I. Our Mission

We, the West Babylon School Community, declare our commitment to provide educational experiences of quality, which enable all students to learn, share, lead and compete in the global community. Our commitment is to provide a school system dedicated to the proposition that all students will become lifelong learners who take pride in their work and in their service to others.

II. Statement of Purpose for West Babylon’s Annual Professional Performance Review Plan

It is the intent of the West Babylon UFSD to foster ongoing professional growth and development, reflection, and refinement of professional practice for all of its faculty and staff in order to improve teaching, professional practice and student learning. The protocols, instruments, and rubrics included in this document are to be considered a framework for a cycle of continuous improvement and efficacy for all students, faculty, and staff. It assures a common language, and common expectations among all teachers and evaluators. It is intentionally linked with the district’s Professional Development Plan to ensure teacher-driven professional development and support.

The West Babylon Union Free School District (“District”) and the West Babylon Teachers Association (“Association”) agree that the following principles will govern the APPR process:

- It is every teacher’s responsibility to continue to grow professionally.
- It is the West Babylon Union Free School District’s responsibility to provide the resources and support for teachers to improve instruction and professional practice.
- The overarching goal of the evaluation process is that teachers and evaluators examine the evidence obtained by multiple measures of teaching practice and student achievement to plan for meaningful professional learning and improvement of instruction.
- The APPR encourages professional growth and development through a process that is based on current research on best practices and aligned with NYS teaching standards.
- Evaluations will be conducted openly and objectively with the full involvement of the teacher.

Nothing in the APPR will be construed to abrogate any provisions of the collective bargaining agreement between the West Babylon Union Free School District and the West Babylon Teachers Association.

Rationale

In accordance with 3012c, the evaluation processes herein are based on the New York Teaching and ISLLC Standards provided by the Commissioner of Education pursuant to the Regulation 100.2. However, the ultimate purpose of a quality Annual Professional Performance Review plan (APPR) is much more than fulfilling a State mandate. It is an essential process by which the entire learning organization can achieve its mission and vision for all students.
The West Babylon UFSD, its faculty, school administrators and central administrators are committed to focusing their efforts and resources to bring about a meaningful evaluation process as an important means to achieve this goal.

The West Babylon Board of Education will approve an APPR plan on an annual basis by September 1 and make it public on the district website (www.wbschools.org) by September 10.

All educators will receive timely and constructive feedback as part of the evaluation process.

Demographic Information

West Babylon Union Free School District is a suburban school district located in western Suffolk County. The District provides educational services to a racially, ethnically and economically diverse community. The West Babylon Schools incorporate five elementary schools, one junior high school and one high school. Enrollment from kindergarten to twelfth grade is nearly 4300.

Plan Requirements

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

- 20 percent student growth on state assessments or a comparable measure of student growth (25 percent upon implementation of a value-added growth model). For those assessments that do not utilize the value added growth model, the student growth portion will remain at 20 percent; and
- 20 percent other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms (15 percent following implementation of a value-added model). For those assessments that do not utilize the value added growth model, the student growth portion will remain at 20 percent. Local Assessments are to be developed locally through collective bargaining; and
- 60 percent based on multiple measures of effective teaching practice aligned with the state’s teaching standards. The measures are to be established locally through collective bargaining. Forty percent shall be based on classroom observations with one observation being unannounced using The Thoughtful Classroom Teacher Effectiveness Framework, Instructional Practice Dimensions 1-9. Twenty percent will be based on The Thoughtful Classroom Teacher Effectiveness Framework Professional Practice Dimension 10.

The intent of the evaluation system is to foster a culture of continuous growth for professionals. The APPR is required to be a significant factor in employment decisions including, but not limited to: retention, tenure determination, termination and professional development. Each decision is to be made in accordance with locally developed procedures collectively bargained.

The West Babylon Union Free School District will adopt an APPR plan by July 1st of each school year. The district shall submit the plan on a form prescribed by the commissioner, to the State Education Department for approval. Should the plan be rejected, any deficiencies that are subject to negotiations shall be resolved through collective bargaining, and the plan resubmitted.

III. The APPR Committee

West Babylon Union Free School District will form a joint labor-management APPR Committee (“Committee”). This Committee will be responsible for reviewing the policies and procedures related to the APPR. The Committee will also be responsible for reviewing disputes concerning assignment of teacher of record. The APPR Committee shall have the power to establish sub-committees when necessary to represent disciplines and academic levels. Sub-committee shall report their recommendations to the APPR Committee. It is understood and agreed that the APPR Committee will continue in effect until such time as there is mutual agreement on any change. Either party may request that the joint committee review specific aspects of the APPR. Any changes to the evaluation procedures of
teachers recommended by the APPR Committee shall be submitted to both the District and the Association. Any necessary revisions based on the APPR committee’s recommendations or by any other means shall be accomplished through collective bargaining and only be effective upon mutual written agreement of the Association and the District.

IV. Collection and reporting of teacher and student data

A. Data Management

West Babylon UFSD will align its Student Information System (eSchool Data) and Level 1 Reporting to ensure that SED receives timely and accurate:
- teacher, course and student “linkage” data, as well as a process for teacher and principal verification of the courses and/or student rosters assigned to them.
- individual sub-component scores and the total composite effectiveness score for each applicable educator.

West Babylon UFSD will secure all assessments in compliance with NYSED Test Integrity Policies and Procedures to ensure that the assessments are:
- not disseminated to students before administration.
- not scored by teachers who have a vested interest in their outcome. “Vested interest” shall mean: teachers will not score the assessments of students’ whose performance will be utilized in the teacher’s evaluation.

West Babylon UFSD will work with all vested parties (BOE, WBTA, WBAA, APPR Committee, PAC Committee, PDP Committee, Textbook Committee, WBTA Curriculum Committee etc.) to determine decisions about:
- local measures of student achievement
- teacher practice rubrics
- any other instruments, etc. (such as surveys, self-assessments, portfolios)
- scoring methodology for the assignment of points to locally selected measures of student achievement and other measures of teacher or principal effectiveness.

B. Growth Measures

The District and the Association shall collaboratively develop a verification procedure to ensure that all teachers 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 District shall ensure that the State Education Department (“SED”) receives accurate student data, including enrollment and attendance data and any other student, teacher, course and teacher/student linkage data necessary to comply with the Regulations of the Board of Regents by providing such data in a format and timeline prescribed by the Commissioner of Education (“Commissioner”).

C. Teacher of Record Review

In accordance with current NYS Education Department procedures, each teacher who is subject to evaluation under the provisions of §3012-c, is provided secure access by NYSED to the database of teacher-student linkage designations for their students and other applicable student information. Any teacher who believes that the list is incorrect and/or inconsistent with the standards established by the Commissioner’s regulations for making student-teacher linkage determinations and other applicable student information (e.g. dates of service, demographics) shall be responsible for communicating information about the inconsistencies to their principal. Principals are responsible for verifying the accuracy of student data and student-teacher linkage data for their school. They shall forward relevant information to the Coordinator of K-12 Data and Instructional Technology who will take the appropriate remedial steps to correct the error. Any teacher who believes that an error has not been appropriately corrected shall be entitled to seek review of this determination by the APPR Committee.
D. Data Verification Dates

- September- Verification of student roster on the last school day of the month
- Throughout the School Year- Additional verifications as necessary

Based on State Assessment Dates

- District shall notify teachers of all student verification procedures and timelines within five school days from the start of the school year, if available from the State Education Department. In addition, teachers will also be notified of all subsequent changes made by the State Education Department as soon as practical.

E. Verification for Locally Selected Measures

Both the District and the Association agree that attendance may be a significant factor when considering student achievement. Therefore, students shall have a weighted value representative of the percent the student attended the course when the student scores are averaged to determine the teachers rating for the 20% local assessment; and when applicable for determining the 20% based on the SLOs.

Attendance will be tracked in accordance with procedures developed by the District and the Association.

F. Monitoring

West Babylon UFSD agrees to collaborate with the SED regarding any concerns and/or monitoring of the district regarding evaluation implementation.

G. Reporting

The district will adhere strictly to the requirements for reporting sub-component and composite scores to the New York State Department of Education established by regulations. A unique identifier will be used, and the names of individual teachers will not be provided. An administrator shall not submit any written assessment, sub-component or composite rating of an individual teacher to any outside agency or person, without the prior written authorization of the Association.

V. Internal assessment development and assessment security

A. Assessment development

District-developed and teacher-created assessments of student achievement provide opportunities for professional development and building local capacity. The West Babylon Union Free School District will encourage the development of assessments by teams of teachers through collaboration with BOCES, or other consortiums or through its own faculty. Rubric tools, developed by collective bargaining between the West Babylon Teachers Association and the West Babylon School District, will be used to verify comparability and rigor.

B. Assessment security

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

VI. Training for evaluators and staff

Evaluator Training

West Babylon UFSD will ensure that all lead evaluators/evaluators are properly trained. Lead evaluators will be certified by the Superintendent to complete an individual’s performance review. Lead evaluator training has been conducted by certified BOCES Network Team personnel. The evaluator training has replicated the recommended
SED model certification process incorporating per the 3012-c regulations. The training has included the following Requirements for Lead Evaluators:

- New York State teaching Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLs and students with disabilities.

West Babylon UFSD will work with the Western Suffolk BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

Any administrator or supervisor who is the evaluator of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation. Any evaluation or APPR rating that is determined in whole or in part by an evaluator who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher’s record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

The Association shall be furnished with a list of all administrators and supervisors who have been trained including the date and amount of time each have received training and/or retraining.

All professional staff subject to the district’s APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the district’s teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted within 30 calendar days of the beginning of each subsequent school year for newly hired staff.

**VII. Student growth measures**

For classroom teachers of grades 4-8 ELA and math, state assessments will be used for the growth component.

Teachers of subjects where there is no state-provided measure of student growth on state assessments (i.e., subjects without a state assessment and subjects where a state-provided growth measure has not yet been created based on the state assessment), must use other comparable measures of growth. These teachers will have a growth measure based on a methodology prescribed by SED. SED has determined that these teachers will have a growth measure based on Student Learning Objectives (SLOs). SLOs, by definition, require an understanding of local needs and objectives. A state form has been included in the Appendix to help members develop individual SLOs. The District maintains its authority and responsibility over the SLOs development process. However, if an SLO is utilized as a locally selected measure, the WBTA has the right to collectively bargain said SLO and procedures pertaining to the SLO as a local assessment.

It is anticipated that SED will score and report the state-provided growth measure (or value-added measure after the VAM system is approved by the Regents.) no later than September 1\(^{st}\), following the year the teacher is evaluated. Teachers will not be penalized in any way because of such data not being received in a timely manner, which results in an incomplete rating.
VIII. Locally developed and selected measures of student growth or achievement - the second 20%

A. Weighting of Students
The formula for students’ weight shall be based on the percent of attendance within each course/class. Attendance at night school, In School Suspension, Out-of-school suspensions, home-teaching, etc. shall not count towards the attendance of the course when calculating the weighting of the student in the course.

The formula used for weighting student attendance shall be as follows:

- Find the sum of the students’ growth percentiles for each course/class
- Find the adjusted attendance by taking the percent of attendance for each student (generated by eSchool) and converting it to a decimal
- Find the sum of the adjusted attendance for all linked students
- Divide the Student Growth Percentile Sum by the Sum of the adjusted attendance
- Class average is then converted to a score using the conversion chart for STAR growth percentiles

In no case shall any control, adjustment, or any combination thereof, result in an increase in any sub-component score of more than two points.

B. 2012-2013 Locally Selected Measures of Student Growth
For the 2012-2013 school year, Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessment for K-12. Renaissance Learning will provide a Median Student Growth Percentile (MSGP) for each teacher of record. Renaissance Learning recommends the following MSGP to educator evaluation category alignment.

<table>
<thead>
<tr>
<th>Category</th>
<th>MSGP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective</td>
<td>1-20</td>
</tr>
<tr>
<td>Developing</td>
<td>21-40</td>
</tr>
<tr>
<td>Effective</td>
<td>41-60</td>
</tr>
<tr>
<td>Highly Effective</td>
<td>61-99</td>
</tr>
</tbody>
</table>

In accordance with this alignment the conversion chart listed in Appendix will be utilized to convert the MSGP to a 0-20 points allotted in the local selected assessment component of the teacher evaluation rating. For the purpose of calculating MSGP, K-12 students will be administered the assessment during Renaissance Learning’s recommended Fall and Spring date ranges. Students may also be assessed during the winter date range for instructional purposes.

C. Procedures to select, develop or review local assessment measures
The 2012-2013 measures of student growth were selected by the WBTA and District APPR team during the initial development of the APPR. The Committee will periodically review the locally selected measures of student achievement to ensure their continued validity, reliability and appropriateness. Recommendations shall be reached by consensus. Any recommendations and/or revisions based on the committee’s recommendations, or by any other means, shall be accomplished through collective bargaining and only be effective upon mutual agreement of the Association and the District. The Committee shall commence meeting no later than the last school day in October and their recommendation shall be reported to the collective bargaining teams for approval, non-approval or modification. Changes shall be implemented no earlier than the 2013-2014 school year.

The committee will be charged with identifying the specific measurements of student achievement, timelines for the collection of student achievement data, and how student achievement data will be weighted and adjusted to account for differences in student populations. The committee will be guided by the following principles:
Locally selected measures should help the teacher add value to classroom instruction. There needs to be a purpose/use other than solely for evaluation.

Local measures should include assessments other than standardized state tests

Local measures should be aligned with the state’s student learning standards and performance indicators including: critical thinking, cooperative problem-solving and oral communications. Local measures should be aligned with NY State Common Core Standards, meet statewide criteria and consist of multiple measures of student performance to improve the accuracy and stability of evaluations by reducing reliance on any single measure of performance.

The Superintendent shall certify that the measures meet the requirements for rigor and comparability. Comparability is defined as using the same measures across a subject and/or grade level within the District. Rigor is defined as being aligned to the New York State Learning Standards and, to the extent practicable, valid and reliable as defined by the testing standards, meaning the “Standards for Educational and Psychological Testing” (American Psychological Association, National Council on Measurement in Education, and American Educational Research Association; 1999 – available at the Office of Counsel, SED).

IX. Measures of teacher effectiveness based on the NYS Teaching Standards – 60%

A. Rubric

Critical to this sub component is the selection of the rubric that will be used to collect evidence of teacher effectiveness. The District and the Association have agreed that the Thoughtful Classroom Teacher Effectiveness Framework (TCTEF), selected from the list of SED approved rubrics, will be used.

Fidelity to the TCTEF and the forms is agreed to by the district and the WBTA. Any changes to the forms or process would have to be agreed to by the district and WBTA.

B. Multiple Measures

Evidence of professional practice shall be obtained through multiple measures. Specifically teacher effectiveness shall be derived from, but not limited to classroom observations, planned activities, evidence of student performance, student portfolios, lesson plans and other artifacts of teacher practices.

- These measures will include a minimum two observations. One of these will be unannounced. It is the prime purpose of observations and evaluations to highlight a teacher’s strengths and weaknesses so that a teacher will benefit from the observation-evaluation. The process of evaluation should foster continual growth and development.
- 40 points must be attributed to observations by trained evaluators.
  - Teachers will be notified no later than May 1st of their points acquired on the 9 observable dimensions.
- 20 points must be attributed to Professional Practice Dimension 10.
  - If a teacher completes the TCTEF Self-assessment and Professional Growth Plan, the teacher will receive no less than a minimum rating of developing in the Commitment to Professional Growth section.
  - If a teacher participates in any non-contractual activity which promotes student learning, engagement and/or appreciation, the teacher will receive a rating of no less than effective on the Professional Practice Dimension 10 indicator for “Commitment to Professional Growth”. (Examples include participation in Professional Learning Clubs, collegial circles, Listservs, awards programs, building effectiveness teams, etc.)
- Teachers must be made aware of observations as they are occurring. All monitoring or observation of the work performance of a teacher shall be conducted openly with full knowledge of the teacher.
- The use of eavesdropping, public address or audio and/or video systems and similar surveillance shall be strictly prohibited.
- The use of video for lesson observation may be used if explicitly agreed upon by a teacher and evaluator.
• Outside companies or agencies shall not be contracted by the District to conduct observations or any evaluations.
• No teacher shall be penalized due to errors in substance or scoring or loss of test by the District, RIC, State or outside agencies.

The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF) will be utilized to determine the assignment of 40 points based upon at least two observations, one of which is unannounced. During these observations, teachers would be evaluated on some of the dimensions in the Instructional Practice section of the TCTEF (Dimensions 1-9).

Non-tenured teachers will receive a minimum of three formal observations (i.e. formal observations include a pre-observation and post-observation conference). These will be supplemented by informal observations, including one unannounced informal observation, (i.e. informal observation does not include a pre-observation and does include a post-observation conference) and additional formal observations as requested by the non-tenured teacher or at the discretion of the lead evaluator.

Tenured teachers will receive a minimum one formal observation and a minimum of one informal observation (informal observation will be unannounced). The teacher may request additional observations.

In accordance with the TCTEF teachers are not typically rated in all nine dimensions during a single observation. A score of one to four will be assigned to each dimension rated during an observation.

The Observation Score for each separate observation will be determined by:

• The sum of the scored dimensions will be divided by the number of dimensions scored. The overall rubric score will be calculated using the attached 40 point conversion chart (Appendix).

• The converted score from each observation (0 to 40 points) will be averaged to calculate a final score of 0 to 40 points.

The Thoughtful Classroom Teacher Effectiveness Framework will be utilized to determine the assignment of 20 points based upon review of teacher artifacts using the Professional Practice section (Dimensions 10-12).

• A score of one to four will be assigned for each of the three Professional Practice dimensions.

• These scores will be totaled (Professional Practice score).

• The Professional Practice score will be divided by 3 to determine the overall average rubric score.

The result will be used as the Total Average Rubric score with the attached table (Appendix) to determine the conversion score. The overall rubric score will be calculated using the attached 20 point conversion chart. The composite conversion scores (20 point composite score and 40 point composite conversion scores) will be added to determine the teacher’s HEDI rating.

C. Procedures

The following procedures will be utilized for the scheduling of observations:

• Observations will be conducted during the school year omitting September and June unless the teacher is on a TIP or an individual teacher requests an observation during these months.
During the pre-observation conference for formal evaluations, the teacher and the evaluator will discuss the dimensions that will be focused upon during the lesson. Other dimensions may be observed.

For informal observations, teachers will be given a two-week window during which the informal observation or Learning Walk will be conducted.

The number of evaluators involved in any one Learning Walk will not exceed two people in any classroom at any given time without prior agreement of the teacher.

There will be no more than one Learning Walk in any teacher’s classroom on any given day without prior agreement of the teacher.

For Learning Walks the evaluators and teachers will work collegially to determine what the “look for” will be before the Learning Walk process begins.

Learning Walks are instructional in nature and are not scored and utilized in the evaluation score. They can be used to show evidence of teacher growth on a particular indicator from the TCTEF.

Teachers will receive feedback verbally upon the completion of a Learning Walk. The completed Learning Walk form (Appendix) will be provided to the teacher by the evaluator within two business days.

No observations will be conducted one day prior to a school holiday, conference day, or vacation or one day after a school holiday, conference day, or vacation.

No observations will be conducted during an applicable assessment window.

Teachers who travel between multiple buildings are to be observed in their home school and summatives are to be completed by the administrator in their home school.

Within one week of each observation the teacher and evaluator will discuss the evidence collected and complete the TCTEF post observation form. Forms are completed by the evaluator during the post-observation conference, as per the TCTEF procedures. At this conference teachers will be given their observation score for each observed indicator.

Observations will be discussed within one week of the observation, written feedback will be provided to the teacher within 5 days of the post-observation interview.

A teacher shall have a right to record any response he/she wishes to record on, or attach to, the evaluation form placed in the teacher’s file.

In the event any teacher member feels the rating by the evaluator is not reliable or consistent with the TCTEF, they may request another observation by a different evaluator.

D. Frequency and type of observations

I. Each non-tenured teacher and non-tenured teaching assistant will receive:

A. Minimum of 3 formal observations.
   1. Pre and post conferences within one week of the observation- forms are to be completed by the evaluator during the interview with the teacher.
   2. Post conference shall include scoring from The Thoughtful Classroom Teacher Effectiveness Framework rubric.
   3. The teacher may request additional formal observations.

B. Formal observations will be supplemented by a minimum of one informal observation and may include 3-4 Learning Walks.
   1. One informal observation will be unannounced. There is no pre-conference for an informal observation.
   2. The teacher may request additional informal observations.
   3. As per The Thoughtful Classroom Teacher Effectiveness Framework, a Learning Walk is a classroom visit, not to exceed 10 minutes. Learning Walks are instructional in nature and are not scored and utilized in the evaluation score. They can be used to show evidence of teacher growth on a particular indicator from the TCTEF.
   4. Teachers will be provided with a post observation acknowledgement form to sign, and will have the opportunity to include additional comments or rebuttal.
   5. All informal observations and Learning Walks must be followed by written feedback.
II. Each *tenured teacher* and *tenured teaching assistant* will receive:

A. Minimum of 1 formal observation (Require by SED)
   1. Pre and post conferences within one week of the observation- forms are to be completed by the evaluator during the interview with the teacher.
   2. Post conference shall include scoring from *The Thoughtful Classroom Teacher Effectiveness Framework* rubric.
   3. The teacher may request additional formal observations.

B. Minimum 1 Informal Observations
   1. One informal observation will be unannounced.
   2. There is no pre-conference for an informal observation.
   3. The teacher may request additional informal observations.
   4. Teachers will be provided with a post observation acknowledgement form (Appendix) to sign and will have the opportunity to include additional comments or rebuttal.
   5. All informal observations must be followed by written feedback.

C. Learning Walks (may include 3-4)
   1. As per *The Thoughtful Classroom Teacher Effectiveness Framework*, a Learning Walk is a classroom visit, not to exceed 10 minutes. Learning Walks are instructional in nature and are not scored and utilized in the evaluation score. They can be used to show evidence of teacher growth on a particular indicator from the TCTEF.
   2. Teachers will be provided with a completed Learning Walk form to sign, and will have the opportunity to include additional comments or rebuttal.
   3. All Learning Walks must be followed by written feedback.

III. **Non Tenured Instructional Support Staff**

Other Instructional Support staff includes psychologists, guidance counselors, registered nurses, social workers, attendance officer, Director of Athletics & Physical Education and Coordinator of K – 12 Student Data & Instructional Technology.

A. Minimum of 3 Formal Observations
   1. Observations will be specific to their responsibilities (i.e. CSE meetings…)
   2. Confidentiality regulations will be adhered to.
   3. Pre and post conference within one week of observation.
   4. Forms are to be completed by the evaluator during the interview.
   5. Post conference shall include scoring from rubric.
   6. Additional formal observations may be requested.

B. Minimum of 1 Informal Observation
   1. Observations will be specific to their responsibilities (i.e. CSE meetings…)
   2. Confidentiality regulations will be adhered to.
   3. One informal observation will be unannounced.
   4. There is no pre conference for an informal observation.
   5. Informal observation must be followed by written feedback.
   6. Post observation acknowledgement form will be provided to be signed and will have the opportunity to include additional comments or rebuttal.
   7. Additional informal observations may be requested.

IV. **Tenured Instructional Support Staff**

Other instructional support staff includes psychologists, guidance counselor, registered nurses, social workers, attendance officer, Director of Athletics & Physical Education and Coordinator of K – 12 Student Data & Instructional Technology.

A. Minimum of 1 Formal Observation (Consistent with teacher SED requirement)
1. Observations will be specific to their responsibilities (i.e. CSE meetings…)
2. Confidentiality regulations will be adhered to.
3. Pre and post conference within one week of observation.
4. Forms are to be completed by the evaluator during the interview.
5. Post conference shall include scoring from rubric.
6. Additional formal observations may be requested

B. Minimum of 1 Informal Observation
   1. Observations will be specific to their responsibilities (i.e. CSE meetings…)
   2. Confidentiality regulations will be adhered to.
   3. One informal observation will be unannounced.
   4. There is no pre conference for an informal observation.
   5. Informal observation must be followed by written feedback.
   6. Post observation acknowledgement form will be provided to be signed and will have the opportunity to include additional comments or rebuttal.
   7. Additional informal observations may be requested.

An evaluation rubric has been selected for other instructional support staff (see appendix).

X. Designation Process

It is understood that the ultimate objective of an improvement plan is increased student achievement via improved instructional practice or improved instructional support practice, and the issuance of a Teacher Improvement Plan is not a disciplinary action. Upon rating a teacher or other instructional support staff as “developing” or “ineffective” through an annual professional performance review, the District will develop and commence implementation of a teacher improvement plan for such teacher or special area certificated staff member.

Teacher Improvement Plans
West Babylon UFSD will support teachers & other instructional support staff whose performance is evaluated as needing a Teacher Improvement Plan (TIP) by adhering to the following philosophy and process:

Philosophy
Professional performance review evolves from the philosophy that quality observations, feedback and analysis lead to self-reflection on the part of the teacher. These actions ultimately result in professional growth and development of the teacher by:
   a) validating the teacher’s effectiveness in a consistent and sustaining manner;
   b) assisting the teacher to consider, plan and implement instructional and curricular goals;
   c) encouraging the teacher’s thinking about his/her own instructional decision making;
   d) facilitating the teacher’s analysis and solution of classroom problems;
   e) stimulating a successful self-reflective process;
   f) promoting the teacher’s responsibility to grow professionally;

It is the district’s responsibility to provide resources and support to improve instruction and professional practice and evaluate objectively with the full involvement of the teacher.

Identifying Teachers At Risk
Identification of teachers at-risk begins with the building principal/supervisor as an outgrowth of The Thoughtful Classroom Teacher Effective Framework process. During the course of a school year, the supervisor/administrator will identify specific pedagogical concerns based on the criteria identified in the Annual Professional Performance Review. These concerns will be shared with the teacher and his/her representative along with suggestions and opportunities for improvement. A teacher is considered to be a teacher-at-risk if:
   a) Rated as “developing” or “ineffective” through an annual professional performance review.
b) A continuing pattern of poor classroom performance is evident via a minimum of two (2) classroom observations. A teacher may request additional observations.

c) Efforts to self-improve have not been apparent.

d) Prior formal, written suggestions for improvement have failed to affect performance.

e) The teacher has received prior notification of the building administrator’s concerns. At least one summative evaluation must reflect the administrator’s concerns.

f) The union has been notified as an active participant. (The union shall be notified within two weeks of a teacher being identified as at-risk.)

**Building Level Teacher Improvement Plan (TIP) Committee**

- The Building Level Teacher Improvement Plan (TIP) Committee will be established in May, to serve for the following school year.
- The Building Level TIP Committee will be composed of:
  - Principal or Assistant Principal
  - Teacher-at-risk
  - Union Representative
  - Others as mutually agreed upon by the principal and teacher

**Responsibilities of the TIP Committee**

- The Committee will work toward consensus.
- The Co-Facilitators for the Building Level TIP Committee will be the Principal & WBTA President or designee. The Co-Facilitators of the District Level TIP Committee will be the Assistant Superintendent for Human Resources and the WBTA President or designee.
- The Co-Facilitators will schedule meetings, chair meetings, provide agendas, be the liaison for communications among committee members and/or with the teacher-at-risk, and process the necessary paperwork. At the end of the Teacher Improvement Plan process, the co-facilitators will collect all Committee members’ copies of all documentation and present the documents to the President or appropriate designee of the West Babylon Teachers Association.
- The Committee’s recommendation will be based on previous observations, evaluations, conferences, correspondences, etc.
- Additional Administrators/Supervisors may be called by the Committee to clarify documentation provided.
- All proceedings and documents will be held in strictest confidence.

**The Teacher Improvement Plan for a Teacher-At-Risk**

- Upon receiving a rating of “developing” or “ineffective”, a teacher shall be provided with a Teacher Improvement Plan.
- The Teacher Improvement Plan shall be developed in consultation with the teacher. An Association representative shall be afforded at the teacher’s request.
- The teacher will be advised of his/her right to such representation.
- The Teacher Improvement Plan will be presented no later than 10 school days after the 1\textsuperscript{st} day of classes.
- The building principal will meet with the teacher and the teacher’s union representative to present and implement the plan.
- Copies of the plan and subsequent memoranda/communications with the teacher will be given to the Assistant Superintendent for Human Resources and at the teacher’s request to the West Babylon Teachers Association President.
- The Association President will be timely informed whenever a teacher is placed on a TIP, and, with agreement of the teacher, shall be provided with a copy of the TIP.
- West Babylon Teachers Association President and/or the appropriate Vice-President will consult with the teacher to discuss how the West Babylon Teachers Association may assist in the successful completion of the plan (unless explicitly declined in writing by the teacher).
Elements of the TIP must include:

- Specific standards based goals that a teacher must make progress toward attaining within a specific period of time;
- Identification of areas that need improvement (performance goals, expectations, benchmarks, standards);
- A timeline for achieving improvement;
- How improvement will be measured and monitored;
- (If appropriate) Differentiated professional activities, materials, resources and supports the District will make available to assist the teacher including, where appropriate, the assignment of a mentor teacher;
- Number of formative observations will be specified in the plan.

The TIP should clearly describe the professional learning activities that the educator must complete in order to achieve an effective rating. These activities should be connected directly to the areas needing improvement. Professional learning activities may include team teaching, peer assistance, visitations, conferences, employee assistance program, workshops, in-service courses, graduate courses, NYSUT courses, program consultants, professional publication/resources etc.

The artifacts that the teacher must produce that can serve as benchmarks of personal improvement and as evidence for the final stage of his/her improvement plan should be described and could include items such as lessons, student work or unit plans, etc. The supervisor must clearly state in the plan the additional support and assistance that the educator will receive. In the final stage of the improvement plan, the educator should meet with his/her supervisor to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the teacher.

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

The End of the Year Summative Evaluation will recommend an extension of the Plan, a return to the regular observation cycle, or a recommendation to the Superintendent for further action.

TIP correspondence and documentation, which are considered to be the property of the school district, will be a part of the teacher confidential section of the regular personnel file for a period of 3 years after the completion of the Teacher Improvement Plan.

At the conclusion of any year, in consultation with the TIP Committee, if the Superintendent determines that the sought-after improvement has been achieved; all pertinent TIP materials will be destroyed. A letter to this effect will be sent to the teacher, with a copy to the West Babylon Teachers Association.

A teacher who believes that the terms of a TIP are arbitrary, unreasonable, inappropriate or defective, or that the District has failed to meet its obligation to properly implement the terms of a TIP, may seek relief through the District APPR Committee.

**District Teacher Improvement Plan Committee**

A teacher whose performance has been identified as in need of improvement and/or who has received an overall rating of ineffective and who has not benefited from a building level Teacher Improvement Plan will be required to participate in a district level Teacher Improvement Plan (TIP). A teacher may or may not be required to participate in a district level TIP for consecutive years, depending on the level of improvement obtained by the teacher. The District Level Committee will be composed of:

- Assistant Superintendent for Human Resources
- Teacher-at-risk
- One person chosen by the West Babylon Administrators Association
- Two teachers chosen by the West Babylon Teachers Association in consultation with the teacher-at-risk.
XI. Determination and Notification of Composite Score

A. Procedures
The District and the Association shall annually evaluate the rating system utilized in the APPR. By the start of school each year, teachers will be informed of the rating procedures and made aware of what is required for a teacher to be rated “highly effective,” “effective,” “developing,” and “ineffective” for the 20 percent locally-selected measures and the 60 percent other measures of teacher effectiveness.

The state-provided 20 percent growth measure, or comparable measure, subcomponent shall be formulated by the state.

The complete APPR shall be provided to the teacher as soon as practicable but no later than five days after release of the state provided 20% state assessment.

The teacher’s rating and score on the 20 percent locally-selected measures shall be provided no later than the last day of the academic year for which the teacher is being evaluated.

The 60 percent multiple measures of teacher effectiveness shall be computed and provided to the teacher, in writing as follows:

40% on dimensions 1-9 no later than May 1st of the school year for which the teacher is being evaluated
20% on dimension 10 no later than June 10th of the school year for which the teacher is being evaluated

The purpose of this notification is to give teachers sufficient time to assess their practice and plan accordingly, including seeking professional development and other supports offered by the District and outside sources during the summer.

The West Babylon Teachers Association shall receive notification of members who are ineffective in one or more subcomponents by the last day of school.

XII. Professional Development

The parties agree that the purpose of conducting an APPR is to improve professional practice and ensure successful student performance. APPR must therefore be a significant factor in shaping the professional development opportunities provided to teachers and other instructional support staff. The District and the Association shall cooperate in designing professional development activities that are appropriate for and responsive to the individual needs of each individual teacher as identified in his/her APPR.

A Professional Development Plan Committee (PDP) has been jointly constituted by the District and the Association to advise and make recommendations on all aspects of professional development. A majority of the members of the PDP committee shall be appointed by the president of the Association. Among the responsibilities and powers of the committee shall be to:

- Recommend the design, selection and implementation of all professional development activities;
- Recommend subject area or grade level subcommittees, as needed, to assist in the design and implementation of professional development activities;
- Ensure that each teacher is afforded the opportunity to participate in selecting professional development activities that are appropriate for his/her needs;
- Evaluate the appropriateness and/or effectiveness of existing professional development activities and recommend modifications where necessary;
- Consult and advise in the selection of appropriate professional development activities to be used in Teacher Improvement Plan;
- Recommend professional development including training on the Teaching and Learning Standards and rubric(s) used in the APPR process; and
Advise on any and all other decisions, other than those requiring the expenditure of additional District funds, as may be necessary to ensure the continued implementation of effective professional development opportunities for all District teachers and other instructional support staff.

XIII. Termination and Tenure Determinations for Probationary Teachers

The APPR is to be a significant factor for professional development, tenure determinations and termination. In the event that an evaluator is concerned with the competence of a probationary teacher, it is agreed that the teacher will be invited to a conference with the evaluator, appropriate administrator (if different from the evaluator), and the Association President or his/her designee as early in the school year as reasonable. The conference will result in an intervention and TIP being developed.

A probationary teacher shall have the right to appeal an APPR. The termination of a probationary teacher cannot be appealed. Nothing herein relieves the District of its obligations under New York State Education Law Sections 3012(2) and 3031. Education Law does not require that the APPR be the sole or determinative factor in tenure or termination decisions, merely that APPR be considered in making such decisions.

The parties agree that in cases of teachers appointed to a probationary term at the start of a school year, notification dates shall be as follows:

- The notice of the superintendent’s recommendation to grant or deny tenure shall be provided to the unit member by March 1 of the final probationary year.
- A probationary teacher shall be informed of the final action of the Board of Education on the granting or denial of his/her tenure by May 1 of the final probationary year.

In the case of teachers appointed after the opening of the school year and who are eligible for tenure, the notification dates shall be as follows:

- The notice of the superintendent’s recommendation to grant or deny tenure shall be provided to the unit member by the first day of the month four months prior to the conclusion of their final probationary year (for example, a teacher who commences their probationary employment on January 1 shall receive the notice of intent by the preceding September 1).
- A probationary teacher shall be informed of the final action of the Board of Education on the granting or denial of his/her tenure a minimum of sixty (60) days prior to the conclusion of their final probationary year.

XIV. Teacher Appeals of Ineffective and Developing Ratings*

Appeals of annual professional performance reviews are limited to those that rate a teacher as Ineffective or Developing only, except in the event a promotion is denied based on a teacher’s APPR.

Teacher Request for Supporting Documents

Within five (5) business days of receipt of the APPR, a teacher may request, in writing, that the administrator issuing the APPR provide to the teacher a copy of any and all documents and written materials upon which the APPR was based. The authoring administrator shall provide all such documents to the teacher and the Assistant Superintendent of Human Resources within five (5) business days of the request. Only materials provided in response to this request shall be considered in the deliberations as to the validity of the APPR.

What May be Challenged in an Appeal

Appeal procedures are limited to the scope of appeals under Education Law 3012-c to the following subjects:

1. the school district’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
(2) the adherence to the Commissioner’s regulations, as applicable to such reviews; 
(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-c.

**Prohibition Against More Than One Appeal**
A teacher may not file multiple appeals regarding the same performance review plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time of the appeal is filed shall be deemed invalid.

**Procedures**

All appeals must be submitted in writing in the procedures set forth herein. The failure to file an appeal within the timeframes set forth in the procedures shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. In the event the composite score is completed after the conclusion of the school year, the timeframes shall commence on the first day of the next school year as opposed to the date the composite score was received by the employee.

For the purposes of the appeals procedures “business days” shall mean any day in which the West Babylon UFSD is open for business.

**Step 1 Conference with Supervising Administrator**

The conference shall be an informal meeting wherein the supervising administrator and the employee are able to discuss the evaluation and the areas of dispute. The meeting shall take place within seven (7) business days of the date the composite score was received by the employee. The bargaining unit member shall upon request be entitled to an Association representative being present. The employee may bring evidence and/or artifacts relevant to the appeal to the informal meeting. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step.

**Step 2 Submission of Formal Appeal**

The second step shall be initiated by the unit member notifying the Superintendent by written notification, within seven (7) business days of the conclusion of the conference of Step 1.

All appeals shall be submitted directly to the Superintendent of schools. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review. The teacher shall submit any and all documentation, artifacts or like there of that supports the teacher’s position for the appeal being filed. The performance review plan being challenged must also be submitted with the appeal.

**Step 3 Supervising Administrator’s Response to Appeal**

Within seven (7) business days of the submission of the formal appeal in Step 2 by the employee, the supervising administrator who issued the performance review must submit a detailed written response to the appeal to the Superintendent of schools. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the evaluator’s response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the
response filed by the evaluator to the Superintendent, and any and all additional information submitted with the response.

**Step 4 Superintendent’s Initial Decision**
Upon receipt of an appeal, the Superintendent of schools will make an initial determination within fourteen (14) business days. If the employee’s appeal is upheld the superintendent shall adjust the composite rating appropriately. If the appeal is not upheld by the superintendent, the superintendent shall convene an advisory committee consisting of two teachers (not from the school of the appealer), and two administrators (Assistant Superintendent for Human Resources and one building-not from building of the appealer), whose decision is advisory in nature and non-binding.

**Step 5 Committee Review of the Appeal**
Within twenty-one (21) business days of the appeal being filed, an advisory committee will be convened. A list of useable teachers will be compiled and maintained by the WBTA. The recommendation shall be submitted in writing to the Superintendent by the advisory committee using all the artifacts submitted by both the appealer and the evaluator within 7 business days of assembling to review the appeal. The employee initiating the appeal will be notified of the committee’s recommendation. The Superintendent and the WBTA president will be consulted in unison in the event any clarification is needed.

**Step 6 Superintendent Final Decision**
The recommendations and supporting artifacts shall be submitted to the Superintendent for final appeal. Members of the advisory committee will remain anonymous to the appealer and all information shall remain confidential within the committee unless the District prefers 3020-a charges against the teacher.

A written decision on the merits of the appeal shall be rendered by the superintendent no later than sixty (60) business days from the date upon which the teacher has gone through all the steps of the appeals process. The appeal shall be based on a written record, comprised of the teacher’s appeal papers and any documentary evidence accompanying the appeal, as well as the evaluator’s response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

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

**Second Year Appeals**- The appeals shall follow the same process. It is understood that the committee may be comprised of different members than the committee that served in the initial appeal.

**Exclusivity of 3012-c Appeal Procedure**
The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review, except as otherwise authorized by law. Procedural issues shall be subject to the grievance procedures of the CBA.
APPENDICES

APPENDIX 1: STAR Conversion
APPENDIX 1A: STAR Conversion (With Growth Percentile)
APPENDIX 2: 40 Point Conversion on the TCTEF Rubric (Dimensions 1-9)
APPENDIX 3: 20 Point Conversion on Professional Practice (Dimension 10)
APPENDIX 3A: Total TCTEF Rubric Composite Score HEDI Form (40 + 20 Pts)
APPENDIX 4: Summative Evaluation Rating Form (Instructional)
APPENDIX 5: Summative Evaluation Rating Form (Instructional Support Staff)
APPENDIX 6: Social Worker Evaluation Rubric
APPENDIX 7: Psychologist Evaluation Rubric
APPENDIX 8: Registered Nurse Evaluation Rubric
APPENDIX 9: Director of Physical Education, Health & Athletics Evaluation Rubric
APPENDIX 10: Guidance Counselor Evaluation Rubric
APPENDIX 11: Director of K – 12 Student Data & Instructional Technology
APPENDIX 12: Attendance Teacher
APPENDIX 13: TCTEF Framework
APPENDIX 14: TCTEF Pre-Observation Form
APPENDIX 15 TCTEF Post-Observation Form
APPENDIX 16: TCTEF Professional Practice Form
APPENDIX 17: TCTEF Learning Walk Form
APPENDIX 18: TCTEF Teacher Self Assessment Forms
APPENDIX 19: Sample Professional Growth Plan & Form
APPENDIX 20: Teacher Improvement Plan (TIP)
# APPENDIX 1

## Conversion Chart for STAR Growth Percentiles

<table>
<thead>
<tr>
<th>Number of Local Points</th>
<th>Students Growth Percentile</th>
<th>Rating</th>
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</tr>
<tr>
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## APPENDIX 1A

Conversion Chart for STAR Growth Percentiles

*(If Value Added State Measure)*

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APPENDIX 2

40 Point Conversion Chart (Dimensions 1-9)

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APPENDIX 3

20 Point Conversion Chart (Dimension 10)

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Total TCTEF Rubric Composite Score HEDI Rating Form (Instructional)

(Calculating HEDI bands of Teacher Effectiveness Framework)

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<th>Subcomponent</th>
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| **Teacher Effectiveness ~ Observations ~**  
(A number between 0-40 will be arrived at for Dimensions 1 – 9 by using the formula in section IX B of the APPR) | |
| **Teacher Effectiveness ~ Professional Practice ~**  
(A number between 0-20 will be arrived at for Dimension 10 by using the formula in section IX B of the APPR) | |
| **Observation Score + Professional Practice Score** | |

<table>
<thead>
<tr>
<th>TCTEF Composite Total</th>
<th>Rubric Average Score</th>
<th>HEDI Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>59-60</td>
<td>3.5-4.0</td>
<td>Highly Effective</td>
</tr>
<tr>
<td>57-58</td>
<td>2.6-3.4</td>
<td>Effective</td>
</tr>
<tr>
<td>50-56</td>
<td>1.5-2.5</td>
<td>Developing</td>
</tr>
<tr>
<td>0-49</td>
<td>1-1.4</td>
<td>Ineffective</td>
</tr>
</tbody>
</table>

Total Score _____ = Final TCTEF HEDI Rating of ____________________________

(out of 60 pts)

Teacher’s Signature: ___________________________ Date: ___________________________

Lead Evaluator’s Signature: ______________________ Date: _________________________

Teacher's signature does not constitute agreement but merely signifies she/he has examined and discussed the materials with the evaluator.

Teachers shall have the right to insert written explanation, response/rebuttal to written feedback of the evaluator in 10 business days, which may be considered during the Appeals process.
# APPENDIX 4:
## Summative Evaluation Rating Form (Instructional)
(Calculating final composite score of Teacher Effectiveness)

<table>
<thead>
<tr>
<th>Subcomponent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Student Growth Score</td>
<td></td>
</tr>
<tr>
<td><em>(A number between 0-20 will be provided by SED)</em></td>
<td></td>
</tr>
<tr>
<td>B. Locally Selected Measures of Student Achievement</td>
<td></td>
</tr>
<tr>
<td><em>(A number between 0-20 will be arrived at by using the formula in section VIII A of the APPR)</em></td>
<td></td>
</tr>
<tr>
<td>C. Teacher Effectiveness Total (out of 60 pts)</td>
<td></td>
</tr>
<tr>
<td><em>(From Appendix 3A)</em></td>
<td></td>
</tr>
<tr>
<td>E. Total</td>
<td></td>
</tr>
<tr>
<td>ADD A + B + C</td>
<td></td>
</tr>
<tr>
<td><em>(Maximum score of 100 points)</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>91 – 100</td>
</tr>
<tr>
<td>Effective</td>
<td>75 – 90</td>
</tr>
<tr>
<td>Developing</td>
<td>65 – 74</td>
</tr>
<tr>
<td>Ineffective</td>
<td>0 – 64</td>
</tr>
</tbody>
</table>

**Total Score _____ = Final Effectiveness HEDI Rating of ____________________________ (out of 100)**

**Teacher’s Signature:** ____________________________ **Date:** __________________________

**Lead Evaluator’s Signature:** ____________________________ **Date:** __________________________

Teacher's signature does not constitute agreement but merely signifies she/he has examined and discussed the materials with the evaluator.

Teachers shall have the right to insert written explanation, response/rebuttal to written feedback of the evaluator in 10 business days, which may be considered during the Appeals process.
### APPENDIX 5:
**Summative Evaluation Rating Form - Instructional Support Staff (ISS)**
*(Calculating final composite score of Instructional Support Staff Effectiveness)*

<table>
<thead>
<tr>
<th>Subcomponent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Student Growth Score</td>
<td>Not Applicable</td>
</tr>
<tr>
<td><em>(A number between 0-20 will be provided by SED)</em></td>
<td></td>
</tr>
<tr>
<td>B. Locally Selected Measures of Student Achievement</td>
<td>Not Applicable</td>
</tr>
<tr>
<td><em>(A number between 0-20 will be arrived at by using the formula in section VIII A of the APPR)</em></td>
<td></td>
</tr>
<tr>
<td>C. Teacher Effectiveness Total (out of 60 pts)</td>
<td></td>
</tr>
<tr>
<td><em>(Appendix 3a)</em></td>
<td></td>
</tr>
<tr>
<td>E. Total</td>
<td></td>
</tr>
<tr>
<td>ADD A + B + C</td>
<td></td>
</tr>
<tr>
<td><em>(Maximum score of 60 points)</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>57 – 60</td>
</tr>
<tr>
<td>Effective</td>
<td>47 – 56</td>
</tr>
<tr>
<td>Developing</td>
<td>40 – 46</td>
</tr>
<tr>
<td>Ineffective</td>
<td>0 - 39</td>
</tr>
</tbody>
</table>

**Total Score _____ = Final Effectiveness Rating of ______________________________**

**ISS’s Signature:** ______________________________**  **Date:** ______________________

**Lead Evaluator’s Signature:** ______________________________**  **Date:** ______________________

Instructional Support Staff’s signature does not constitute agreement but merely signifies she/he has examined and discussed the materials with the evaluator.

Instructional Support Staff shall have the right to insert written explanation, response/rebuttal to written feedback of the evaluator in 10 business days, which may be considered during the Appeals process.
## APPENDIX 6

### School Social Worker Evaluation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinates or provides services to support high educational standards for all students.</td>
<td>Collaboration and coordination efforts consistently enhance the achievement of students.</td>
<td>Demonstrates consistent collaboration and coordination to facilitate the achievement of students.</td>
<td>Demonstrates inconsistent collaboration and coordination to facilitate the achievement of students.</td>
<td>Demonstrates little collaboration, and ineffective coordination to facilitate the achievement of students.</td>
</tr>
<tr>
<td>Demonstrates an understanding of human behavior in the social environment.</td>
<td>Demonstrates extensive knowledge of human behavior in the social environment.</td>
<td>Demonstrates thorough knowledge of human behavior in the social environment.</td>
<td>Demonstrates basic knowledge of human behavior in the social environment.</td>
<td>Demonstrates little or no knowledge of human behavior in the social setting.</td>
</tr>
<tr>
<td>Demonstrates knowledge of school, district and community resources</td>
<td>Participates in and accesses a network of child service agencies to provide seamless services to children, families, and the school. Conducts training with staff regarding these resources.</td>
<td>Has knowledge and understanding of the resources available within the immediate educational setting, school district, and community. Is sought out by staff for this information.</td>
<td>Has knowledge and understanding of the available resources within the immediate educational setting.</td>
<td>Displays little knowledge or understanding of the available resources.</td>
</tr>
<tr>
<td>Complies with federal, state, and district regulations and procedural guidelines</td>
<td>Conducts training with school staff to ensure understanding and compliance with regulations, timelines, and</td>
<td>Works with school-based team and parents to ensure that all procedural safeguards and timelines are consistently</td>
<td>Attentive to regulations and timelines while adhering to procedural safeguards.</td>
<td>Regulations and guidelines are loosely followed. Repeatedly disregards timelines or fails to adhere to procedural</td>
</tr>
<tr>
<td>Available to staff and parents</td>
<td>procedural safeguards.</td>
<td>followed. Is sought by staff for advice on regulations.</td>
<td>safeguards.</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Makes considerable efforts to meet with parents and staff beyond normal meeting times.</td>
<td>Is readily available to schools on assigned days and makes self available when possible on other days for consult. Meets with parents and staff outside of meetings.</td>
<td>Meets with staff and parents during scheduled meetings.</td>
<td>Is not available to staff or parents. Does not make an effort to contact staff or parents when needed.</td>
<td></td>
</tr>
<tr>
<td>Contact parents and teachers in advance to discuss evaluation process and timeline, while allowing for concerns to be addressed. Interviews and feedback are timely, understandable, respectful, empathetic, and collaborative.</td>
<td>Interactions are characterized by civility, mutual respect, give and take, and a sense of partnership. Questions are encouraged and answered.</td>
<td>Interactions are appropriate but occasionally do not reflect equal partnerships and mutual respect.</td>
<td>Interactions are negative, demeaning, or inappropriate to either teachers or parents.</td>
<td></td>
</tr>
<tr>
<td>Maintains accurate records</td>
<td>Records are complete, accurate, legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.</td>
<td>Records are complete, accurate, legible, well organized, and stored in a secure location.</td>
<td>Records are in disarray; they may be missing, insecure, or illegible.</td>
<td></td>
</tr>
<tr>
<td>Develops effective consultative and</td>
<td>Maintains ongoing contact consultative and</td>
<td>Maintains inconsistent consultative and</td>
<td>Fails to maintain effective consultative and</td>
<td></td>
</tr>
</tbody>
</table>
collaborative relationships and updates district personnel about the services available.

Maintains technological proficiency

Provides assistance to others about technology and develops templates and programming to improve productivity.

Uses e-mail, the Internet, word processing, scoring programs, district IEP website, spreadsheets, and databases proficiently.

Uses e-mail, the Internet, word processing, scoring programs, and district IEP website.

Does not use a computer independently.

TCTEF Professional Practice Dimension 10 will be utilized with this rubric for evaluation.
# APPENDIX 7

## School Psychologist Evaluation Rubric

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrates knowledge of child/adolescent development and psychopathology</strong></td>
<td>Demonstrates extensive knowledge of child and adolescent development and psychopathology.</td>
<td>Demonstrates thorough knowledge of child and adolescent development and psychopathology.</td>
<td>Demonstrates basic knowledge of child and adolescent development and psychopathology.</td>
</tr>
<tr>
<td><strong>Demonstrates knowledge of school, district and community resources</strong></td>
<td>Participates in and accesses a network of child service agencies to provide seamless services to children, families, and the school. Conducts training with staff regarding these resources.</td>
<td>Has knowledge and understanding of the resources available within the immediate educational setting, school district, and community. Is sought out by staff for this information.</td>
<td>Has knowledge and understanding of the available resources within the immediate educational setting.</td>
</tr>
<tr>
<td><strong>Complies with federal, state, and district regulations and procedural guidelines</strong></td>
<td>Conducts training with school staff to ensure understanding and compliance with regulations, timelines, and procedural safeguards.</td>
<td>Works with school-based team and parents to ensure that all procedural safeguards and timelines are consistently followed. Is sought by staff for advice on regulations.</td>
<td>Attentive to regulations and timelines while adhering to procedural safeguards.</td>
</tr>
<tr>
<td><strong>Available to staff and parents</strong></td>
<td>Makes considerable efforts to meet with parents and staff beyond normal meeting times.</td>
<td>Is readily available to schools on assigned days and makes self available when possible on other days for consult. Meets with parents and staff outside of meetings.</td>
<td>Meets with staff and parents during scheduled meetings.</td>
</tr>
<tr>
<td><strong>Interacts collaboratively with parents and teachers</strong></td>
<td>Contacts parents and teachers in advance to discuss evaluation process and timeline, while allowing for concerns to be addressed. Interviews and feedback are timely, understandable, respectful, empathetic, and collaborative.</td>
<td>Interactions are characterized by civility, mutual respect, give and take, and a sense of partnership. Questions are encouraged and answered.</td>
<td>Interactions are appropriate but occasionally do not reflect equal partnerships and mutual respect.</td>
</tr>
<tr>
<td><strong>Demonstrates knowledge and skill</strong></td>
<td>Uses innovative strategies and</td>
<td>Well versed in multiple assessment</td>
<td>Demonstrates competency with</td>
</tr>
<tr>
<td>using psychological assessment tools to evaluate students</td>
<td>techniques to optimally assess students. Procedures are adapted to accommodate for special needs and circumstances.</td>
<td>tools and administers them according to standardized specifications and special needs.</td>
<td>various assessment tools and adheres to standardized administration.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Responds to referrals and consults with school personnel</td>
<td>Consults frequently with school personnel, contributing own insights and tailoring evaluations to the referral questions.</td>
<td>Consults frequently with school personnel, tailoring evaluations to the referral questions.</td>
<td>Consults on a sporadic basis with school personnel, making partially successful attempts to tailor evaluations to referral questions.</td>
</tr>
<tr>
<td>Maintains accurate records</td>
<td>Records are complete, accurate, legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.</td>
<td>Records are complete, accurate, legible, well organized, and stored in a secure location.</td>
<td>Records are complete, accurate, legible, and stored in a secure location.</td>
</tr>
<tr>
<td>Maintains contact with physicians and community mental health providers</td>
<td>Maintains ongoing contact with physicians and community mental health providers and conducts training with school staff regarding their services.</td>
<td>Maintains ongoing contact with physicians and community mental health providers.</td>
<td>Maintains occasional contact with physicians and community mental health providers.</td>
</tr>
<tr>
<td>Maintains technological proficiency</td>
<td>Provides assistance to others about technology and develops templates and programming to improve productivity.</td>
<td>Uses e-mail, the Internet, word processing, scoring programs, district IEP website, spreadsheets, and databases proficiently.</td>
<td>Uses e-mail, the Internet, word processing, scoring programs, and district IEP website.</td>
</tr>
</tbody>
</table>

TCTEF Professional Practice Dimension 10 will be utilized with this rubric for evaluation.
**APPENDIX 8**

**Registered Nurse**

Provides quality health services for students to help assure a school environment that supports a free appropriate public education for all children

<table>
<thead>
<tr>
<th>Activity</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies knowledge of current practice standards, guidelines, statutes,</td>
<td>Demonstrates deep and thorough understanding of current practice.</td>
<td>Demonstrates basic understanding of current practice.</td>
<td>Fails to demonstrate understanding of current practice.</td>
<td></td>
</tr>
<tr>
<td>rules, and regulations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes the best available resources to guide practice decisions.</td>
<td>Demonstrates deep and thorough understanding of available resources to guide decisions.</td>
<td>Demonstrates limited available resources to guide decisions.</td>
<td>Fails to utilize available resources to guide decisions.</td>
<td></td>
</tr>
<tr>
<td>Promotes parent and community involvement to support positive health and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>educational outcomes for students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares knowledge and skills with peers and colleagues</td>
<td>Enables and encourages colleagues to use knowledge and skills shared with them.</td>
<td>Regularly shares knowledge and skills with colleagues.</td>
<td>Fails to share knowledge with colleagues.</td>
<td></td>
</tr>
<tr>
<td>Communicates with the student, the family, and healthcare providers</td>
<td>Assumes pivotal role in linking student’s family, school and service providers.</td>
<td>Regularly communicates with students, family and health care providers.</td>
<td>Fails to communicate with students, family and health care providers.</td>
<td></td>
</tr>
<tr>
<td>regarding student care and the school nurse’s role in the delivery of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that care.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documents and communicates referrals and health plans, including</td>
<td>Assumes pivotal role in maintaining <strong>documents and communications relating to</strong></td>
<td>Regularly documents and communicates referrals and health plans.</td>
<td>Fails to document &amp; communicate information relating to referrals &amp; health plans.</td>
<td></td>
</tr>
<tr>
<td>continuity of care.</td>
<td><strong>student health needs.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains student confidentiality within legal and regulatory parameters</td>
<td>Maintains student confidentiality</td>
<td>Inconsistently maintains student</td>
<td>Fails to maintain student</td>
<td></td>
</tr>
<tr>
<td>of both health and education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Highly Effective (4)</td>
<td>Effective (3)</td>
<td>Developing (2)</td>
<td>Ineffective (1)</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Promotes wellness in the school setting to minimize absences by students and school personnel</td>
<td>Assumes a pivotal role in developing and implementing health policies and procedures in collaboration with school administration.</td>
<td>Regularly develops and implements health policies and procedures in collaboration with school administration.</td>
<td>Inconsistently develops and implements health policies and procedures in collaboration with school administration.</td>
<td>Fails to develop and implement health policies and procedures in collaboration with school administration.</td>
</tr>
<tr>
<td>Highly Effective (4)</td>
<td>Effective (3)</td>
<td>Developing (2)</td>
<td>Ineffective (1)</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------</td>
<td>----------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>policies and procedures with administration</td>
<td>collaboration with administration</td>
<td>collaboration with administration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Develops and implements needed wellness initiatives using a program planning process.

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumes a pivotal role in developing and implementing wellness initiatives</td>
<td>Regularly develops and implements wellness initiatives</td>
<td>Inconsistently develops and implements wellness initiatives</td>
<td>Fails to develop and implement wellness initiatives</td>
</tr>
</tbody>
</table>

TCTEF Professional Practice Dimension 10 will be utilized with this rubric for evaluation.
## APPENDIX 9

**Director of Physical Education, Health & Athletics**

<table>
<thead>
<tr>
<th></th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervises and evaluates all PE &amp; Health teachers, Coaches, RNs &amp; SNTs</td>
<td>Assumes a pivotal role as a in evaluating staff</td>
<td>Regularly supervises/evaluates staff</td>
<td>Inconsistently supervises/evaluates staff</td>
<td>Fails to supervise/evaluate staff</td>
</tr>
<tr>
<td>Supervises and evaluates physical education and health instructional program</td>
<td>Assumes a pivotal role in the supervision/evaluation of PE and Health instructional program</td>
<td>Regularly supervises/evaluates PE and Health instructional program</td>
<td>Inconsistently supervises/evaluates PE and Health instructional program</td>
<td>Fails to evaluate physical education and health instructional program</td>
</tr>
<tr>
<td>Supervises and evaluates the district’s intramural and interscholastic programs</td>
<td>Assumes a pivotal role in the supervising/evaluating the district’s intramural and interscholastic program</td>
<td>Regularly supervises/evaluates the district’s intramural and interscholastic program</td>
<td>Fails to supervise and evaluate the district’s intramural and interscholastic program</td>
<td></td>
</tr>
<tr>
<td>Maintains effective management practices including budgeting responsibilities in nursing, health, PE and athletics</td>
<td>Assumes a pivotal role in implementing effective management practices</td>
<td>Regularly implements effective management practices</td>
<td>Inconsistently implements management practices</td>
<td>Fails to maintain effective management practices.</td>
</tr>
<tr>
<td>Encourages staff development of personnel in nursing, health, PE, and athletics</td>
<td>Assumes a pivotal role in staff development</td>
<td>Regularly encourages staff development</td>
<td>Inconsistently encourages staff development</td>
<td>Fails to encourage staff development</td>
</tr>
<tr>
<td>Represents the district at county and state athletic events, health and PE conferences and meetings</td>
<td>Assumes a leadership role while representing the district at county and state athletic events, health and PE conferences/meetings</td>
<td>Regularly represents the district at county and state athletic events, conferences and meetings</td>
<td>Inconsistently represents the district at county and state athletic events, conferences and meetings</td>
<td>Fails to represent the district at county and state athletic events, conferences, health and PE meetings</td>
</tr>
<tr>
<td>Cares for, maintains, stores and distributes health, PE and athletic supplies/equipment within the district</td>
<td>Assumes a leadership role in the maintenance/storage and distribution of</td>
<td>Regularly maintains, stores and/or distribute supplies/</td>
<td>Inconsistently maintains, stores and/or distributes supplies/</td>
<td>Fails to maintain, store and/or distribute supplies/equipment</td>
</tr>
<tr>
<td>Highly Effective (4)</td>
<td>Effective (3)</td>
<td>Developing (2)</td>
<td>Ineffective (1)</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------</td>
<td>----------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>Works with building and central administrators on the implementation of wellness initiatives.</td>
<td>Assumes a pivotal role in implementing the district’s wellness initiatives</td>
<td>Regularly implements wellness initiatives</td>
<td>Inconsistently implements wellness initiatives</td>
<td>Fails to implement wellness initiatives</td>
</tr>
<tr>
<td>Communicates with operational and instructional administrators relating to buildings &amp; grounds use.</td>
<td>Assumes a leadership role in communicating with administrators on buildings and grounds usage</td>
<td>Regularly communicates with administrators relating to buildings and grounds use</td>
<td>Inconsistently communicates with administrators relating to buildings and grounds use</td>
<td>Fails to communicate with administrators relating to buildings and grounds use</td>
</tr>
<tr>
<td>Communicates with BOE, administration, staff, parents and community related to health, PE and athletics.</td>
<td>Assumes a leadership role in communicating with BOE, administration, staff, parents and community</td>
<td>Regularly communicates with BOE, administrators, staff, parents and community</td>
<td>Inconsistently communicates with BOE, administrators, staff, parents and community</td>
<td>Fails to communicate with BOE, administrators, staff, parents, and community</td>
</tr>
<tr>
<td>Utilizes Technology to communicate information relating to health, PE and athletics</td>
<td>Extensive use and application of current technology</td>
<td>Regularly utilizes technology to communicate information</td>
<td>Inconsistently utilizes technology to communicate information</td>
<td>Fails to utilizes technology to communicate information</td>
</tr>
</tbody>
</table>

TCTEF Professional Practice Dimension 10 will be utilized with this rubric for evaluation.
## APPENDIX 10

### School Guidance Counselor

<table>
<thead>
<tr>
<th>Category</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implements the guidance curriculum effectively</td>
<td>Always designs and implements a developmental guidance program that reaches all students through the use of effective instructional skills and careful planning of structured group sessions.</td>
<td>Consistently designs and implements a developmental guidance program that reaches all students through the use of effective instructional skills and careful planning of structured group sessions.</td>
<td>Attempts to design and implement a developmental guidance program that reaches all students through the use of instructional skills and careful planning of structured group sessions.</td>
<td>Fails to design and implement a developmental guidance program that reaches all students through the use of effective instructional skills and careful planning of structured group sessions.</td>
</tr>
<tr>
<td>Guides students and parents through the development of educational and career plans.</td>
<td>Proactively assists students and their parents in the individual student planning of personal, academic and career goals that are reviewed and updated on a continuing basis.</td>
<td>Effectively assists students and their parents in the individual student planning of personal, academic and career goals that are reviewed and updated on a continuing basis.</td>
<td>Adequately assists students and their parents in the individual student planning of personal, academic and career goals that are reviewed and updated on a continuing basis.</td>
<td>Fails to assist students and their parents in the individual student planning of personal, academic and career goals that are reviewed and updated on a continuing basis.</td>
</tr>
<tr>
<td>Effectively utilizes individual, small group, consultative and/or referral skills.</td>
<td>Routinely implements responsive student services through highly effective use of individual and small group counseling, consultation and referrals.</td>
<td>Actively implements responsive student services through highly effective use of individual and small group counseling, consultation and referrals.</td>
<td>Provides responsive student services through highly effective use of individual and small group counseling, consultation and referrals.</td>
<td>Fails to provide responsive student services through highly effective use of individual and small group counseling, consultation and referrals.</td>
</tr>
<tr>
<td>Uses and interprets a variety of assessments to evaluate and monitor students needs.</td>
<td>Purposefully uses and accurately interprets a variety of assessments to evaluate and monitor student.</td>
<td>Regularly uses and interprets a variety of assessments to evaluate and monitor student.</td>
<td>Sometimes uses and interprets a variety of assessments to evaluate and monitor student.</td>
<td>Fails to use and interpret a variety of assessments to evaluate and monitor student needs.</td>
</tr>
<tr>
<td></td>
<td>monitor student needs.</td>
<td>needs.</td>
<td>needs.</td>
<td>Fails to collect data and integrate assessment results to influence planning and interventions available in the school and for students.</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>------------------------</td>
<td>--------</td>
<td>--------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Collects data and integrates assessment results to influence planning and interventions.</td>
<td>Continually collects data and integrates assessment results to influence planning and interventions available in the school and for students.</td>
<td>Often collects data and integrates assessment results to influence planning and interventions available in the school and for students.</td>
<td>Attempts to collect data and integrate assessment results to influence planning and interventions available in the school and for students.</td>
<td></td>
</tr>
<tr>
<td>Collaborates with colleagues to develop appropriate interventions and services.</td>
<td>Proactively collaborates with to develop appropriate interventions and services.</td>
<td>Regularly collaborates with staff to develop appropriate interventions and services.</td>
<td>Intermittently collaborates with staff to develop appropriate interventions and services.</td>
<td>Fails to collaborate with staff to develop appropriate interventions and services.</td>
</tr>
<tr>
<td>Uses data as a guide to determine program directions and emphasis.</td>
<td>Purposefully uses and accurately interprets a variety of data to evaluate and guide program direction and emphasis.</td>
<td>Regularly uses and accurately interprets a variety of data to evaluate and guide program direction and emphasis.</td>
<td>Uses and accurately interprets a variety of data to evaluate and guide program direction and emphasis.</td>
<td>Fails to use and accurately interpret a variety of data to evaluate and guide program direction and emphasis.</td>
</tr>
</tbody>
</table>

TCTEF Professional Practice Dimension 10 will be utilized with this rubric for evaluation.
# APPENDIX 11

## Director of K-12 Student Data and Instructional Technology

### Evaluation Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively serves as district’s administrator for NYSIS, nySTART, and eSchooldata</td>
<td>Consistently applies effective professional procedures to manage and utilize NYSIS, nySTART and eSchooldata</td>
<td>Frequently applies effective professional procedures to manage and utilize NYSIS, nySTART and eSchooldata</td>
<td>Inconsistently applies effective professional procedures to manage and utilize NYSIS, nySTART and eSchooldata</td>
<td>Fails to effectively manage and utilize NYSIS, nySTART, and eSchooldata</td>
</tr>
<tr>
<td>Oversees and directs work of BOCES Data Experts and district technologists</td>
<td>Consistently communicates high expectations and sets the direction for all work. Emphasizes accuracy, quality and efficiency in the work of BOCES Data Experts and district technologists</td>
<td>Frequently communicates high expectations for performance most of the time. Emphasizes accuracy, quality and efficiency</td>
<td>Inconsistently communicates expectations and/or intermittently sets the direction for all work. Inconsistently emphasizes accuracy, quality and efficiency in the work of BOCES Data Experts and district technologists</td>
<td>Fails to oversee and direct the work of BOCES Data Experts and district technologists</td>
</tr>
<tr>
<td>Develops and implements all aspects of the K-12 Technology Plan to improve student success.</td>
<td>Consistently updates and implements all aspects of the K-12 Technology Plan to improve student success.</td>
<td>Develops the K-12 technology plan and implements most aspects of the K-12 Technology Plan to improve student success.</td>
<td>Inconsistently updates and implements all aspects of the K-12 Technology Plan to improve student success.</td>
<td>Fails to develop and implement all aspects of the K-12 Technology Plan to improve student success.</td>
</tr>
<tr>
<td>Plans, purchases, maintains and integrates technology into all education programs through the K-12 Technology Plan.</td>
<td>Consistently takes initiative in the planning, purchasing, maintenance and integration of technology into all education programs.</td>
<td>Frequently plans, purchases, maintains and integrates technology into all education programs</td>
<td>Inconsistently plans, purchases, maintains and integrates technology into all education programs</td>
<td>Fails to plan, purchase, maintain and integrate technology into all education programs through the K-12 Technology Plan.</td>
</tr>
<tr>
<td>Analyzes and reports students performance data</td>
<td>Consistently analyzes and reports data so adjustments can be made to programs and practices. Assessment data is used in collaboration with colleagues to</td>
<td>Frequently analyzes and reports data. Assessment data is used in collaboration with colleagues to</td>
<td>Inconsistently analyzes and reports data so adjustments can be made to programs and practices.</td>
<td>Fails to analyze and reports student performance data.</td>
</tr>
<tr>
<td>TCTEF Professional Practice Dimension 10 will be utilized with this rubric for evaluation.</td>
<td>consistently and effectively used in collaboration with colleagues to ensure best professional practices</td>
<td>ensure best professional practices</td>
<td>Assessment data is used in collaboration with colleagues to ensure best professional practices</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Develops and implements comprehensive staff development program related to technology</td>
<td>Consistently recognizes district needs in the area of staff development related to technology. Consistently develops appropriate activities and varies content effectively. Opportunities are consistently provided for participants to select activities based on learning styles, needs, abilities, and/or interest.</td>
<td>Frequently recognizes district needs in the area of staff development related to technology. Develops appropriate activities and varies content effectively. Opportunities are provided for participants to select activities based on learning styles, needs, abilities, and/or interest.</td>
<td>Inconsistently recognizes district needs in the area of staff development related to technology. Inconsistently develops appropriate activities and varies content effectively. Opportunities are provided for participants are limited.</td>
<td>Fails to develop and implement comprehensive staff development program related to technology</td>
</tr>
<tr>
<td>Develops and implements the technology budget</td>
<td>Consistently develops an innovative and responsible technology budget. Is consistently financially responsible with the implementation of the technology budget.</td>
<td>Develops a responsible technology budget and is financially responsible with the implementation of the technology budget.</td>
<td>Inconsistently develops a responsible technology budget and is financially responsible with the implementation of the technology budget.</td>
<td>Fails to develop and implement the technology budget</td>
</tr>
<tr>
<td>Seeks alternative funding opportunities and/or implements cost saving measures</td>
<td>Consistently takes initiative in locating and acquiring alternative funding opportunities and/or implements cost saving measures.</td>
<td>Takes initiative in locating and acquiring alternative funding opportunities and/or implements cost saving measures.</td>
<td>Acquires alternative funding opportunities and/or implements cost saving measures.</td>
<td>Fails to seek alternative funding opportunities and/or fails to implement cost saving measures</td>
</tr>
<tr>
<td>Acts as liaison with other districts, local, state and federal agencies and non-public schools</td>
<td>Consistently and effectively acts as liaison with other districts, local, state and federal agencies and non-public schools</td>
<td>Effectively acts as liaison with other districts, local, state and federal agencies and non-public schools</td>
<td>Ineffectively acts as liaison with other districts, local, state and federal agencies and non-public schools</td>
<td>Fails to act as a liaison with other districts, local, state and federal agencies and non-public schools</td>
</tr>
</tbody>
</table>
# APPENDIX 12

## Attendance Teacher Evaluation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify students with actual or potential unsatisfactory attendance.</td>
<td>Consistently identifies students with unsatisfactory actual or potential attendance so interventions can be put in place to effectively improve student attendance and achievement outcomes.</td>
<td>Frequently identifies students with unsatisfactory actual or potential attendance so interventions can be put in place to effectively improve student attendance and achievement outcomes.</td>
<td>Inconsistently identifies students with unsatisfactory actual or potential attendance so interventions can be put in place to effectively improve student attendance and achievement outcomes.</td>
<td>Fails to identify students with unsatisfactory actual or potential attendance.</td>
</tr>
<tr>
<td>Monitor computerized attendance system to maintain accurate records.</td>
<td>Consistently monitors the computerized attendance system and maintains accurate records.</td>
<td>Frequently monitors the computerized attendance system and maintains accurate records.</td>
<td>Infrequently monitors the computerized attendance system and/or has inconsistent records</td>
<td>Fails to monitor the computerized attendance system to maintain accurate records.</td>
</tr>
<tr>
<td>Informs and confers with students, parents and administrators regarding attendance.</td>
<td>Consistently informs and confers with students, parents and administrators regarding attendance.</td>
<td>Frequently informs students, parents and administrators of attendance issues.</td>
<td>Inconsistently informs and confers with students, parents and administrators regarding attendance.</td>
<td>Fails to inform and confer with students, parents and administrators regarding attendance.</td>
</tr>
<tr>
<td>Consults with and refers students to appropriate school personnel regarding attendance.</td>
<td>Consistently consults with and refers students to appropriate school personnel regarding attendance issue to improve student outcomes.</td>
<td>Frequently consults with and refers students to appropriate school personnel regarding attendance issue to improve student outcomes.</td>
<td>Inconsistently consults with and refers students to appropriate school personnel regarding attendance issue to improve student outcomes.</td>
<td>Fails to consult with and refer students to appropriate school personnel regarding attendance.</td>
</tr>
<tr>
<td>Makes appropriate referrals to outside agencies regarding attendance.</td>
<td>Consistently makes appropriate referrals to outside agencies regarding attendance.</td>
<td>Frequently makes referrals to outside agencies regarding attendance.</td>
<td>Inconsistently makes appropriate referrals to outside agencies regarding attendance.</td>
<td>Fails to make appropriate referrals to outside agencies regarding attendance.</td>
</tr>
<tr>
<td><strong>TCTEF Professional Practice Dimension 10</strong></td>
<td><strong>Serves as a liaison for the school district in student attendance related issues (i.e. PINS/ court appearance)</strong></td>
<td><strong>Frequently represents the school district in student attendance hearings</strong></td>
<td><strong>Inconsistently represents the school district in student attendance hearings</strong></td>
<td><strong>Fails to represent the school district in student attendance hearings</strong></td>
</tr>
<tr>
<td><strong>Applies the district policies while serving as the district’s residency officer</strong></td>
<td><strong>Consistently applies district policies and suggests policy improvement</strong></td>
<td><strong>Frequently applies district policies while serving as the district’s residency officer</strong></td>
<td><strong>Inconsistently applies district policies while serving as the district’s residency officer</strong></td>
<td><strong>Fails to apply district policies while serving as the district’s residency officer</strong></td>
</tr>
</tbody>
</table>

TCTEF Professional Practice Dimension 10 will be utilized with this rubric for evaluation.
(APPENDIX 13 ↑)
1 | Organization, Rules, and Procedures
How does the teacher organize the classroom to enhance learning and establish rules and procedures that...

- 1.1 Organizes the classroom for safety and learning
- 1.2 Maintains smooth flow of activities
- 1.3 Establishes classroom rules and procedures
- 1.4 Provides clear task directions
- 1.5 Manages student behavior
- 1.6 Manages non-instructional tasks efficiently
- 1.7 Works effectively with other adults in the classroom

Impact on Student Learning – Sample Student Behaviors
- Show respect for each other and the classroom
- Understand and follow classroom rules and procedures
- Take responsibility for their own learning

Four-Point Assessment Rubric (see panel for description)
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

4 | A Culture of Thinking and Learning
How does the teacher develop a classroom culture that promotes various learning and expanded forms of thinking?

- 4.1 Helps students develop skills for reading rigorous texts [ccss]
- 4.2 Engages students in higher-order thinking [ccss]
- 4.3 Challenges students to support ideas with evidence [ccss]
- 4.4 Uses effective questioning and recognition techniques [ccss]
- 4.5 Encourages discussion, dialogue, and debate [ccss]
- 4.6 Requires use of critical academic vocabulary [ccss]
- 4.7 Uses technology as a learning tool [ccss]
- 4.8 Encourages students to use strategies on their own [ccss]

Impact on Student Learning – Sample Student Behaviors
- Use different forms of critical thinking
- Support their thinking with evidence
- Use academic vocabulary

C Four-Point Assessment Rubric (see panel for description)
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

5 | Preparing Students for New Learning
How does the teacher establish students’ ready use of prior learning?

- 5.1 Selects appropriate standards [ccss]
- 5.2 Establishes clear and measurable learning goals/targets [ccss]
- 5.3 Poses essential questions [ccss]
- 5.4 Uses engaging hooks
- 5.5 Introduces key vocabulary [ccss]
- 5.6 Assesses students’ background knowledge, skills, and interests
- 5.7 Clarifies expectations for products and performances [ccss]
- 5.8 Encourages students to develop personal goals

Impact on Student Learning – Sample Student Behaviors
- Understand/restate learning goals in their own words
- Know what they have to produce and what’s expected of them
- Call up their prior knowledge

Y Four-Point Assessment Rubric (see panel for description)
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

7 | Deepening and Reinforcing Learning
How does the teacher help students to consolidate their understanding of classroom work?

- 7.1 Identifies critical junctures and has students assess progress
- 7.2 Assigns regular content-based writing tasks [ccss]
- 7.3 Conducts periodic review and practice sessions
- 7.4 Provides descriptive feedback
- 7.5 Groups students to maximize learning
- 7.6 Uses a variety of resources [ccss]
- 7.7 Provides opportunities to process learning deeply [ccss]
- 7.8 Assigns purposeful homework

Impact on Student Learning – Sample Student Behaviors
- Are able to distinguish between what they know, don’t know, and need to work on
- Practice and rehearse
- Use feedback to assess and modify their performance

TC Four-Point Assessment Rubric (see panel for description)
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

8 | Applying Learning
How does the teacher use evidence that their learning and what kinds of evidence does...

- 8.1 Aligns summative assessment with learning goals/targets [ccss]
- 8.2 Requires students to transfer learning [ccss]
- 8.3 Develops writing tasks that promote college and career readiness [ccss]
- 8.4 Engages students in authentic research projects [ccss]
- 8.5 Challenges students to present and defend ideas [ccss]
- 8.6 Helps students analyze and address task demands [ccss]
- 8.7 Clarifies expectations (e.g., checklists, rubrics, models, etc.)
- 8.8 Differentiates assessment tasks

Impact on Student Learning – Sample Student Behaviors
- Analyze and revise their own work to improve its quality
- Incorporate feedback into their revisions
- Present and explain their work

TC Four-Point Assessment Rubric (see panel for description)
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

9 | Reflecting on and Celebrating Learning
How does the teacher help students look back on learning and reflect on their learning process?

- 9.1 Technologies the learning so students think back on their learning
- 9.2 Encourages students to look back and develop new insights [ccss]
- 9.3 Provides students opportunities to reflect on their learning
- 9.4 Promotes metacognition [ccss]
- 9.5 Helps students review and address unmet goals
- 9.6 Helps students set future learning goals

Impact on Student Learning – Sample Student Behaviors
- Talk about their own learning process
- Look back at their learning goals to assess their effort and achievement

Four-Point Assessment Rubric (see panel for description)
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

3 | Engagement and Enjoyment
How does the teacher motivate students to do their best work and inspire the love of learning?

- 3.1 Invites diverse forms of thinking [ccss]
- 3.2 Uses motivational levers (e.g., controversy, choice, competition, challenge, creativity, etc.)
- 3.3 Maintains excitement and on-task behavior using a variety of tools and strategies
- 3.4 Displays a passion for teaching and learning
- 3.5 Encourages students to pursue interests, make choices, and develop personal perspectives
- 3.6 Creates a classroom that inspires and delights

Impact on Student Learning – Sample Student Behaviors
- Are energetic and enthusiastic
- Enjoy themselves in the classroom
- Express their own interests, ideas, and insights

Four-Point Assessment Rubric (see panel for description)
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

APPENDIX 14
Directions: Use this form to conduct an interview with the teacher prior to the classroom observation.

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade/Class</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson/Unit (Name &amp; Topic)</th>
<th>Observer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I. Learning Goals
Start by working with the teacher to identify and establish the learning goals.
- What are your learning goals for the lesson to be observed?
- How do these specific goals relate to your broader learning goals and overall instructional sequence?

II. Instructional Episodes
Once you’ve established the learning goals, work together to identify the relevant dimensions the teacher will be focusing on. Note: Keep the Cornerstones (Dimensions 1-4) in mind during the observation.
- Which instructional episode(s) (Dimensions 5-9) will you likely be engaged in during this observation?

III. Assessing Student Learning
- How will student learning be assessed?
• What evidence will you collect to check student understanding (in relation to your learning goals)?

IV. Learning Activities

• What learning opportunities or instructional activities will you use to achieve your learning goals?

V. Learning from this Observation

Finally, help the teacher clarify expectations and identify focus points for the observation.

• What questions do you have about your lesson design and delivery?
• What data would you like me to collect during the lesson to help you better understand your own practice?
**Post-Observation Form**

**Directions:** Use this form to guide the reflection process with the teacher after the classroom observation.

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade/Class</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson/Unit (Name &amp; Topic)</th>
<th>Observer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Review**

- What did you and your students do during the lesson?
- What changes did you make during the lesson that deviated from your lesson design?

**Reactions**

- What are your personal reactions to the lesson?
- What do you feel went well? What caused you some concern?
- How do you feel your students reacted to the lesson? What caused them to feel this way?
- What caused you, if at all, to modify your plans during the lesson?
- Why do you feel the way you do about the lesson?
- Why do you think the lesson went well? Where do you think it could have gone better?
- What were the results of the lesson? What did students learn? Why do you think this is so?

Rethink

- What would you do differently next time?
- What have you learned from this lesson and observation?
- How will this interaction influence your teaching in the future?

Reflect

- How did this observation and feedback process work for you?
- How, as a coach and observer, can I better help you?

Teacher’s Signature: _____________________________Observer’s Signature: _________________________________

Teacher’s signature does not constitute agreement but merely signifies she/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation, response/rebuttal to written feedback of the evaluator in 10 business days, which may be considered during the Appeals process.
## Learning Walk Note Taking Form

<table>
<thead>
<tr>
<th>Date:</th>
<th>Focus: (check off)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>_____ Common Core Standards</td>
</tr>
<tr>
<td></td>
<td>_____ Essential Questions</td>
</tr>
<tr>
<td></td>
<td>_____ Classroom Environment</td>
</tr>
</tbody>
</table>

### What are my “look fors”?

### What did I observe?

### What questions do I have?

### In summary:
Learning Walks are instructional in nature and are not scored and utilized in the evaluation score. They can be used to show evidence of teacher growth on a particular indicator from the TCTEF.

Teachers will receive feedback verbally upon the completion of a Learning Walk. A summary of the Learning Walk will be provided to the teacher by the evaluator within two business days.
A comprehensive evaluation of teacher effectiveness includes looking beyond the classroom. Below are three sets of indicators to help guide your assessment of the teacher’s commitment to professional growth, the school community, and professionalism. Use the four-point rubric for each set to assess the teacher’s commitment to professional practice.

### Commitment to Professional Growth

**Signs of commitment include...**

<table>
<thead>
<tr>
<th>10.1</th>
<th>Self-assessing and working to improve his or her own classroom practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.2</td>
<td>Developing and implementing a professional growth plan.</td>
</tr>
<tr>
<td>10.3</td>
<td>Seeking out professional development and continuous learning opportunities.</td>
</tr>
<tr>
<td>10.4</td>
<td>Working with colleagues to improve practice throughout the building as part of a professional learning community.</td>
</tr>
</tbody>
</table>

**(1) Novice:** The teacher is reluctant or resistant to professional growth.

**(2) Developing:** The teacher has made an initial commitment to professional growth and applies new learning in the classroom.

**(3) Proficient:** The teacher has made a clear commitment to professional growth and regularly applies new learning in the classroom.

**(4) Expert:** The teacher has made a strong commitment to professional growth that is highly evident. The teacher is adept at translating new learning into improved classroom practice. In addition, the teacher has taken an active role in promoting professional learning throughout the school.

### Commitment to the School Community

**Signs of commitment include...**

<table>
<thead>
<tr>
<th>10.5</th>
<th>Maintaining open communication with the entire school community (e.g., administrators, teachers, parents, students).</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.6</td>
<td>Assuming appropriate leadership roles (e.g., mentor, instructional coach, teacher-leader).</td>
</tr>
<tr>
<td>10.7</td>
<td>Helping maintain and build a positive school culture (e.g., through athletic coaching, volunteerism, and other forms of non-required participation or contribution).</td>
</tr>
</tbody>
</table>

**(1) Novice:** The teacher is not contributing to the school community beyond his or her classroom.

**(2) Developing:** The teacher will contribute to the larger school community, but often requires prompting from colleagues or superiors.

**(3) Proficient:** The teacher is a regular and active contributor to the school community.

**(4) Expert:** The teacher contributes to the school community consistently and with passion and enthusiasm. The teacher is recognized as a leader and role model within the school community.

### Commitment to Professionalism

**Signs of commitment include...**

<table>
<thead>
<tr>
<th>10.8</th>
<th>Maintaining a high level of professionalism at all times.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.9</td>
<td>Becoming aware of and adhering to legal responsibilities and current educational policies of the school, district, and state.</td>
</tr>
</tbody>
</table>

**(1) Novice:** The teacher needs to be reminded of school rules and has little to no awareness of larger educational policy (e.g., state and national initiatives).

**(2) Developing:** The teacher generally follows school rules but has only a basic awareness of educational policy beyond the school walls.

**(3) Proficient:** The teacher adheres to school rules and is generally aware of major changes in educational policy.

**(4) Expert:** The teacher is a committed professional who follows and promotes school rules. The teacher understands the purpose of educational policies and how they affect classroom practice and the educational community.
Essential Question: How do you organize your classroom to enhance learning and establish rules and procedures that clarify expectations?

How would you rate yourself at...

1.1: Organizing classroom space (e.g., seating, resources, technology, decoration) to ensure safety, maximize learning, and meet your overall goals and objectives?

1.2: Keeping the flow of activities in the classroom moving smoothly?

1.3: Establishing a manageable set of classroom rules and procedures and communicating with students about them regularly (e.g., posting them, modeling them, explaining the rationale behind them, discussing their applications in the classroom, and refining them as needed)?

1.4: Providing clear directions for classroom tasks using a variety of modalities (e.g., verbal, visual, physical demonstration) and checking to make sure students understand their roles and responsibilities?

1.5: Developing an effective plan for managing student behavior that includes positive consequences, negative consequences, and an appropriate level of home involvement?

1.6: Managing non-instructional duties (e.g., taking attendance, distributing materials and take-home notices, lunch counts) with minimal disruption to classroom learning?

1.7: Working effectively with other adults in the classroom (e.g., co-teachers, paraprofessionals, aides, student teachers)?

Self-Assessment Rubric

Use the following four-point rubric to self-assess your classroom practice by responding to each indicator question to the left. (Note: Write your response in the bubble next to each indicator question.)

1. Novice – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.

2. Developing – I do this in my classroom, but only notice positive effects on student learning sometimes.

3. Proficient – I do this well and notice consistent positive effects on student learning.

4. Expert – I see this as a strength of mine: I can adapt it to fit my students’ needs and notice consistent and significant positive results in student achievement.

(NA) Not Applicable – This does not apply to my work in school.

Reflection Notes

Evidence of my commitment to this dimension...

Ideas for improving in this dimension...

Impact on Student Learning

Remember: The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

Students...

- Show respect for each other and the classroom.
- Have access to necessary supplies and resources.
- Understand and follow classroom rules and procedures.
- Make good use of their time.
- Know what to do (self-directed).
- Take responsibility for their own learning.
- Have a positive attitude.
- Use conflict-resolution techniques when there is a disagreement.
Self-Assessing Dimension Two: Positive Relationships

Essential Question: How do you build meaningful relationships with your students and among students to promote learning?

How would you rate yourself at...

2.1: Maintaining a positive and “with it” demeanor that shows students you care about what’s going on in the classroom and is committed to the idea that “we’re all in this together”?  
2.2: Getting to know your students and incorporating their interests, aspirations, and backgrounds into the curriculum?  
2.3: Differentiating instruction and assessment so students of all styles and ability levels can experience the joys of success?  
2.4: Building a classroom community that insists on respect and mutual support for each student’s learning and provides opportunities for students to become familiar with each other?  
2.5: Designing learning experiences that call for high levels of collaboration, discussion, and interaction among students?  
2.6: Maintaining an open and appropriate level of communication with students and the home?  
2.7: Showing you care about your students as individuals?

IMPACT ON STUDENT LEARNING

REMEMBER: The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

Students...

- Are respectful of each other and the teacher.
- Collaborate with each other.
- Participate in whole-class and small-group discussions.
- Feel that “We’re all in this together.”
- Display empathy.
- Share their feelings.
- Resolve conflicts.
- Have a voice.

SELF-ASSESSMENT RUBRIC

Use the following four-point rubric to self-assess your classroom practice by responding to each indicator question to the left. (Note: Write your response in the bubble next to each indicator question.)

1. Novice — I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
2. Developing — I do this in my classroom, but only notice positive effects on student learning sometimes.
3. Proficient — I do this well and notice consistent positive effects on student learning.
4. Expert — I see this as a strength of mine: I can adapt it to fit my students’ needs and notice consistent and significant positive results in student achievement.

(NA) Not Applicable — This does not apply to my work in school.

REFLECTION NOTES

Evidence of my commitment to this dimension...

Ideas for improving in this dimension...
Self-Assessing Dimension Three: Engagement and Enjoyment  
**Essential Question:** How do you motivate students to do their best work and inspire the love of learning?

**How would you rate yourself at...**

- **3.1:** Engaging students in diverse forms of thinking (e.g., practical, analytical, creative, exploring feelings and values)?
- **3.2:** Using key “motivational levers” like controversy, choice, competition, challenge, and creativity to increase students’ commitment to learning?
- **3.3:** Maintaining a high level of student excitement and on-task behavior using a wide variety of tools and strategies?
- **3.4:** Communicating and maintaining a passion for teaching, learning, and quality work throughout lessons and units?
- **3.5:** Tapping into the power of “selfhood”: encouraging students to pursue their own interests, make their own choices, develop their own perspectives, and express their values and dreams?
- **3.6:** Creating a classroom environment that has the capacity to inspire and delight (e.g., through enthusiasm, humor, novelty, color, movement)?

**SELF-ASSESSMENT RUBRIC**

Use the following four-point rubric to self-assess your classroom practice by responding to each indicator question to the left. (Note: Write your response in the bubble next to each indicator question.)

1. **Novice** – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
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3. **Proficient** – I do this well and notice consistent positive effects on student learning.
4. **Expert** – I see this as a strength of mine: I can adapt it to fit my students’ needs and notice consistent and significant positive results in student achievement.
5. **(NA) Not Applicable** – This does not apply to my work in school.

**REFLECTION NOTES**

_Evidence of my commitment to this dimension..._

_Ideas for improving in this dimension..._

**IMPACT ON STUDENT LEARNING**

_REMEMBER: The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness._

Students...
- **Are energetic and enthusiastic.**
- **Display effort.**
- **Enjoy themselves in the classroom.**
- **Express their own interests, ideas, and insights.**
- **Are on-task and motivated.**
- **Stretch their minds with different forms of thinking.**
Self-Assessing Dimension Four: A Culture of Thinking and Learning

**Essential Question:** How do you develop a classroom culture that promotes serious learning and sophisticated forms of thinking?

**How would you rate yourself at...**

- **4.1:** Challenging students’ minds with rigorous texts and content and equipping them with the skills they need to handle rigorous content?
- **4.2:** Engaging students in extended, higher-order thinking challenges (e.g., inquiry, investigation, problem-based learning, action research projects)?
- **4.3:** Encouraging and challenging students to support their written and spoken ideas with evidence?
- **4.4:** Probing, extending, and clarifying student responses using effective questioning and recognition techniques?
- **4.5:** Encouraging discussion, dialogue, and debate around important ideas?
- **4.6:** Requiring students to use critical academic vocabulary in their speaking and writing?
- **4.7:** Using technology as a tool for fostering critical thinking, creative expression, and problem solving?
- **4.8:** Teaching students how to use strategies on their own, as tools and frameworks for thinking and learning (e.g., moving from using Compare & Contrast to teaching students how to conduct their own comparative analyses)?

**Impact on Student Learning**

**Remember:** The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

**Students...**

- Use different forms of critical thinking.
- Show curiosity.
- Use thinking and learning strategies.
- Support their thinking with evidence.
- Use academic vocabulary.
- Ask meaningful questions.
- Challenge themselves.
- Apply technology in meaningful ways.
- Exhibit habits of mind to work through problems.

**Self-Assessment Rubric**

Use the following four-point rubric to self-assess your classroom practice by responding to each indicator question to the left. (Note: Write your response in the bubble next to each indicator question.)

1. **Novice** – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
2. **Developing** – I do this in my classroom, but only notice positive effects on student learning sometimes.
3. **Proficient** – I do this well and notice consistent positive effects on student learning.
4. **Expert** – I see this as a strength of mine: I can adapt it to fit my students’ needs and notice consistent and significant positive results in student achievement.
5. **(NA) Not Applicable** – This does not apply to my work in school.

**Reflection Notes**

*Evidence of my commitment to this dimension...*

*Ideas for improving in this dimension...*
Self-Assessing Dimension Five: Preparing Students for New Learning

**Essential Question:** How do you establish your purpose, activate students’ prior knowledge, and prepare students for learning?

**How would you rate yourself at...**

- **5.1:** Selecting relevant standards that are appropriate to your content and grade level?
- **5.2:** “Unpacking” standards and turning them into clear and measurable learning goals and targets?
- **5.3:** Posing essential questions to guide learning and promote deep thinking?
- **5.4:** Beginning lessons and units with engaging “hooks”—thought-provoking activities or questions that capture student interest and activate their prior knowledge?
- **5.5:** Introducing students to the key vocabulary terms they will need to know and understand to successfully learn the content?
- **5.6:** Assessing students’ background knowledge, skill levels, and interests relative to learning goals and targets?
- **5.7:** Helping students develop insights into the products they’ll be creating, performances they’ll be delivering, and/or tasks they’ll be completing to demonstrate what they’ve learned (e.g., providing models of high-quality work, rubrics, checklists, etc.)?
- **5.8:** Encouraging students to develop personal learning goals and plans for achieving them?

**IMPACT ON STUDENT LEARNING**

**REMEmBER:** The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

Students...

- Understand/restate learning goals in their own words.
- Ask questions about learning goals.
- Know what they have to produce and what’s expected of them.
- Assess their own knowledge of vocabulary.
- Call up their prior knowledge.
- Generate questions about content or personal goals.
- Understand the plan for learning.

**SELF-ASSESSMENT RUBRIC**

Use the following four-point rubric to self-assess your classroom practice by responding to each indicator question to the left. (Note: Write your response in the bubble next to each indicator question.)

1. **Novice** – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
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3. **Proficient** – I do this well and notice consistent positive effects on student learning.
4. **Expert** – I see this as a strength of mine: I can adapt it to fit my students’ needs and notice consistent and significant positive results in student achievement.

(NA) **Not Applicable** – This does not apply to my work in school.

**REFLECTION NOTES**

Evidence of my commitment to this dimension...

IdeaS for improving in this dimension...
Self-Assessing Dimension Six: Presenting New Learning

**Essential Question:** How do you present new information and provide opportunities for students to actively engage with content?

**How would you rate yourself at...**

**6.1:** Designing lessons and units around the way the content is organized (e.g., topic-subtopic, cycle, procedural, comparison, etc.) and breaking the content up into meaningful “chunks?”

**6.2:** Incorporating multiple sources of information, including multimedia resources, into lessons to help students acquire new knowledge?

**6.3:** Demonstrating high-quality communication skills (e.g., expressive language, rich vocabulary, proper use)?

**6.4:** Using a variety of presentation techniques (e.g., visuals, drama, stories, use of imagery, etc.) to make lessons vivid and memorable?  
(presenting declarative information)

**6.5:** Using modeling and think-alouds to help students understand the thinking skills, processes, and procedures they’ll need to master?  
(presenting procedural information)

**6.6:** Using a variety of questions and response techniques (e.g., signaling, surveying, whiteboard-response systems, Think-Pair-Share, provisional writing) to check for understanding in real time?

**6.7:** Making use of outside resources (e.g., field trips, guest speakers from community, interactive technology) to make learning authentic?

**6.8:** Helping students assemble big ideas and important details through notemaking, summarizing, graphic organizers, and/or other forms of linguistic and nonlinguistic representation?

**IMPACT ON STUDENT LEARNING**

**REMEMBER:** The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

Students...

- Actively process new content (e.g., notes, questions, provisional writing).
- Are able to identify big ideas and important details.
- Communicate about their learning.
- Can answer questions about their learning.
- Raise their own questions.
- Can summarize what they’ve learned.
- Make connections to the real world.

**SELF-ASSESSMENT RUBRIC**

Use the following four-point rubric to self-assess your classroom practice by responding to each indicator question to the left. (Note: Write your response in the bubble next to each indicator question.)

1. **Novice** – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.

2. **Developing** – I do this in my classroom, but only notice positive effects on student learning sometimes.

3. **Proficient** – I do this well and notice consistent positive effects on student learning.

4. **Expert** – I see this as a strength of mine: I can adapt it to fit my students’ needs and notice consistent and significant positive results in student achievement.

(NA) **Not Applicable** – This does not apply to my work in school.

**REFLECTION NOTES**

*Evidence of my commitment to this dimension...*

*Ideas for improving in this dimension...*
Self-Assessing Dimension Seven: Deepening and Reinforcing Learning

**Essential Question:** How do you help students solidify their understanding and practice new skills?

**How would you rate yourself at...**

1. **7.1:** Identifying critical junctures in the learning sequence, establishing targets that students must achieve at each juncture, and using a variety of formative assessment activities to help students assess their progress toward the targets?

2. **7.2:** Engaging students in regular content-based writing that helps them clarify their thinking and deepen their understanding?

3. **7.3:** Building in periodic review and guided practice opportunities to help students master key skills and content?

4. **7.4:** Providing clear and descriptive feedback to help students refine their use of key skills and/or deepen their comprehension?

5. **7.5:** Using heterogeneous and homogeneous groups to maximize student learning (e.g., grouping students according to ability levels, interests, learning styles, etc.)?

6. **7.6:** Providing a wide variety of resources (e.g., manipulatives, models, learning centers, multimedia) to enhance practice and learning?

7. **7.7:** Providing students opportunities to process new knowledge deeply through questions, discussion, and critical thinking activities?

8. **7.8:** Assigning purposeful and grade-appropriate homework for students to practice and reinforce learning?

**SELF-ASSESSMENT RUBRIC**

Use the following four-point rubric to self-assess your classroom practice by responding to each indicator question to the left. (Note: Write your response in the bubble next to each indicator question.)

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(NA) **Not Applicable** – This does not apply to my work in school.

**REFLECTION NOTES**

Evidence of my commitment to this dimension...

Ideas for improving in this dimension...

---

**IMPACT ON STUDENT LEARNING**

**REMEMBER:** The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

Students...

- ☐ ☐ ☐ Are able to distinguish between what they know, don’t know, and what they need to work on.

- ☐ ☐ ☐ Practice and rehearse.

- ☐ ☐ ☐ Use writing and thinking strategies.

- ☐ ☐ ☐ Display effort.

- ☐ ☐ ☐ Coach each other.

- ☐ ☐ ☐ Use feedback (what they see, hear) to assess and modify their performance.

- ☐ ☐ ☐ Think critically—synthesize and discuss ideas, give explanations, make new hypotheses.
Self-Assessing Dimension Eight: Applying Learning

**Essential Question:** How do you help students demonstrate their learning and what kinds of evidence do you collect to assess student progress?

How would you rate yourself at...

- **8.1:** Aligning summative assessments with learning goals and targets?
- **8.2:** Designing culminating assessments that require students to transfer their learning in meaningful ways?
- **8.3:** Developing tasks around the kinds of writing required for college and career readiness (argument, informative/explanatory, narrative)?
- **8.4:** Engaging students in research projects that capture student interest and have relevance in the world beyond the classroom?
- **8.5:** Challenging students to present their findings and defend their ideas?
- **8.6:** Equipping students with the planning, thinking, and self-assessment skills they need to analyze and address task demands?
- **8.7:** Making sure students understand what’s expected of them (e.g., examining rubrics, checklists, models of exemplary work, etc.) and providing feedback as they work?
- **8.8:** Differentiating assessment tasks so that students can show what they know in different ways?

**SELF-ASSESSMENT RUBRIC**

Use the following four-point rubric to self-assess your classroom practice by responding to each indicator question to the left. (Note: Write your response in the bubble next to each indicator question.)

1. **Novice** – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
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4. **Expert** – I see this as a strength of mine: I can adapt it to fit my students’ needs and notice consistent and significant positive results in student achievement.
5. **(NA) Not Applicable** – This does not apply to my work in school.

**REFLECTION NOTES**

*Evidence of my commitment to this dimension...*

*Ideas for improving in this dimension...*

**IMPACT ON STUDENT LEARNING**

*REMEMBER: The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.*

**Students...**

- Plan out their work.
- Analyze and revise their own work to improve its quality.
- Incorporate feedback into their revisions.
- Use rubrics and checklists.
- Develop meaningful products.
- Present and explain their work.
- Take pride in their work.
Self-Assessing Dimension Nine: Reflecting on and Celebrating Learning

**Essential Question:** How do you help students look back on their learning and refine their learning process?

### How would you rate yourself at...

- **9.1:** Celebrating student learning and achievement?
- **9.2:** Providing students with opportunities to look back on the content so they can make generalizations, develop new insights, and/or formulate questions?
- **9.3:** Helping students reflect on their own learning process to identify what they did well and where they’d like to improve?
- **9.4:** Creating an environment that takes metacognition—or thinking about thinking—seriously?
- **9.5:** Helping students review learning goals and targets, assess their level of achievement, and “close the gap” when goals are unmet?
- **9.6:** Working with students to set future performance goals?

### SELF-ASSESSMENT RUBRIC

Use the following four-point rubric to self-assess your classroom practice by responding to each indicator question to the left. (Note: Write your response in the bubble next to each indicator question.)

1. **Novice** – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
2. **Developing** – I do this in my classroom, but only notice positive effects on student learning sometimes.
3. **Proficient** – I do this well and notice consistent positive effects on student learning.
4. **Expert** – I see this as a strength of mine: I can adapt it to fit my students’ needs and notice consistent and significant positive results in student achievement.

(NA) **Not Applicable** – This does not apply to my work in school.

### REFLECTION NOTES

*Evidence of my commitment to this dimension...*

### Ideas for improving in this dimension...

**IMPACT ON STUDENT LEARNING**

**REMEMBER:** The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

**Students...**

- Take a step back to see the big picture.
- Ask questions.
- Talk about their own learning process.
- Talk about the content.
- Make meaningful connections and generalizations.
- Look back at their learning goals to assess their effort and achievement.
- Set new goals for themselves.
- Compare their performance with previous performances.
A complete self-assessment means looking beyond the classroom. Below are some indicators to help you think about your commitment to professional learning and your contributions to the school community.

**My Commitment to Professional Growth**

*Signs of my commitment include…*

10.1 Self-assessing and working to improve my classroom practice.

10.2 Developing and implementing a professional growth plan.

10.3 Seeking out professional development and continuous learning opportunities.

- Working with colleagues to improve practice throughout the building as part of a professional learning community.

**Evidence of my commitment to Professional Growth…**

**Ideas for improving…**

**How would you rate your commitment to professional growth?** *(Select the most appropriate level.)*

- Novice (Minimal or No Commitment)
- Developing (Initial Commitment)
- Proficient (Clear Commitment)
- Expert (Strong Commitment)

**My Commitment to the School Community**

*Signs of my commitment include…*

10.5 Maintaining open communication with the entire school community (e.g., administrators, teachers, parents, students).

10.6 Assuming appropriate leadership roles (e.g., mentor, instructional coach, teacher-leader).

- Helping maintain and build a positive school culture (e.g., through athletic coaching, volunteerism, and other forms of non-required participation or contribution).

**Evidence of my commitment to the School Community…**

**Ideas for improving…**

**How would you rate your commitment to the school community?** *(Select the most appropriate level.)*

- Novice (Minimal or No Commitment)
- Developing (Initial Commitment)
- Proficient (Clear Commitment)
- Expert (Strong Commitment)

**My Commitment to Professionalism**

*Signs of my commitment include…*

10.8 Maintaining a high level of professionalism at all times.

- Becoming aware of and adhering to legal responsibilities and current educational policies of the school, district, and state.

**Evidence of my commitment to Professionalism…**

**Ideas for improving…**

**How would you rate your commitment to the school community?** *(Select the most appropriate level.)*

- Novice (Minimal or No Commitment)
- Developing (Initial Commitment)
- Proficient (Clear Commitment)
- Expert (Strong Commitment)
APPENDIX 19 Sample Professional Growth Plan & Form

Sample Professional Growth Plan

<table>
<thead>
<tr>
<th>General Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Name: Timothy Adams</td>
</tr>
<tr>
<td>Email: tadamseast.org</td>
</tr>
<tr>
<td>Building: East Elementary</td>
</tr>
<tr>
<td>Grade/Subject(s): Social Studies</td>
</tr>
<tr>
<td>When did you complete your last self-reflection? 5/19/2011</td>
</tr>
<tr>
<td>When was your last in-classroom observation? 11/18/2011</td>
</tr>
<tr>
<td>How many times have you been observed by an administrator or colleague within the past year? 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Using the Framework to Identify Areas of Strength and Areas for Potential Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on your self-reflection and discussion with your observers, which dimension(s) do you feel are your strongest?</td>
</tr>
<tr>
<td>Based on your self-reflection and discussion with your observers, which dimension(s) would you like to work on?</td>
</tr>
<tr>
<td>Organization, Rules, and Procedures</td>
</tr>
<tr>
<td>Preparing Students for New Learning</td>
</tr>
<tr>
<td>Reflecting on and Celebrating Learning</td>
</tr>
<tr>
<td>A Culture of Thinking and Learning</td>
</tr>
<tr>
<td>Presenting New Learning</td>
</tr>
<tr>
<td>Are there any specific indicators in the dimension(s) you’re targeting that help you better describe how you would like to grow?</td>
</tr>
<tr>
<td>4.7 Using technology as a learning tool</td>
</tr>
<tr>
<td>6.2 Uses multiple sources of information/media</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Establishing Goals for Professional Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select two or three goals you want to achieve this year.)</td>
</tr>
<tr>
<td>Based on your analysis above (areas of strength/target areas), what professional growth goals will you establish for the next year?</td>
</tr>
<tr>
<td>Use technology to enhance student learning.</td>
</tr>
<tr>
<td>Why did you select these goals?</td>
</tr>
<tr>
<td>I want to keep the students in my classroom engaged. The more they are engaged the more they will learn and retain the information. Using technology in the right way can really increase the engagement level of my students.</td>
</tr>
<tr>
<td>How are these goals aligned to your school/district goals?</td>
</tr>
<tr>
<td>My school is currently writing a grant for an increase in the technology budget. They have made a strong commitment to bringing more technology into our school. We want to incorporate more Smart Boards, ipads, and computers into all classrooms.</td>
</tr>
<tr>
<td>What effect will achieving each of these goals have on student achievement?</td>
</tr>
<tr>
<td>I hope that I will see increased levels of engagement which will lead to increased levels of understanding and overall student achievement.</td>
</tr>
</tbody>
</table>
Developing an Action Plan – Goal One

Include dates for each action (if applicable).

Goal One: Use technology to enhance student learning.

<table>
<thead>
<tr>
<th>Practice</th>
<th>Knowledge</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will you need to do in the classroom to achieve this goal?</td>
<td>What do you need to learn to achieve the goal?</td>
<td>How can your grade-level team, department-level team, or PLC help you achieve this goal?</td>
</tr>
<tr>
<td>□ Become more comfortable using technology</td>
<td>□ I need to learn more about technology and multimedia</td>
<td>Some of my team members are tech-savy and could really help me become more familiar with technology and show me how to use it well in the classroom.</td>
</tr>
<tr>
<td>□ Increase opportunities to incorporate technology into my current lessons.</td>
<td>□ I will need help integrating technology into social studies curriculum.</td>
<td>What other resources can be of help to you?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Practice – some self-directed learning with new technology.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Maybe a single-session course?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Using PD-360</td>
</tr>
</tbody>
</table>

Tracking Your Progress – Goal One

Over the course of the year, identify at least three milestones. Plot your progress on the chart below.

| 4 | I HAVE ACHIEVED THIS GOAL; THE EFFECTS ON STUDENT LEARNING ARE POSITIVE AND CLEAR. |
| 3 | I AM GETTING CLOSE TO ACHIEVING THIS GOAL AND AM BEGINNING TO SEE POSITIVE EFFECTS ON STUDENT LEARNING. |
| 2 | I HAVE BEGUN TO ADVANCE TOWARD THE GOAL, BUT THE EFFECTS ON STUDENT LEARNING ARE NOT YET EVIDENT. |
| 1 | I HAVE NOT YET ADVANCED IN MY EFFORTS TO ACHIEVE THIS GOAL. |

Initial Assessment 10/20/11  Milestone 12/10/11  Milestone  |

Impact on Student Learning – Goal One (respond to these questions at each milestone)

What modifications to your classroom practice have you made? What effects on student learning do you see? What results (e.g., test data, student work) can you point to for each milestone?

Milestone 1: Developed a multimedia unit on immigration. In the past, this unit was only text-driven. I incorporated video and used interactive maps throughout the unit. The result on student learning is very positive. During the class students are much more engaged. As a final project on the unit students were asked to complete a multimedia project. These projects really showed me how much my students understood the content. Compared to previous projects, these projects highlighted many key points from my unit and further demonstrated the high level of understanding from all students.
# Professional Growth Plan

## General Information

<table>
<thead>
<tr>
<th>Teacher Name:</th>
<th>Building:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td>Grade/Subject(s):</td>
</tr>
</tbody>
</table>

- When did you complete your last self-reflection?
- When was your last in-classroom observation?
- How many times have you been observed by an administrator or colleague within the past year?

## Using the Framework to Identify Areas of Strength and Areas for Potential Growth

<table>
<thead>
<tr>
<th>Based on your self-reflection and discussion with your observers, which dimension(s) do you feel are your strongest?</th>
<th>Based on your self-reflection and discussion with your observers, which dimension(s) would you like to work on?</th>
</tr>
</thead>
</table>

- Are there any specific indicators in the dimension(s) you’re targeting that help you better describe how you would like to grow?

## Establishing Goals for Professional Growth (Select two or three goals you want to achieve this year.)

<table>
<thead>
<tr>
<th>Based on your analysis above (areas of strength/target areas), what professional growth goals will you establish for the next year?</th>
</tr>
</thead>
</table>

- Why did you select these goals?

<table>
<thead>
<tr>
<th>How are these goals aligned to your school/district goals?</th>
</tr>
</thead>
</table>

- What effect will achieving each of these goals have on student achievement?
## Developing an Action Plan – Goal One
Include dates for each action (if applicable).

**Goal One:**

<table>
<thead>
<tr>
<th>Practice</th>
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<th>Resources</th>
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<tbody>
<tr>
<td>What will you need to do in the classroom to achieve this goal?</td>
<td>What do you need to learn to achieve the goal?</td>
<td>How can your grade-level team, department-level team, or PLC help you achieve this goal?</td>
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<td>What other resources can be of help to you?</td>
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## Tracking Your Progress – Goal One
Over the course of the year, identify at least three milestones. Plot your progress on the chart below.

| 4 | I HAVE ACHIEVED THIS GOAL; THE EFFECTS ON STUDENT LEARNING ARE POSITIVE AND CLEAR. |
| 3 | I AM GETTING CLOSE TO ACHIEVING THIS GOAL AND AM BEGINNING TO SEE POSITIVE EFFECTS ON STUDENT LEARNING. |
| 2 | I HAVE BEGUN TO ADVANCE TOWARD THE GOAL, BUT THE EFFECTS ON STUDENT LEARNING ARE NOT YET EVIDENT. |
| 1 | I HAVE NOT YET ADVANCED IN MY EFFORTS TO ACHIEVE THIS GOAL. |

| Initial Assessment | Milestone | Milestone | Milestone | Milestone | Final Assessment |

## Impact on Student Learning – Goal One (respond to these questions at each milestone)
What modifications to your classroom practice have you made? What effects on student learning do you see? What results (e.g., test data, student work) can you point to for each milestone?
APPENDIX 20

Teacher Improvement Plan

WEST BABYLON SCHOOL DISTRICT

T.I.P.-TEACHER IMPROVEMENT PLAN
(To be completed jointly by teacher and administrator)

Goals to improve teacher performance

This form is to be used when a teacher achieves an ineffective or developing rating

Name__________________________________ School_____________________

School year plan is based on________________ Assignment Grade/Subject_____

Ensuing School Year____________________ Grade/Subject___________________

Date of Related APPR____________________ Date of TIP Conference__________

Administrator_________________________ Date_____________________________

The plan should clearly describe the professional learning activities that the teacher must complete in order to achieve an effective rating. These activities should be connected directly to the areas needing improvement. The activities and/or artifacts that the teacher must produce that can serve as benchmarks of their improvement and as evidence for the final stage of their improvement plan, should be described and could include items such as lessons, student work or unit plans, etc. The supervisor must clearly state in the plan the additional support and assistance that the teacher will receive. In the final stage of the improvement plan, the teacher should meet with his/her supervisor as indicated in the timeframe to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the teacher.

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

TIP correspondence and documentation which are considered to be the property of the school district, will be part of the teacher confidential section of the regular personnel file for a period of 3 years after the completion of the Teacher Improvement Plan.
1. Areas needing improvement (performance goals, expectations, benchmarks, standards):

2. What evidence will demonstrate that the teacher has improved in identified areas?

3. What is the timeframe in which the change must occur? (Include review dates/final stage date)

4. Are there intermediate benchmarks that will indicate progress? If so when should these occur?

5. What directives, recommendations, requirements, and/or suggestions have been given to the teacher?

6. What resources, differentiated activities, materials, supports, guidance, and follow-up will be provided for the teacher (including mentor teacher if needed)?
7. Signatures of teacher, principal, supervisor (indicates awareness of plan to help teacher improve)

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<tr>
<th>POSITION</th>
<th>NAME</th>
<th>SIGNATURE</th>
<th>DATE</th>
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<tbody>
<tr>
<td>Teacher</td>
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<td>WBTA Rep</td>
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<td>Supervisor (if applicable)</td>
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A copy of this T.I.P. must be submitted to the Superintendent

**In year two of TIP an additional supervisor will be utilized to observe and work with the teacher in addition to the principal.
8. Record of meetings, observations, conferences, support activities, professional development, visitations, etc. related to improving teacher performance. (Collected by evaluator).

<table>
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<tr>
<th>ACTIVITY</th>
<th>DATE</th>
<th>Note (if necessary)</th>
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