



*Lyncourt Union Free School District*

2707 Court Street, Syracuse, New York 13208

(315) 455-7571 Fax: (315) 455-7573

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**2019 - 2020**

**LYNCOURT UNION FREE**

**SCHOOL DISTRICT**

**TEACHER ANNUAL PROFESSIONAL**

**PERFORMANCE REVIEW PLAN**

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**Lyncourt Union Free School District**  
**Annual Professional Performance Review Plan (APPR)**

**I. Introduction**

On May 28, 2010, the Governor signed Chapter 103 of the Laws of 2010, which added a new section 3012-c to the Education Law, establishing a comprehensive evaluation system for classroom teachers and building principals.

On April 13, 2015, the Assembly and Senate passed the New York State Budget for 2015-16 and signed into law a revised annual professional performance review system for teachers and principals as Chapter 56 of the Laws of 2015, which created Education Law §3012-d.

On December 15, 2015, the Board of Regents voted to implement a four year moratorium on the consequences of using the 3-8 ELA and math Common Core Assessments, in any form, and the state-provided growth scores on Regents exams in teacher evaluations.

By September 1, 2016, the governing body of each school district and BOCES shall adopt a plan, which may be an annual or multi-year plan, for the annual professional performance review of its classroom teachers of common branch subjects, English language arts or mathematics providing instructional services or pupil personnel services.

The superintendent, in collaboration with teachers, pupil personnel professionals, administrators and parents, developed this annual professional performance review plan. Once approved by the governing body of the school district, the plan will be filed in the district office and posted to the district website no later than September 10<sup>th</sup> of each year. If work on the development of the plan needs to continue after September 10<sup>th</sup>, revisions to the plan will be posted as approved by the governing body.

The governing body of the school district shall ensure that the performance of all teachers providing instructional services or pupil personnel services is reviewed annually.

**Teacher Evaluation**

**II. New York Teaching Standards**

The annual professional performance review plan for teachers is based on the *New York State Teaching Standards*. These, therefore, are the criteria that will be used to evaluate teachers:

- **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.

- **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.
- **Instructional Practice:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
- **Learning Environment:** Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
- **Assessment for Student Learning:** Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. This includes assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction
- **Professional Responsibilities and Collaboration:** Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. This includes the development of effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and
- **Professional Growth:** Teachers set informed goals and strive for continuous professional growth.

### III. Data Linkage

Working with the Central New York Regional Information Center, the district will provide all of the data elements described by SED. Data will be submitted to the SED through the portal each year. This includes information, a comprehensive course catalog, assessment scores, student enrollment information, and evaluation component scores.

No later than ten (10) school days after October 1<sup>st</sup> of each school year and within ten (10) school days of the beginning of the second semester, each classroom teacher shall have access to a list of students for whom he/she is the Teacher of Record through the NYSED Student Information Repository System (SIRS). Any classroom teacher who believes that any such determination is incorrect and/or inconsistent with the standards established by the Commissioner's regulations for making Teacher of Record determinations shall be entitled to seek review of this determination with his/her building administrator. If the issue is not subsequently resolved, the teacher may seek a review by the Lyncourt Union Free School District joint labor-management APPR Committee. The District and the Association shall collaboratively develop a verification procedure to ensure that all Teacher of Record determinations have been made accurately and in a manner consistent with the standards established by the Commissioner's regulations prior to using student growth and/or achievement data in an APPR.

The teacher will have continued access to the Student Information Repository System to review the data and to confirm that corrections have been made.

The district will adhere strictly to the requirements for reporting sub-component and composite scores to the NYS Department of Education established by regulations. A unique identifier will be used and the names of individual teachers will not be provided. No information related to any written assessment, sub-component or composite rating of an individual teacher shall be provided to outside agencies or individuals except as required by law or regulation.

#### **IV. Evaluator Training**

The “Lead Evaluator” is the administrator who is primarily responsible for a teacher’s evaluation under Chapter 103. The term “evaluator” shall include any administrator who conducts an observation or evaluation of a teacher. The District will utilize BOCES Network Team evaluator training and lead evaluator training in accordance with SED procedures and processes. Lead evaluator training will include training on:

1. The New York State Teaching Standards and their related elements and performance indicators as applicable.
2. Evidence-based observation techniques that are grounded in research.
3. Application and use of the student growth percentile model.
4. Application and use of the teacher rubric, including training on the effective application of such rubrics to observe a teachers’ practice.
5. Application and use of any assessment tools that the parties agree will be used to evaluate classroom teachers, including but not limited to structured portfolio reviews, professional growth goals, etc.
6. Use of the Statewide Instructional Reporting system.
7. The scoring methodology, mutually agreed upon by the parties, including how scores are generated for each category and the overall rating and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher’s overall rating and their category ratings.
8. Specific considerations in evaluating teachers of English language learners and students with disabilities, consistent with SED Guidance/Regulations.

The superintendent will ensure that lead evaluators participate in periodic training and are re-certified in accordance with state regulations. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

Any evaluator (administrator or supervisor or independent) who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012- d and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation and shall be an administrator employed by the District or a contracted BOCES employee who provides a regular service to the district as an administrator.. Such training shall include application and use of the State-approved teacher practice rubric selected by the parties for use in evaluations.

The District will maintain a list of trained certified and recertified lead evaluators. This list will be provided to the Association at the beginning of the school year and upon request.

To maintain inter-rater reliability any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall receive training each year including the following:

One meeting per month with Lead Evaluators will devote 45 minutes to inter-rater reliability by discussing teacher observation techniques and tools, in addition to a review of completed teacher observational evidence, followed by the sharing of scores by each Lead Evaluator and discussing any discrepancies to ensure inter-rater reliability over time.

**V. Teacher Effectiveness**

Annual professional performance reviews shall differentiate teacher effectiveness using an overall rating. Based on such an overall rating a classroom teacher shall be rated as Highly Effective, Effective, Developing, or Ineffective. The overall rating is determined by combining a Student Performance Category score and a Teacher Observation Category score.

		<i>Teacher Observation</i>			
		<i>Highly Effective (H)</i>	<i>Effective (E)</i>	<i>Developing (D)</i>	<i>Ineffective (I)</i>
<b>Student Performance</b>	<b>Highly Effective (H)</b>	H	H	E	D
	<b>Effective (E)</b>	H	E	E	D
	<b>Developing (D)</b>	E	E	D	I
	<b>Ineffective (I)</b>	D	D	I	I

**A. Student Performance Category**

50% is based on student growth on State assessments or other comparable measures of student growth. Student growth means the change in student achievement for an individual student between two or more points in time. Data that are provided by SED will provide the number of points (out of the possible 20) the teacher will be awarded for the student growth portion. The state will assign a score of 0-20 points for this category, which will contribute to the educator’s overall rating using the standards and scoring ranges for this category as prescribed in regulation. Grades 3 through 8 ELA and math Common Core assessments will be excluded from the calculation of growth scores.

For all other teachers for whom there is no growth data provided, the State determined goal setting process of Student Learning Objectives (SLO) will be used to determine the student performance category. An SLO is an academic goal for a teacher’s students that are set at the start of a course. It

represents the most important learning for the year (or semester where applicable). It must be specific and measurable, with differentiated targets based on available prior student learning data and performance on a pre-test.

SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students (51% or greater) are covered. If any of the largest courses has a State assessment, but does not have a State provided growth measure, the State assessment must be used as evidence in the SLO.

All student learning objectives are due for approval on or before October 31<sup>st</sup> of each year. Principal feedback on SLOs regarding approval or necessary amendments will be made within ten (10) school days of submission. For teachers who teach ten (10) week courses, the SLO will be submitted within ten school days of completion of the pretest assessment.

SLOs will be based on scores from ELA/Math AIMS WEB Plus. Teachers may choose to take their individual class growth score or take the growth score from one of the following Growth Pools: K-8<sup>th</sup> grade, K-5<sup>th</sup> grade, or 6<sup>th</sup> – 8<sup>th</sup> grade. This choice will be made prior to October 31<sup>st</sup>. A teacher's choice to rely on his/her individual student scores will not negatively impact the score generated for any of the Growth Pools. Guidelines for the application of AIMS WEB Plus are included in Appendix III.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers may choose to administer but will not score their own students' work if the results of the assessments will factor into their evaluation. If scoring is an integral part of the administration of the assessment, the teacher will not administer the assessment.

RATING	POINTS	% of STUDENTS MEETING TARGET
H	18-20	90-100
E	15-17	75-89
D	13-14	60-74
I	0-12	0-59

### **B. Teacher Observation Category**

The remaining 50% of the overall rating is based on other measures of teacher effectiveness consistent with Standards prescribed by the Commissioner in regulation. The Lyncourt Teacher Professional Practice Rubric, based on the SED approved 2011 Danielson model, will be used to evaluate classroom teachers. That rubric is included in Appendix IV. Elements on the Danielson rubric will be linked to the seven state Standards. Teachers will only be rated on evidence collected but at least one element of each Standard must be included. Elements of each Standard for which evidence may be gathered are:

Standard 1 – Knowledge of Students and Student Learning: 1a, 3c

Standard 2 – Knowledge of Content and Instructional Planning: 1a, 1b, 1c, 1d, 1e, 1f

Standard 3 – Instructional Practice: 3a, 3b, 3c, 3d, 3e

Standard 4 – Learning Environment: 2a, 2b, 2c, 2d, 2e

Standard 5 – Assessment for Student Learning: 1f, 3d

Standard 6 - Professional Responsibilities and Collaboration: 4a, 4b, 4c, 4d, 4e, 4f

Standard 7 – Professional Growth: 4e

In order to support continuous professional growth, tenured teachers, will have one announced/formal observation (minimum length of thirty minutes, depending on the grade level) worth 85% and a minimum of one unannounced/shorter walk-through observation (no less than 15 minutes in duration) worth 15%. Non-tenured teachers will have two announced observations worth a total of 85% and a minimum of two unannounced walk-through observations (worth a total of 15%). These observations will provide the evaluator with the data to complete the rubric for Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction and Domain 4: Professional Responsibilities.

For announced observations, evaluators and teachers will have a pre-observation meeting at which time the evaluator and the teacher will review the New York State Teaching Standards/domains that are part of the rubric but not observable during the classroom observation and the lesson to be observed as it relates to the standards. The pre-observation shall not occur on the same day as the observation unless approved by the teacher. Evaluators and teachers must have a post-observation meeting within 5 school days from the day of the announced and unannounced observations.

Unannounced observations shall not take place the week of Thanksgiving Recess, or two days prior to or following the Christmas Recess, Winter Recess, and Spring Break. Furthermore, unannounced observations for grades 3 through 8 shall not take place the week prior to or during NYS testing. The district lead evaluator conducting the evaluation will also give notice to the teacher that the observation will be taking place the Friday prior or Monday of the unannounced week.

Observations will be completed by April 15 of each year and will provide the evaluator with a portion of the data necessary to complete the end of the year summative evaluation required in this APPR plan.

New York State Teaching Standards/domains that are part of the rubric, but not observable during the classroom observation, may be observed during a pre-observation conference, a post-observation conference review, or during other natural conversations between the teacher and evaluator and incorporated into the observation score.

Points cannot be earned based on any artifacts, unless the artifact is evidence of an otherwise observable rubric subcomponent (e.g., a lesson plan viewed during the course of a teacher observation may constitute evidence of professional planning and therefore be scored on the rubric as part of that classroom observation.)

The method for calculating the number of points for the teacher observation category is found in Appendix V Scoring bands are as follows:

Level	Teacher Observation Category
Ineffective	0-1.49
Developing	1.5-2.49
Effective	2.5-3.49
Highly Effective	3.5-4

<b>Evaluation Options</b>	
<b>Non-Tenured Teachers</b>	<b>Tenured Teachers</b>
<ul style="list-style-type: none"> <li>✓ Two announced observations the first prior to December 1, the second prior to April 15th. (minimum of 30 minutes)</li> <li>✓ Minimum of two unannounced walk-through observations (minimum of 15 minutes) *Evaluator or teacher may request additional walk-throughs.</li> <li>✓ Evidence of non-observable standards and domains discussed during pre/post observation conferences and/or natural conversations with the evaluator.</li> <li>✓ End of year summative evaluation conference with the building principal, must be scheduled by teacher by the end of the school year, to review all data at that point in time.</li> </ul>	<ul style="list-style-type: none"> <li>✓ One announced observation (min of 30 minutes) and a minimum of 1 unannounced walk-through observations (min 15 minutes) prior to April 15. *Evaluator or teacher may request additional walk-throughs.</li> <li>✓ Evidence of non-observable standards and domains discussed during pre/post observation conferences and/or natural conversations with the evaluator.</li> <li>✓ End of year summative evaluation conference per request within 5 days of receipt to review all data at that point in time.</li> </ul>

## **VI. Timely Provision of Feedback**

Each observation shall occur in different classes and at significantly different times of day, such as different periods and content lessons, at both the elementary and middle school. If this is not possible, the Evaluator will give the teacher a written explanation for why this is not possible and the teacher will have the option to have the observation conducted by another Evaluator.

There will be a minimum of 3 weeks between any of the observations. Additional observations can be done sooner than three weeks as deemed necessary by the evaluator and/or the teacher.

An evaluation summary shall be prepared by the evaluator and provided as written feedback to the teacher 5 school days from the day of the post-observation meeting. Both evaluator and teacher must acknowledge electronically as indication of the familiarity with the contents of the evaluation. However, the teacher's acknowledgement will in no way indicate agreement with the contents thereof. The teacher shall have the opportunity to respond in writing to the Evaluator, if desired, within 5 school days from receipt of the written evaluation summary and prior to acknowledgement.

For unannounced walkthrough (no less than 15 minutes) observations, an evaluation summary shall be prepared by the evaluator and provided as written feedback to the teacher within 6 school days from the day of the observation. The evaluator and teacher will have a post-observation meeting within 5 school days from receipt of the written evaluation summary. Both evaluator and teacher must acknowledge electronically as indication of the familiarity with the contents of the evaluation. However, the teacher's acknowledgement will in no way indicate agreement with the contents thereof. The teacher shall have the opportunity to respond in writing to the evaluator if desired within 5 school days from receipt of the written evaluation summary and prior to acknowledgement.

The summative evaluation, including the overall rating, will be presented by the Building Principal (Lead Evaluator) and discussed with the teacher during a summative evaluation meeting by June 15<sup>th</sup>.

In the event the SED fails to provide the Student Performance Category score in a timely manner, the principal and/or lead evaluator will notify teachers by June 15<sup>th</sup> of their rating and score for the Teacher Observation Category. This will allow an early warning system that there are clear indications that a Teacher Improvement Plan (TIP) will need to be implemented for the following school year. This will give the teacher more time to assess their practice and plan accordingly, including professional development and support during the summer. The TIP must be prepared and implemented as soon as practicable but no later than October 1 following the school year for which a teacher's performance was measured.

### **Teacher Improvement Plans**

If a teacher's performance is evaluated as "Ineffective" or "Developing", he/she shall receive a Teacher Improvement Plan (TIP) (Appendix VI). The TIP will be mutually developed by the teacher and the administrator. The teacher will be afforded union representation upon request. The TIP will be implemented no later than October 1 of the school year within which the Plan will be applied. The Parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The Association president will be informed by the evaluator at the time the decision is made that a teacher needs to be placed on a TIP and will be provided with a copy of the TIP.

The TIP will define specific standards-based goals that a teacher must make progress toward attaining within a specific period of time and will include:

- Identification of areas that need improvement

- Performance goals in clear, objective, and measurable terms
- A timeline for achieving improvement, including periodic reviews
- The manner in which improvement will be assessed
- Differentiated activities to support improvement
- Professional learning activities that the educator must complete
- Artifacts that may serve as benchmarks of improvement
- Additional support and assistance that will be made available to the teacher

No disciplinary action predicated upon performance addressed in the TIP shall be taken by the District against a teacher until a TIP has been fully implemented and its effectiveness in improving the teacher's performance has been evaluated. This protection will not apply if significant effort and improvement are not evident by the second check point.

## **Appeals**

The following procedure is the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher's performance review and/or improvement plan.

A teacher who receives an effectiveness composite score rating of "Ineffective" or "Developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.

The scope of appeals under Education law 3012- d shall be limited to the following subjects:

1. The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012- d;
2. The adherence to the Commissioner's regulations, as applicable to such review;
3. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
4. The school district's issuance and/or implementation of the terms of the teacher improvement plan under Education law 3012- d.
5. The substance/rating of the Annual Professional Performance Review which may include, but not be limited to, the instance of a teacher rated Ineffective on the Student Performance Category but rated Highly Effective on the Observation Category based on an anomaly that the Review Panel determines resulted in an inaccurate rating for the teacher.

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

All appeals must be submitted in writing no later than fifteen (15) calendar days of the date when the teacher receives his/her annual professional performance review. The form is included as Appendix VII. If a teacher is challenging the issuance of an improvement plan, appeals must be filed within fifteen (15) days of the issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. If a teacher is challenging the

implementation of an improvement plan, the appeal must be filed within fifteen (15) calendar days of the completion of the improvement plan.

A teacher wishing to initiate an appeal must submit, in writing, to the Superintendent a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

Under this appeals process the teacher bears the burden of proving by substantial evidence the merits of his or her appeal.

After receiving an appeal, the Superintendent, working with the Lyncourt Teachers Association President will convene a three person review panel comprised of the Superintendent or other district lead evaluator, the LTA President or designee, and one other person mutually agreed upon by the Superintendent and LTA President within fifteen (15) calendar days of the receipt of the appeal. Any district lead evaluator sitting on the review panel must be a neutral administrator and shall not have been involved in the evaluation process of the teacher filing the appeal.

The panel shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the teacher filed his or her appeal. The decision of the panel shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the panel shall not be subject to any further appeal. All information presented and discussed through the appeals process is to remain confidential among the review panel and the teacher involved with the appeal.

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

### **Professional Development**

Professional development objectives for teachers will be based on evaluations, in addition to school and/or district priorities.

### **Annual Review**

This plan will be reviewed on an annual basis and revised as needed. Such changes will be made through the collective bargaining process required by law. The parties agree that the annual review of this plan will not be considered as reopening any other portion of the collective bargaining agreement.

### **Rubric**

See Appendix IV for classroom rubric.

## **APPENDIX I**

Links to Regulation 3012-d (Guidance on New York State APPR Regulations):

<http://www.saanys.org/uploads/content/fieldguidance.pdf>

## APPENDIX II

### The New York State Teaching Standards

- I. Knowledge of Students and Student Learning
- II. Knowledge of Content and Instructional Planning
- III. Instructional Practice
- IV. Learning Environment
- V. Assessment for Student Learning
- VI. Professional Responsibilities and Collaboration
- VII. Professional Growth

<http://www.regents.nysed.gov/meetings/2011Meetings/January2011/111hed3.pdf>

## APPENDIX III

### Criteria for inclusion in AIMS Web Teacher Evaluation Data

- Student must be present for Fall and Winter Benchmarks to be included.
- Student must be enrolled by October 15<sup>th</sup>, the closing date of the Fall benchmark window.
- In the event a student's Winter benchmark shows a year's growth, that score will be used.
- If an ENL student is eligible to take the NYSESLAT in place of the NYS ELA assessment, they are exempt from AIMS Web testing (1st year immigrant students).
- Students with disabilities who meet any of the following criteria:
  - Non-verbal
  - Non-reader (2nd grade or higher)
  - Classification of Intellectual Disability or Multiply Handicapped
  - Eligible for NYSAA
  - Unable to give any correct response on 50% or more of initial baseline assessments (Fall benchmark)

Example: Kindergarten student is able to name numbers through 20 on the Number Naming Fluency measure (NNF) and can name 3 letters on the Letter Naming Fluency assessment (LNF), but cannot give any correct response on the Initial Sounds measure (IS), Letter Word Sounds Fluency (LWSF), Quantity Total Fluency (QTF) and Quantity Difference Fluency (QDF) measures.

Example: 5th grade student is able to read the Oral Reading Fluency measure (ORF) and compute correctly on the Mental Computation Fluency assessment but has 0 corrects on the Reading Comprehension and Concepts & Applications measures.

- Students with excessive absenteeism may be brought to the attention of the Superintendent/Data Coordinator for possible exclusion from the Growth Score data.

**APPENDIX IV**

**Lyncourt Union Free School District  
Classroom Observation/Evaluation Form**

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Check One:** \_\_\_ **Probationary** \_\_\_ **Tenured**

**The Class Was Involved In:**

\_\_\_\_\_

**1: PLANNING AND PREPARATION**

	<b>INEFFECTIVE</b>	<b>DEVELOPING</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.a. Demonstrating Knowledge of Content and Pedagogy</b>	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.b. Demonstrating Knowledge of Students</b>	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.c. Setting Instructional Outcomes</b>	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.d. Demonstrating Knowledge of Resources</b>	Teacher is unaware of resources for classroom use, for expanding one's own knowledge or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.e. Designing Coherent Instruction</b>	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instruction groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.f. Designing Student Assessments</b>	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.

**Evaluator's Comments:**

**Teacher's Comments:**

## **2: THE CLASSROOM ENVIRONMENT**

	<b>INEFFECTIVE</b>	<b>DEVELOPING</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.a. Creating an Environment of Respect and Rapport</b>	<p>Patterns of classroom interactions, both between the teachers and students and among students, are mostly negative, inappropriate, or insensitive to student's ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns or conflict. Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.b. Establishing a Culture for Learning</b>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.</p>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.c. Managing Classroom Procedures</b>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.d. Managing Student Behavior</b>	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.e. Organizing Physical Space</b>	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

**Evaluator's Comments:**

**Teacher's Comments:**

### 3: INSTRUCTION

	<b>INEFFECTIVE</b>	<b>DEVELOPING</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.a. Communicating with Students</b>	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.b. Using Questioning and Discussion Techniques</b>	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.c. Engaging Students in Learning</b>	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.d. Using Assessment in Instruction</b>	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.e. Demonstrating Flexibility and Responsiveness</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

**Evaluator's Comments:**

**Teacher's Comments:**

#### **4: PROFESSIONAL RESPONSIBILITIES**

	<b>INEFFECTIVE</b>	<b>DEVELOPING</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.a. Reflecting on Teaching</b>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's 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. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.b. Maintaining Accurate Records</b>	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.c. Communicating with Families</b>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to the family concerns is handled with professional and culturally sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.d. Participating in a Professional Community</b>	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.e. Growing and Developing Professionally</b>	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.f Showing Professionalism</b>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited though genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.</p>	<p>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

**Evaluator's Comments:**

**Teacher's Comments:**

**LYNCOURT UNION FREE SCHOOL DISTRICT**  
 Annual Professional Performance Review  
 2019-2020

**Teacher End of Year Evaluation Summary (§3012-d)**

Teacher: Mrs. Smith

Subject/Grade: Elementary Teacher

**Teacher Observation Score: 3.21**

Danielson Rubric Elements	Announced Observation (85%)	Unannounced Observation (15%)
1a	4	3
1b	3	
1c	3	
1d	3	
1e	3	
1f	3	
2a	3	3
2b	4	3
2c	4	3
2d	2	3
2e	3	2
3a	3	3
3b	4	4
3c	3	3
3d	3	3
3e	3	
4a	4	
4b	3	
4c		
4d		
4e	3	
4f	4	
<b>Average</b>	<b>3.25</b>	<b>3</b>
<b>Weighted Score</b>	<b>2.76</b>	<b>0.45</b>
<b>Total Score=3.21 (Effective)</b>		

Level	Teacher Observation Category
Ineffective	0-1.49
Developing	1.5-2.49
<b>Effective</b>	<b>2.5-3.49</b>
Highly Effective	3.5-4

\*Non-tenured teachers: Please schedule an End-of-the Year Summative Evaluation with Mrs. Davis within 5 days of receipt of this summary.

Student Performance Score: 75%=Effective (K-8 Building Growth Option)

SLOs		Scoring Range	State-Provided Growth Scores	
Rating	Percent of Students Meeting Target		MGP Range	Rating
I	0-4%	0	3-23	I
I	5-8%	1	24	I
I	9-12%	2	25	I
I	13-16%	3	26	I
I	17-20%	4	27	I
I	21-24%	5	28	I
I	25-28%	6	29	I
I	29-33%	7	30	I
I	34-38%	8	31	I
I	39-43%	9	32	I
I	44-48%	10	33	I
I	49-54%	11	34	I
I	55-59%	12	35	I
D	60-66%	13	29-37	D
D	67-74%	14	38-40	D
E	75-79%	15	36-48	E
E	80-84%	16	49-55	E
E	85-89%	17	56-68	E
H	90-92%	18	67-68	H
H	93-96%	19	69-72	H
H	97-100%	20	73-94	H



Overall 2019-20 Teacher HEDI Score: Effective

3.2=Effective

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

75%=Effective

APPENDIX VI  
TEACHER IMPROVEMENT PLAN

Teacher \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Association Representative \_\_\_\_\_

1. List the areas in need of improvement. If there are several, indicate the priority order for addressing them.
  
2. Performance Goals: Provide specific, measurable objectives the teacher must meet to show improvement.
  
3. Timeline: Indicate duration of TIP and schedule of periodic reviews of progress.
  
4. Assessment of improvement: Indicate what measures will be used to assess improvement.
  
5. Differentiated activities to support improvement
  - Support and assistance to be provided by district
  
  - Professional learning activities to support improvement
  
  - Other
  
6. Artifacts to demonstrate improvement

Scheduled Meeting Dates

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Evaluator Comments

Meeting Date \_\_\_\_\_

Teacher Comments

### Recommendation for Results of TIP

- The teacher has met the performance goals identified through the TIP.
- The teacher has not met the performance goals identified through the TIP

### Next Steps

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with his/her evaluator. Teachers shall have the right to insert written explanation or response to written feedback, which may be considered during the Appeals process.

**APPENDIX VII  
LYNCOURT UNION FREE SCHOOL DISTRICT  
APPR EVALUATION APPEALS DOCUMENT**

- Submit the signed and completed form to the Superintendent of Schools and the Association President within 15 calendar days of receiving the evaluation you are appealing.
- Please review the Evaluation Appeals process found in the APPR plan on the district's website to review the timelines for appealing an evaluation.

**1. Evaluation Appeal Information**

I request the APPR Review Panel review the evaluation attached to determine if the evaluation in question should be affirmed or overturned.

**Teacher Name (please print):** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Observer's Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Observer's Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Date of Evaluation:** \_\_\_\_\_ **Date Member received Evaluation Results from Administrator:** \_\_\_\_\_

**Date Appeal Submitted:** \_\_\_\_\_

**2. Appeal**

Explain why you believe the evaluation should be reviewed: (attach additional sheets as necessary)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Rating being appealed:
  - Developing  Ineffective
- What do you believe the rating should have been?
  - Highly Effective  Effective  Developing

- Attach the evaluation being appealed and any supporting documentation for the Review Panel.

The 2019-2020 Annual Professional Performance Review (3012-d), having been collectively bargained by the Lyncourt Union Free School District and the Lyncourt Teachers' Association, is hereby approved and may be submitted to the state via the required portal.

\_\_\_\_\_  
Margaret DelVecchio, LTA Co-President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chenelle Horton, LTA Co-President

\_\_\_\_\_  
Date

\_\_\_\_\_  
James Austin, Superintendent

\_\_\_\_\_  
Date