments occur smoothly.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.



DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND PROFESSIONAL GROWTH

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision making. Professional educators comply with school, district, state and federal regulations and procedures. In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Teachers use information from a variety of sources to inform their professional development and practice.

NYS STANDARDS	ELEMENTS	Highly Effective	Effective	Developing	Ineffective
<p align="center">VI.</p> <p align="center">Professional Responsibilities and Collaboration</p> <p align="center"><i>The teacher demonstrates professional responsibility and engages relevant stakeholders to maximize student growth, development, and learning.</i></p>	<p>A. The teacher supports and promotes the shared school and district vision and mission to support school improvement.</p>	<p>The teacher is aware of and actively promotes the school and district mission and vision, by leading others and working to achieve the school improvement objectives.</p>	<p>The teacher is aware of the school and district mission and vision and works to support the vision and mission for the purpose of school achievement.</p>	<p>The teacher has a general awareness of the school and district mission and vision, but is unclear on how to support or promote the vision and mission leading to school improvement.</p>	<p>The teacher does not support the school and district vision and mission and/or engages in practices that are explicitly contrary to the vision and mission.</p>
	<p>B. The teacher communicates with families</p>	<p>Teacher provides frequent information to families about instructional program and student progress. Response to family concerns is handled with professional and cultural sensitivity. Students contribute to the communication.</p>	<p>Teacher communicates with families about student progress on a regular basis, respecting cultural norms and is available as needed to respond to family concerns.</p>	<p>Teacher responds to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</p>	<p>Teacher provides minimal information to families about individual students or the communication is inappropriate. Teacher does not respond or responds with insensitivity to family concerns.</p>
	<p>C. The teacher maintains accurate records.</p>	<p>The teacher's system for maintaining information on student progress and non-instructional records is seamless and students contribute to its maintenance.</p>	<p>The teacher's system for maintaining information on student progress and non-instructional records is seamless.</p>	<p>The teacher's system for maintaining information on student progress and non-instructional records are adequate but may require some monitoring to avoid occasional errors.</p>	<p>The teacher's system for maintaining information on student progress and non-instructional records is in disarray or has no system, resulting in errors or confusion.</p>
	<p>D. The teacher collaborates with others both within and outside the school to support student growth, development and learning.</p>	<p>The teacher regularly and willingly leads efforts to collaborate with colleagues in and outside school to support student growth, development, or learning.</p>	<p>The teacher regularly and willingly collaborates with colleagues in and outside school to support student growth, development, or learning.</p>	<p>The teacher collaborates with colleagues in or outside school to support student growth, development, or learning when invited or required to do so.</p>	<p>Teacher works in isolation and refuses to collaborate with colleagues in or outside school to support student growth, development, or learning.</p>
	<p>E. The teacher implements required assessment accommodations and modifications.</p>	<p>Teacher regularly reviews and implements required protocols for state/district assessments, including required accommodations and/or modifications. Teacher leads collaborative discussions with colleagues, as necessary to ensure accommodations and/or modifications meet student needs.</p>	<p>Teacher regularly reviews and implements required protocols for state/district assessments, including required accommodations and/or modifications. Teacher regularly collaborates with colleagues regarding accommodations and/or modifications.</p>	<p>Teacher attempts to review and implement some required protocols for state/district assessments, including some accommodations and/or modifications. Collaboration with colleagues occurs for some accommodations and/or modifications when initiated by others.</p>	<p>Teacher does not implement required assessment accommodations and/or modifications. Collaboration with colleagues does not occur re: accommodations and/or modifications.</p>
	<p>F. Teacher collaborates with the larger community to access and share learning resources.</p>	<p>Teacher regularly and willingly leads efforts to collaborate with the larger community to access and share learning resources.</p>	<p>Teacher regularly and willingly collaborates with the larger community to access and share learning resources.</p>	<p>Teacher collaborates with the larger community to access and share learning resources when invited or required to do so.</p>	<p>Teacher refuses to collaborate with the larger community to access and/or share learning resources.</p>

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES AND PROFESSIONAL GROWTH

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision making. Professional educators comply with school, district, state and federal regulations and procedures. In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Teachers use information from a variety of sources to inform their professional development and practice.

NYS STANDARDS	ELEMENTS	Highly Effective	Effective	Developing	Ineffective
<p>VII. Professional Growth <i>The teacher sets informed goals and strives for continuous professional growth.</i></p>	<p>A. Reflects on teaching practices and plans professional development goals</p>	<p>Teacher regularly makes a thoughtful and accurate reflection of instructional effectiveness, and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Teacher sets goals to enhance practice. Goals are measurable with the purpose of improving teaching and learning. Goals are aligned with individual student learning needs.</p>	<p>Teacher regularly makes a thoughtful and accurate reflection of instructional effectiveness and can cite general references to support the judgment. Teacher sets goals to enhance practice. Goals are measurable with the purpose of improving teaching and learning. Goals are aligned with the learning needs of the whole class.</p>	<p>Teacher has a generally accurate impression of instructional effectiveness. Teacher sets goals to enhance practice, but goals may be activity focused rather than measurable goals that improve teaching and learning.</p>	<p>Teacher does not know whether lesson was effective or misjudges the success of a lesson. Teacher has no suggestions for how a lesson might be improved.</p>



- I. **Knowledge of Students and Student Learning:**
Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- II. **Knowledge of Content and Instructional Planning:**
Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.
- III. **Instructional Practice:**
Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
- IV. **Learning Environment:**
Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
- V. **Assessment for Student Learning:**
Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
- VI. **Professional Responsibilities and Collaboration:**
Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development and learning.
- VII. **Professional Growth:**
Teachers set informed goals and strive for continuous professional growth.

FORMAL TEACHER OBSERVATION FEEDBACK FORM

THIS WILL BE INCLUDED IN THE ADDENDUM SENT TO TEACHERS AND ADMINISTRATORS AT A LATER DATE.

FORMAL TEACHER OBSERVATION FEEDBACK FORM (page 2)

THIS WILL BE INCLUDED IN THE ADDENDUM SENT TO TEACHERS AND ADMINISTRATORS AT A LATER DATE.

ROCHESTER CITY SCHOOL DISTRICT PROFESSIONAL GOAL SETTING FORM

Name:	Employee ID:	Grade Level:	School:	Date:
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After reviewing the rubric descriptions in the Teacher Evaluation Guide and thinking about your School's SIP/CEP, assess your strengths and then write up to four goals. Use this as a guide when choosing professional development. As you continuously reflect on your practice, complete the right hand column and continue to set additional goals. After discussing these goals with your direct supervisor, submit the form to him or her. This form should be used for discussions with your supervisor according to the timeline in the Teacher Evaluation Guide.

Domain	Strength	Goals	In the space below reflect on the goals that you have set.
<p>Planning and Preparation</p> <ul style="list-style-type: none"> • <i>Demonstrates Knowledge of Research about Student Development</i> • <i>Demonstrates Knowledge of Students' Interests, Prior Knowledge, Cultural Heritage and Diverse Learning Needs</i> • <i>Demonstrates Knowledge of Content and Relationships among Concepts/Subjects</i> • <i>Demonstrates Knowledge of A Variety of Instructional Strategies aligned with Standards</i> • <i>Uses Diagnostic Assessments and Formative Assessment to Establish Learning Goals</i> • <i>Designs and Adapts Multiple Assessments Aligned with Goals and that Have Clear Assessment Criteria</i> <p>The Learning Environment</p> <ul style="list-style-type: none"> • <i>Creates an Environment of Respect and Rapport</i> • <i>Manages Procedures and Manages Instructional Groups</i> • <i>Manages Transitions</i> • <i>Orchestrates Responsible and Responsive Student Behavior</i> • <i>Organizes and Utilizes Resources for a Safe, Productive Learning Environment</i> <p>Instructional Practice</p> <ul style="list-style-type: none"> • <i>Communicates Goal/Expectations Clearly and Accurately</i> • <i>Supports Critical Thinking through Effective Questioning</i> • <i>Engages Students through a Variety of Instructional Strategies and Challenging Learning Experiences that Meet Diverse Learning Needs</i> • <i>Chooses Suitable Materials/Resources</i> • <i>Structures/Paces the Lesson</i> • <i>Provides Assessment Criteria</i> • <i>Provides Feedback</i> • <i>Models Flexibility and Responsiveness</i> <p>Professional Responsibilities</p> <ul style="list-style-type: none"> • <i>Supports/Promotes the School Mission to Support School Improvement</i> • <i>Communicates with Families</i> • <i>Maintains Accurate Records</i> • <i>Collaborates with Others to Support Student Growth</i> • <i>Implements Required Assessment Accommodations and Modifications</i> • <i>Collaborates with Community to Access and Share Learning Resources</i> • <i>Reflects on Teaching Practices and Plans Professional Goals</i> 			

Additional Information

An Addendum with the following information will be distributed to teachers and administrators:

- Formal Teacher Observation Feedback Form
- Scoring criteria for the State Assessments
- Information re: the Local Assessments, including the scoring criteria
- A description of the Portfolio Requirements for teachers who opt to use peer review for 10 points of the local assessments

Please remember that this year is a Pilot Year for the New York State Annual Professional Performance Review evaluation process. The Evaluation Committee welcomes your input. According to the following schedule, surveys will be conducted throughout the year to obtain your feedback and suggestions:

- October: a survey regarding the Goal Setting Meeting
- Before December recess: a survey regarding Pre- and Post- Observation Conferences
- Before April recess: a survey regarding Informal and Formal observations
- June: a comprehensive survey that includes all aspects of the evaluation process

Questions/Suggestions about the Evaluation Process may be directed to the Career in Teaching (CIT) Director at 262-8541. Your questions/suggestions will be brought to the Joint RCSD/RTA CIT Panel. This Panel includes administrators appointed by the RCSD Superintendent and teachers appointed by the RTA Union President. Questions will be addressed and at a future date, a Question/Answer document will be distributed to all teachers and administrators.

EVALUATION FORMS

Annual Professional Practice Review For Tenured and Non-Tenured Teachers

STATUS

- Contract Substitute 1st Year Probationer
 2nd Year Probationer 3rd Year Probationer
 Tenured Teacher Other

Evaluation Period From: _____

Highly Effective	Effective	Developing	Ineffective
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Teacher's Name: _____

Employee ID #: _____

Position: _____

Location: _____

COMMENTS (REQUIRED FOR EACH CATEGORY)

I. PLANNING AND PREPARATION

A. Knowledge of student development, student learning and language acquisition				
B. Knowledge of student interests, prior knowledge and cultural heritage				
C. Knowledge of content				
D. Knowledge of instructional strategies				
E. Use of diagnostic/formative assessment				
E. Designs multiple assessments aligned with instructional goals and with clear criteria				

COMMENTS:

II. LEARNING ENVIRONMENT

A. Creates an environment of respect and rapport				
B. Manages classroom procedures/manages instructional groups				
C. Orchestrates responsible and responsive student behaviors				
D. Utilizes available resources to create a safe/productive environment				

COMMENTS:

III. INSTRUCTIONAL PRACTICE

A. Communicates goals/expectations clearly and accurately				
B. Supports critical thinking through effective use of questioning				
C. Engages students in learning through a variety of instructional strategies and challenging learning experiences				
D. Chooses suitable materials and resources				
E. Structures and paces the lesson				
F. Provides assessment criteria to students				
G. Provides feedback to students				
H. Models flexibility and responsiveness				

COMMENTS:

IV. PROFESSIONAL RESPONSIBILITIES & GROWTH

A. Supports and promotes school and district vision and mission to support school improvement				
B. Communicates with families				
C. Maintains accurate records				
D. Collaborates with others to support student growth, development and learning				
E. Collaborates with colleagues to implement required assessment accommodations and modifications				
F. Reflects on teaching and plans professional development goals				

COMMENTS:

OVERALL SUMMARY RATING OF PROFESSIONAL PRACTICE (Check one)

- Highly Effective Effective Developing Ineffective

Signature of Evaluator: _____ Date: _____

I DO DO NOT agree with the above. I understand that I may appeal this.

Signature of Teacher: _____ Date: _____

ANNUAL TEACHER EVALUATION COMPOSITE SCORE

Teacher's Name: _____ ID# _____

Position: _____ Location: _____

State Assessment Score	Local Assessment Score	Professional Practice Score	Overall Composite Score	Evaluation Rating
				<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Developing <input type="checkbox"/> Ineffective

Level	State Assessments	Local Student Achievement	Professional Practice	Overall Composite Score
Ineffective	0-2	0-2	38	0-64
Developing	3-11	3-11	44	65-74
Effective	12-17	12-17	54	75-90
Highly Effective	18-20	18-20	60	91-100

If overall composite score is Ineffective or Developing, a Teacher Improvement Plan (TIP) should be developed no later than 10 days after the first day of school.

Recommendation of Continued Employment for contract substitutes and first and second year probationary teachers:
 Yes No

For teachers completing their probationary period:
 I DO recommend tenure. I DO NOT recommend tenure.

Signature of Evaluator _____ Date _____

I DO DO NOT agree with the above. I understand that I may appeal this.

Signature of Teacher _____

*This annual evaluation must be completed and discussed with the teacher no later than the end of the school year.
 Consider your evaluation when setting your professional goals.*

References

Danielson, Charlotte (2011). Appendix A: The Framework for Teaching (2011 Revised Edition). Teachscape Proposal, New York State Department of Education, Teacher and Principal Practice Rubric Providers RFQ. Outcomes Associates, Inc.

Danielson, Charlotte (2007). *Enhancing Professional Practice: A Framework for Teaching, 2nd edition*. Alexandria, VA: Association for Supervision and Curriculum Development.

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Danielson, Charlotte (2009). *Talk about Teaching*. Thousand Oaks, CA: Corwin Press.

Glickman, Carl D. (1990). *Supervision of Instruction: A Developmental Approach, 2nd edition*. Needham Heights, MA: Allyn and Bacon.