

SPACKENKILL UFSD TEACHERS' AND SPECIALIST POSITIONS' ANNUAL PROFESSIONAL PERFORMANCE REVIEW

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Part I

Overview of the Regulations/Intent of the Process

The Annual Professional Performance Review (APPR) Plan is intended to improve and maintain the quality of instruction for professional staff by reviewing staff performance on an on-going basis. Evaluation is an activity that is conducted with teachers and specialists over time.

The Spackenkill Union Free School District APPR Committee (JTAC) has developed a plan that describes, in detail, the process by which the teaching faculty and specialist positions will be evaluated. The committee researched other plans, reviewed current research on teacher evaluation, and actively discussed all facets of performance review that lead to the improvement of instruction. The work of Charlotte Danielson “Enhancing Professional Practice: A Framework for Teaching, 2007” (“Framework”) is the theoretical and practical basis of our district’s teacher evaluation and instructional improvement system for teaching faculty; the specialist positions each have a rubric based on their specialty as outlined in this plan. This plan has been developed in conjunction with a directive from the NYS Education department to implement New York’s teacher evaluation law, section 3012-d of the Education Law. The new evaluation system is grounded in the NYS Teaching Standards (Appendix A).

This plan will be reviewed at the end of the 2016-2017 school year and any necessary changes will be agreed upon. Moving forward, the document will remain in a yearly review process or in accordance with New York State Education Law. When necessary, it will be revised to reflect the changing needs of the district, staff, and students and to correspond with changing NYSED regulations.

The purpose of the APPR is to outline a comprehensive plan for the annual review of the professional performance of teachers and specialist positions and to insure an equitable foundation for the improvement of teacher performance, the improvement of instruction, and to result in improved student achievement.

This document fosters the process of supporting the work of all teachers and specialist positions. The plan encourages professional growth and development through a process aligned with current research on best practices and the NYS Teaching Standards. It outlines the requirement of having a common language and common expectations among all evaluators. It encourages and provides the avenue for teachers and specialist positions to chart the course of their professional development and collaborate in their evaluation.

The plan also contains forms that are designed to assist administrators, teachers, and specialist positions in the implementation of this plan.

Part II

Teacher Observation Category for Teaching Faculty

Observations of teaching faculty will be classified as follows:

1. Formal Observation

A formal observation is a written announced classroom observation that is at least 30 minutes in length. It will be rated using the element level of the Danielson rubric (1=Ineffective, 2=Developing, 3=Effective, 4=Highly Effective). Any items in the rubric that are not observed, are not relevant, or don't apply will be left blank and not included in the scoring. Each element that is rated will receive equal weight within its domain; a score for each domain will be calculated by averaging all elements rated in that domain. An overall score of 1 to 4 will be calculated for each formal observation using the following weights: Domain 1 – 30%, Domain 2 – 30%, Domain 3 – 30%, Domain 4 – 10%.

A pre-observation meeting between the observer and teacher will be scheduled by the observer and take place at least one day but no more than three days prior to the day of the observation. A Pre-Observation Form (Appendix B with samples) will be completed by the teacher and sent electronically to the observer at least one day prior to the pre-observation meeting.

A post-observation meeting between the observer and teacher will be scheduled by the observer and take place no later than 10 school days following the observation. The observer must complete a draft form of the rubric and send it to the teacher within 8 school days of the observation but at least 2 days prior to the post conference. The observer and the teacher will discuss the completed draft form, and the teacher will have the opportunity to give further input or voice questions/concerns regarding the completed draft form before it becomes final. Once the observer completes any discussed changes, a teacher can choose to make comments that will become a permanent part of the form.

2. Building Walkthrough

A building walkthrough is a written unannounced classroom observation that is at least 15 minutes in length and completed by the building principal of a teacher. **Upon mutual agreement by the teacher and building principal, an assistant principal or dean of students may complete this building walkthrough.** It will be rated using the component level of the Danielson rubric (1=Ineffective, 2=Developing, 3=Effective, 4=Highly Effective). Any items in the rubric that are not observed, are not relevant, or don't apply will be left blank and not included in the scoring. A single score for Domains 1, 2 and 3 will be calculated by averaging all components rated in the three domains; a score for Domain 4 will be calculated by averaging all components rated in that domain. An overall score of 1 to 4 will be calculated for each building walkthrough using the following weights: Domain 1,2,and 3 (as a single score) – 60%, Domain 4 – 40%.

The observer must complete a draft form of the rubric and send it to the teacher within 3 school days of the observation. At the request of the observer or teacher, a post-observation meeting will be scheduled by the person requesting the meeting within 5

school days following the walkthrough. The observer and the teacher will discuss the completed draft form, and the teacher will have the opportunity to give further input or voice questions/concerns regarding the completed draft form before it becomes final. Once the observer completes any discussed changes, a teacher can choose to make comments that will become a permanent part of the form.

3. Outside Evaluator Observation

An outsider evaluator observation is a written classroom observation that is at least 15 minutes in length. A teacher will be informed by September 15th of the name of the administrator performing the outside evaluator observation; a teacher will be informed the week before this unannounced observation which will take place during the following 15 school days. A teacher may also voluntarily agree to waive this notice when requested by the administrator. It will be rated using the component level of the Danielson rubric (1=Ineffective, 2=Developing, 3=Effective, 4=Highly Effective), with only Domain 2 and Domain 3 available for rating. Any items in the rubric that are not observed, are not relevant, or don't apply will be left blank and not included in the scoring. Each component that is rated will receive equal weight within its domain; a score for each domain will be calculated by averaging all components rated in that domain. An overall score of 1 to 4 will be calculated for each outside evaluator observation using the following weights: Domain 2 – 50%, Domain 3 – 50%. The observer must complete the rubric and send it to the teacher within 3 school days of the observation.

An outside evaluator of a teacher will be a Spackenkill administrator from a different building or a Spackenkill district level administrator other than the Superintendent. At the request of the observer or teacher, a post-observation meeting will be scheduled by the person requesting the meeting within five days of the observation. The observer and the teacher will discuss the completed form, and the teacher will have the opportunity to give further input or voice questions/concerns regarding the completed form before it becomes final. Once the observer completes any discussed changes, a teacher can choose to make comments that will become a permanent part of the form.

Tenured Teachers:

A tenured teacher will have a minimum of the following: one formal observation, a building walkthrough performed by their building principal, and an outside evaluator observation. The formal observation and outside evaluator observation will take place between September 15 and April 1 of the given school year. The building walkthrough will take place between January 1 and June 14.

A tenured teacher's formal observation will be completed by the following administrator:

Classroom teacher – a building Administrator (Principal, AP or Dean)
where the teacher works

Classroom teacher who travels – one of the building administrators where
the teacher works; teacher will be informed by September 15 which
building the formal observation will take place

PE/Health – a building Administrator where the teacher works or Athletic
Director

Special Education – a building administrator where the teacher works or
Assistant Superintendent for Curriculum, Instruction, and Pupil
Personnel Services

Probationary Teacher:

A probationary teacher will have a minimum of the following: 3 formal observations performed by either the building administrator(s) where they work or a district administrator and one outside evaluator observation. One of the three formal observations is to be unannounced; a teacher will be informed the week before that this unannounced observation will take place the following week. When this occurs, the Pre-Observation Form may be completed afterwards at the request of the observer or teacher and sent electronically to the observer within two days of the date of such unannounced formal observation. The first observation shall not take place prior to October 1 during a teacher’s first year, and prior to September 15 for any year following. One formal observation must be done by the building principal and take place between January 1 and May 15.

Part-time or Temporary Teacher:

- A part-time teacher who was first probationary or tenured will follow the rules above based on their current status.
- A part-time teacher who was never probationary nor tenured and who has been employed by the district in this part-time position for 5 or more years will follow the rules for a tenured teacher.
- A part-time teacher who was never probationary nor tenured and who has been employed by the district in this part-time position for less than 5 years will have a minimum of the following:

Part-time status	Formal Observations	Building Walkthrough	Outside Evaluator Observation
> = .5	2	1	1
< .5	1	1	1

- A teacher on temporary assignment will have a minimum of the following:

Temporary status	Formal Observations	Building Walkthrough	Outside Evaluator Observation
Full year	3	0	1
>= Half year but <full year	1	0	1
< half year	Admin discretion	Admin discretion	Admin discretion

Training in the Framework:

Any probationary, temporary or part-time teacher new to the district will be offered session(s) designed to explain the Framework, its rubrics, and the observation process by October 1 of the teacher’s first year in the district. These sessions will either take place

during the contractual day, or the teacher will receive clock hours for session(s) beyond the contractual day. A teacher may be required to attend these sessions at a non-district site within a reasonable distance.

Calculation of Overall Observation Category Score:

Once all observations and walkthroughs are complete, an overall Observation Category Score must be computed. NOTE: If a teacher has earned a score of 1 on all rated components across all observations, the overall observation score assigned must be a 0.

If applicable, all formal observations will be averaged together for a final formal observation score. If applicable, all building walkthroughs will be averaged together for a final building walkthrough score. If applicable, all outside evaluator observations will be averaged together for a final outside evaluator observation score. The overall observation score will then be calculated using the following weights:

	Final Formal Observation Score	Final Building Walkthrough Score	Final Outside Evaluator Observation Score
Tenured, Any Part time	60%	30%	10%
Probationary Temporary >= half year	90%	0%	10%
Temporary - < half year	0%	90%	10%

Should a formal observation or building walkthrough be completed where it is not required and is reflected in the above table with 0%, the percentages used for calculation will revert to those of a tenured teacher.

This overall observation score will be converted to an overall HEDI rating using the following table:

Overall Observation Category Score and Rating

	Min	Max
H	3.50	4.0
E	2.50	3.49
D	1.50	2.49
I	0	1.49

Part III

Student Performance Category for Teaching Faculty

For this required subcomponent of the APPR, all teaching faculty must develop an SLO. (Beginning in September, 2019, teachers for whom a state-provided growth score is provided for the majority of their students must then develop a back-up SLO). This will be done using the document in Appendix C. The plan will be submitted to the building principal for review by November 1. As SLO's must be district approved, a meeting will take place with the teacher and the administrator, if necessary, to review the plan and make changes.

Once the assessments are completed, a principal may request that a teacher assist the final category calculation by filling out a form to indicate the number of students who met the target based upon the goals set in the teacher's SLO.

Student Population/Courses

All teachers will create an SLO using the appropriate groups of students/subject/course as prescribed by the state guidelines. The numbers on BEDS day in October will be used in determining a teacher's SLO population.

Assessments Used

In accordance with 3012-d, only assessments that have been approved by the state will be allowable. Spackenkill has completed an RFQ, and many of our local assessments have been accepted for use by the state in a teacher's SLO. The district agrees to be flexible in completing future necessary documents to add more assessments to that list.

For the years prior to September 2019, all teachers for whom a state-provided growth score is calculated, or who must use the grades 3-8 state ELA and/or math assessments in an SLO, will create an SLO using an alternative, state approved assessment to be used in their transition score.

Growth Target Setting Methods

The SLO process determined by the Commissioner shall include a minimum growth target of one year of expected growth, or the length of the course if it is shorter. The goal setting methods for setting targets can be chosen from one of the following: individual growth target setting model, class-wide minimum rigor target setting model, or banded/range-based target setting model.

NOTE: The SLO will no longer read "85% of my students...." or any other percentage as it has in the past. A target will be set, and the percentage of students who achieve that target will convert to a score from 0 to 20 as shown in the table prescribed by the state on the SLO template. (See Appendix C)

Poverty, students with disabilities, English language learners status, and prior academic history may be taken into account through the use of targets.

Small Number of Students

Any teacher who knows that they will have fewer than 16 total assessments used in their SLO will have a SLO using an alternative target setting model and state approved table. This will also be the process for those creating a back-up SLO to the state exams starting in September, 2019. If a teacher, on BEDS day, believes that they will be close to this number, they will need to create a back-up SLO using this method in addition to the regular SLO.

The building principal and teacher will establish the meaning of the four levels (Levels 1-4 as prescribed by the state) for the individual assessment being used in the SLO, and student targets will be set. Students will receive a score as follows: 3.0 for highly effective, 2.6 for effective, 2.2 for developing, and 1.8 for ineffective. A sum of the points earned based on each student's performance is calculated and then averaged for all students on a teacher's course roster. That average will then be converted to a score from 0 to 20, based upon the table set by the state (See Appendix D).

SLO Rules

- A student will not be counted toward a teacher's SLO if he is a transfer student from another district and enters the district after the start of the second quarter, or after the fall administration of any necessary pre-test.
- A teacher will not be required to have a SLO if he is in attendance less than 60% of the school year.
- Teachers of quarterly classes may have two weeks into the start of the next quarter to revise their SLOs for the quarter; teachers of semester classes may have four weeks into the semester to revise their SLOs.
- SLOs that involve more than one course or test need to be weighted to reflect the number of students in each course. To achieve this weighting, take the number of exams that met the goal (in all courses) divided by the total number of exams taken (in all courses). In this manner, every test a student takes will receive equal weighting, and courses with more students will, therefore, weigh more in the final calculation.
- While we cannot exclude a student with poor attendance from a SLO, we can factor in his absences by weighting his attendance. If a teacher's overall rating is ineffective or developing, and he/she thinks a student's attendance is a factor, the teacher can request that an analysis be done to determine if weighting the child's attendance would make a difference to the overall rating.

Part IV Overall Evaluation Rating

Prior to the end of the school year in June, a summative conference to review the overall rating for each category, and the overall rating for the year, will be scheduled by the principal. For those teachers who do not receive assessment results prior to the end of the school year, this conference will take place by September 15 of the following school year.

Based on the rating for each category, the overall evaluation rating will be determined by using the state required chart below.

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

Part V

Teacher Improvement Plan – “TIP”

Teachers who are not performing at the overall “Effective” or “Highly Effective” level will have a Teacher Improvement Plan. This plan is designed to assist teachers. It is intended to support the teacher and move the teacher to the “Effective” and “Highly Effective” level.

Any teacher who was rated overall “Developing” or “Ineffective” on their annual professional performance review shall co-operate with the formulation and implementation of a Teacher Improvement Plan no later than October 1 following the school year for which such teacher received the rating.

An improvement plan defines specific standards-based goals that a teacher must make progress toward attaining within a specific period of time and shall include the identification of areas that need improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support improvement of these areas.

The plan should clearly describe the professional learning activities that the educator must complete. These activities should be connected directly to the areas needing improvement. The artifacts that the teacher must produce that can serve as benchmarks of improvement and evidence for the final stage of improvement plan should be described, and could include items such as lesson plans and supporting materials, including student work.

The administrator should clearly state in the plan the additional support and assistance that the educator will receive. In the final stage of the improvement plan, the teacher should meet with his or her administrator to review the plan, alongside any artifacts and evidence from evaluations, in order to determine if adequate improvement has been made in the required areas outlined within the plan for the teacher.

A specific written plan will be developed which includes:

- Identification of needed areas of improvement
- Growth-promoting goals that are specific, measurable, action-oriented, realistic and time-bound
- Strategies for improving performance (examples may include, but are not limited to the following):
 - a. Retraining program/skill building training
 - b. Peer assistance/mentoring program
 - c. Intensive supervision
- Time lines for achieving improvement
- Indicators of progress
- The manner in which the improvement will be assessed
- Resources and support needed
- Identification of Teacher Responsibilities
- Identification of Administrator Responsibilities

A form will be used by the district (Appendix E).

1. All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books, and travel shall be borne by the district in their entirety. Unless otherwise required under ED Law 3020-B, no disciplinary action predicated upon ineffective performance shall be taken by the district against a teacher until a TIP has been fully implemented and its effectiveness in improving the teacher's performance has been evaluated. Unless otherwise required under ED Law 3020-B, no disciplinary action for pedagogical incompetence shall be taken by the district against a teacher predicated upon an ineffective rating who has met the performance expectations set by a TIP; however, nothing shall be construed to restrict or limit the district's right to deny tenure, or to otherwise terminate a probationary teacher, in compliance with law and the collective bargaining agreement.
2. Upon reviewing the staff member's progress, one of the following recommendations will be made:
 - The teacher has achieved an "Effective" or "Highly Effective" rating on the next year's APPR.
 - The staff member achieves a "Developing" rating on the next year's APPR, so remains in the Teacher Improvement Plan with revised goals and time lines.
 - A teacher maintains an "Ineffective" rating, and remains in the Teacher Improvement Plan with revised goals and time lines. However, a teacher demonstrating a "pattern of ineffective teaching," defined as two consecutive "Ineffective" ratings, may be charged with incompetence with the District initiating expedited proceedings to discipline or remove the teacher under Education Law Section 3020a.
 - Non-Tenured Teachers who are not achieving "Effective" or "Highly Effective" ratings after their first and/or second year may be subject to dismissal in keeping with education law. At no time will non-tenured staff be afforded additional rights to a position other than is legally allowed by education law.

A memo outlining the recommendation shall be provided to the staff member, the Superintendent, and Personnel file.

Part VI
Appeal of Annual Professional Performance Review

Description of Appeal

- a. Pursuant to Education Law section 3012-d, a teacher may only challenge the following in an appeal:
The substance of the annual professional performance review, which shall include (a) the instance of a teacher rated Ineffective on the student performance category but rated Highly Effective on the observation category based on an anomaly, as determined locally; (b) The district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-d; (c) The adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures, as required under Education Law section 3012-d; and (d) District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law section 3012-d.
- b. Composite ratings may be appealed in writing to the Superintendent within 15 calendar days of receipt of the completed evaluation. Failure to appeal within this timeframe shall be considered a waiver of the right to appeal. The appeal must articulate the substantive areas of disagreement over the performance review and must include any documents or materials relevant to the appeal.
- c. Within 5 calendar days of the District's receipt of the appeal, the administrator who issued the annual performance evaluation of the teacher or teacher improvement plan must submit a detailed written response to the appeal. The response should contain the reasons for the teacher's rating or Teacher Improvement Plan and any documents or materials that support the administrator's annual performance evaluation of the teacher or Teacher Improvement Plan. Only information submitted with the administrator's response will be considered.
- d. A written decision shall be rendered by the Superintendent within 15 days of the filing of the appeal.
- e. The decision of the Superintendent shall be final except when in regards to cases described in section j.
- f. The Superintendent's decision shall address the reasons and factual basis for the determination found regarding the issues raised in the appeal. Copies shall be provided to the teacher, the evaluator, and anyone responsible for implementing an improvement plan.
- g. If the appeal is sustained, the Superintendent may set aside the original rating, modify the rating, or order a new evaluation.

- h. An evaluation that is the subject of an appeal shall not be sought to be offered in evidence or placed in evidence in any proceeding conducted pursuant to Education Law sections 3020-a and 3020-b or any locally negotiated alternate disciplinary procedure until the appeal process is concluded.
- i. Nothing shall be construed to alter or diminish the authority of the governing body of a district to grant or deny tenure to or terminate probationary teachers during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons, including the teacher's performance that is the subject of the appeal.
- j. In the event a tenured teacher receives and unsuccessfully appeals two consecutive ineffective ratings, he/she may appeal the Superintendent's determination on the second consecutive ineffective rating within 15 days of receiving the decision. The appeal shall be conducted by an arbitrator in accordance with the grievance provision set out in the teachers' collective bargaining agreement. The cost of the arbitration will be shared between the district and the STA. The sole issue before the arbitrator shall be whether or not the second ineffective rating accurately reflects the teacher's performance during the period covered.
- k. Nothing herein shall limit the right of a non-tenured teacher to exercise his/her right pursuant to Education Law Section 3031 and bring a grievance charging a procedural violation of the provisions of the collective bargaining agreement and APPR procedures.
- l. In the case that the Commissioner's Regulations, or State Law is repealed or changed, the parties agree to reopen the agreement for the limited purpose of negotiating an alternative procedure.

Waiver

Any issues not raised in the appeal shall be deemed waived. Failure to file such appeal timely shall be deemed a waiver of the right to appeal.

Exclusive Remedy

This appeals procedure shall constitute the exclusive means for reviewing and resolving any challenge to a teacher's annual performance evaluation composite rating. With the exception of subsection j under the description of appeal, the Superintendent's decision shall be final and binding.

Part VII Procedures, Training, and Record Review

Procedures to Ensure That all Personnel are Acquainted With Review Procedures

- a. A copy of the Annual Professional Performance Review Process will be accessible electronically by administration to all personnel affected by the review process.
- b. Any changes to the Annual Professional Performance Review Process will be reviewed at faculty meetings.
- c. The District will make available a copy of the book “Enhancing Professional Practice” to each member of the teaching faculty; each member can choose to sign a copy out of the school library and returns it at the end of each school year.

Procedure to Ensure all Individuals Have an Opportunity for Written Feedback Regarding Their Annual Professional Performance Reviews

All staff affected by the APPR Process will have an opportunity to provide written feedback in the following manner:

- a. An opportunity for written comments on the observation and walkthrough reports
- b. The superintendent and the leadership of the Spackenkill Teachers’ Association agree to amend the APPR, as necessary, based upon litigation surrounding the APPR at the state level, changes to New York State Educational Law, New York State Law, and/or local considerations that impact the member of the Spackenkill Teachers’ Association.

Methods To Record Review Results

The following forms will be provided to the individual and filed in the personnel file and/or OASYS:

- a. All Observation Reports
- b. TIP Plans (If necessary)
- c. Overall Evaluation Rating

Training In Performance Evaluation

Administrators/Supervisors will be trained in:

- a. 2007 Charlotte Danielson’s **Framework For Teaching**
- b. An observation and data-collection process based on **Framework For Teaching, Driven by Data, and Leverage Leadership**
- c. Understanding the APPR process and forms
- d. Lead evaluators will attend all required training as indicated by State Education regulations and in turn, train all administrators in the district

PART VIII Data Management

The District will work with the NYSED to develop a process that aligns its data systems to ensure that the NYSED receives timely and accurate teacher, course and student “linkage” data, as well as a process for principal verification of the courses and/or student rosters assigned to them.

Ensuring Accurate Teacher and Student Data

The District shall ensure that the NYSED receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course and teacher/student linkage data necessary to comply with the Regulations of the Board of Regents and Commissioner of Education by providing such data in a format and timeline prescribed by the Commissioner. Furthermore, the District shall ensure that any third party vendor used for assessments will also receive the necessary accurate data when calculating growth scores.

Verification

The District’s student data system identifies teacher assignments and student enrollment and attendance. Teachers are responsible for the accuracy of their assigned course (s), and student “linkage” data. Teachers will be reminded to, and shown how to verify this information. Teachers verify the courses and/or student rosters assigned to them on a daily basis when they take attendance. If a teacher sees a student missing or has an extra student they must inform the guidance office and/or administration immediately and resolve the discrepancy. Furthermore, the teachers will be required to go into the NYSED data management system in the spring to verify that the information is accurate.

Reporting Individual Subcomponent Scores

The District will report to the NYSED the individual subcomponent scores and the total overall evaluation rating for each classroom teacher and building principal in the District in a format and timeline prescribed by the Commissioner. Total overall evaluation ratings will not be reported until all data needed for the student performance category is received by the District.

Part IX

Development, Security and Scoring of Assessments

Due to the small size of our district, every effort will be made to ensure the development, security and scoring processes of all assessments and/or measures used to evaluate teachers and principals under this section are not disseminated before administration and that teachers and principals do not have a vested interest in the outcome of the assessments they score.

Security of Assessments Used in the Student Performance Category

The District will secure all assessments at the building level consistent with NYSED and/or District guidelines prior to, during, and after administration of all assessments to ensure that these assessments are not disseminated to students before administration. In addition, both testing and scoring protocols will be consistently followed to ensure that teachers or principals do not have a vested interest in the outcome of the assessments they score. Assessment proctors will have access to test administration protocols prior to test administration as prescribed by NYSED and/or the District, without compromising the security or integrity of the assessment.

Arrival of Materials

For state assessments: When the test materials arrive at the building, the building principal or designee will carefully check, count and inventory the testing materials to ensure that the proper number of tests have been received. The contents of each box are checked against the shipping notice and the school's copy of the order form. All shrink-wrapped materials remain intact until the day of testing. All test materials are stored in a locked safe or vault.

For local assessments: Electronic and/or paper copies of each local assessment will be stored in a secure location in the building(s) who use that assessment.

Prior to Testing

Prior to the administration time period, a review of the test administration procedures is conducted with all faculty and staff that will be involved in the test administration and scoring; this can be done by providing a copy of the manual to the teachers. Classrooms are prepared for testing as described in the NYS Testing Administrator's Manual. Alternate locations and additional proctors are organized for students who require testing accommodations.

For local assessments, a member of the building administration will request a point person (department chair or curriculum coordinator) review the assessment prior to copying to make sure there are no potential issues or special considerations for copying. The building administration is responsible for making the appropriate number of copies of the assessment and scoring materials.

On the Day of the Testing

Thirty minutes prior to the testing administration time, the teachers and/or proctors pick up and count the test materials. Tests are administered in a time frame consistent with State and local requirements, to ensure test security and so that students can do their best. A class roster is completed on the day of testing to account for students who are absent and require a make-up test, if allowed. When tests are complete, all testing materials are collected and counted by the teacher and/or proctor. Completed testing materials are recounted, bound appropriately and kept in a secure location.

Once All Testing is Complete

Once the testing administration period is completed, all tests are securely inventoried and packed by the building administrator if required by NYSED. Make-up sessions are conducted within the allotted time frame, if allowable, and tests are kept in a secured, locked location. For 3-8 state exams, once all testing is complete, the test boxes are sealed, returned to the district office for scoring if appropriate, and then properly organized for the return to the testing center. For all other exams, the tests are given to the appropriate teachers to score; once scoring is completed, the tests are returned to the administration for proper confidential storage as required by law.

Scoring

The District will ensure that all assessments are scored in the manner as prescribed by the assessment. Teachers or principals will not have a vested interest in the outcome of assessments they score.

Once a local assessment is completed, all of the extra copies of the assessment and scoring materials will be returned to the administration for appropriate storage/destruction.

Part X

Specialist Position Evaluations

A. Speech Language Therapist

The speech language therapists will be evaluated using the Teacher Observation Category for Teaching Faculty (Part II of this document). They will, however, use a different Pre-Observation Form (see Appendix F). The rating calculated from the teacher observation category will become the overall rating for the speech language therapists (as they will not have the Student Performance Category for Teaching Faculty).

Speech language therapists who are not performing at the overall “Effective” or “Highly Effective” level will have a Teacher Improvement Plan. This plan is designed to assist the speech language therapist. It is intended to support the speech language therapist and move them to the “Effective” and “Highly Effective” level. The speech language therapists will follow the same procedures and timeline regarding a TIP as the classroom teachers, located in Part V of this document.

If a speech language therapist receives an overall “Ineffective” or “Developing” rating, they may appeal their rating using the same procedures and time limitations as the classroom teachers, located in Part V of this document.

B. School Psychologist

The school psychologist will be evaluated using the Danielson Rubric for School Psychologists with the rating categories changed to the HEDI format. Any items in the rubric that are not observed, are not relevant, or don't apply will be left blank; the school psychologist will be held harmless for items left blank. The building principal(s) where the psychologist works and the Assistant Superintendent of Curriculum, Instruction, and Pupil Personnel will complete the formal evaluations for a school psychologist.

A formal evaluation will entail the following process:

A draft form of the rubric will be completed by the appropriate administrators and sent to the school psychologist at least 2 days prior to a scheduled evaluation meeting. At the meeting, the evaluators and psychologist will discuss the completed draft form, and the psychologist will have the opportunity to give further input or voice questions/concerns regarding the completed draft form before it becomes final. Once the evaluators complete any discussed changes, a psychologist can choose to make comments that become a permanent part of the form.

A tenured school psychologist will receive a formal evaluation a minimum of twice a school year; the first one will be between December 1 and January 31 and the second one will be between May 1 and June 15. A probationary school psychologist will receive formal evaluations a minimum of three times a school year; the first will be between November 1 and December 31, the second will be between February 1 and March 31, and the third will be between May 1 and June 15.

While the rubric will not generate an overall rating, a "Teacher Improvement Plan" will be required for those school psychologists who fall into one of two categories based upon the last evaluation done in a school year. This plan is designed to assist the school psychologist.

A TIP will be required if:

1. The last evaluation of the school year receives 2 or more components rated "Ineffective".
2. The last evaluation of the school year receives 50% or more of the rated components as "Developing" or "Ineffective".

The school psychologist will follow the same procedures and timeline regarding a TIP as the classroom teachers, located in Part V of this document.

If a school psychologist receives an evaluation that indicates a TIP, they may appeal their evaluation using the same procedures and time limitations as the classroom teachers, located in Part V of this document.

C. School Social Worker

The school social worker will be evaluated using a district-developed rubric for social workers (See Appendix G). Any items in the rubric that are not observed, are not relevant, or don't apply will be left blank; the school social worker will be held harmless for items left blank. The building principal(s) where the social worker works and the Assistant Superintendent of Curriculum, Instruction, and Pupil Personnel will complete the formal evaluations for a school social worker.

A formal evaluation will entail the following process:

A draft form of the rubric will be completed by the appropriate administrators and sent to the school social worker at least 2 days prior to a scheduled evaluation meeting. At the meeting, the evaluators and social worker will discuss the completed draft form, and the social worker will have the opportunity to give further input or voice questions/concerns regarding the completed draft form before it becomes final. Once the evaluators complete any discussed changes, a social worker can choose to make comments that become a permanent part of the form.

A tenured school social worker will receive a formal evaluation a minimum of twice a school year; the first one will be between December 1 and January 31 and the second one will be between May 1 and June 15. A probationary school social worker will receive formal evaluations a minimum of three times a school year; the first will be between November 1 and December 31, the second will be between February 1 and March 31, and the third will be between May 1 and June 15.

While the rubric will not generate an overall rating, a "Teacher Improvement Plan" will be required for those school social workers who fall into one of two categories based upon the last evaluation done in a school year. This plan is designed to assist the school social worker.

A TIP will be required if:

1. The last evaluation of the school year receives 2 or more components rated "Ineffective".
2. The last evaluation of the school year receives 50% or more of the rated components as "Developing" or "Ineffective".

The school social worker will follow the same procedures and timeline regarding a TIP as the classroom teachers, located in Part V of this document.

If a school social worker receives an evaluation that indicates a TIP, they may appeal their evaluation using the same procedures and time limitations as the classroom teachers, located in Part V of this document.

D. School Counselor

The school counselor will be evaluated using a district-developed rubric for school counselors (see Appendix H). Any items in the rubric that are not observed, are not relevant, or don't apply will be left blank; the school counselor will be held harmless for items left blank. A building administrator where the school counselor works will complete the formal evaluations for a school counselor, with the last one of the school year specifically done by the building principal.

A formal evaluation will entail the following process:

A draft form of the rubric will be completed by the appropriate administrator and sent to the school counselor at least 2 days prior to a scheduled evaluation meeting. At the meeting, the evaluator and school counselor will discuss the completed draft form, and the school counselor will have the opportunity to give further input or voice questions/concerns regarding the completed draft form before it becomes final. Once the evaluator completes any discussed changes, a school counselor can choose to make comments that become a permanent part of the form.

A tenured school counselor will receive a formal evaluation a minimum of twice a school year; the first one will be between December 1 and January 31 and the second one will be between May 1 and June 15. A probationary school counselor will receive formal evaluations a minimum of three times a school year; the first will be between November 1 and December 31, the second will be between February 1 and March 31, and the third will be between May 1 and June 15.

While the rubric will not generate an overall rating, a "Teacher Improvement Plan" will be required for those school counselors who fall into one of two categories based upon the last evaluation done in a school year. This plan is designed to assist the school counselor.

A TIP will be required if:

1. The last evaluation of the school year receives 2 or more components rated "Ineffective".
2. The last evaluation of the school year receives 50% or more of the rated components as "Developing" or "Ineffective".

The school counselor will follow the same procedures and timeline regarding a TIP as the classroom teachers, located in Part V of this document.

If a school counselor receives an evaluation that indicates a TIP, they may appeal their evaluation using the same procedures and time limitations as the classroom teachers, located in Part V of this document.

E. Secondary Library Media Specialist

The secondary library specialist will be evaluated using both the Danielson Rubric for Library/Media Specialists and the Danielson rubric used for classroom teachers as described below. All of the rating categories will be changed to the HEDI format. Any items in the rubric that are not observed, are not relevant, or don't apply will be left blank; the secondary library media specialist will be held harmless for items left blank. The building administration where the secondary library media specialist works will complete the observations and formal evaluation for a secondary library media specialist.

A tenured secondary library media specialist will receive a minimum of one full classroom observation using the Danielson rubric for classroom teachers, one walk-through observation using the Danielson rubric for Library/Media Specialists, and one formal evaluation using the Danielson rubric for Library/Media Specialists every school year; the classroom observation and walk-through will take place between September 15 and May 1, and the formal evaluation will be between May 1 and June 15. A probationary secondary library media specialist will receive an additional full classroom observation using the Danielson rubric for classroom teachers between September 15 and May 1.

A formal evaluation will entail the following process:

A draft form of the Danielson rubric for Library/Media Specialists will be completed by the appropriate administrator and sent to the secondary library media specialist at least 2 days prior to a scheduled evaluation meeting. At the meeting, the evaluator and secondary library media specialist will discuss the completed draft form, and the secondary library media specialist will have the opportunity to give further input or voice questions/concerns regarding the completed draft form before it becomes final. Once the evaluator completes any discussed changes, a secondary library media specialist can choose to make comments that become a permanent part of the form.

A full classroom observation for a secondary library media specialist will use the Danielson rubric for classroom teachers and will follow the same procedures and timelines as that of a formal observation in the Teaching Observation Category for Teaching Faculty in Part II of this document. A walkthrough for secondary library media specialists will use the Danielson rubric for Library/Media Specialists and will follow the same procedures and timelines as that of a building walkthrough in the Teaching Observation Category for Teaching Faculty in Part II of this document.

While the rubrics will not generate an overall rating, a "Teacher Improvement Plan" will be required for those secondary library media specialists who fall into one of two categories based upon the last evaluation done in a school year. This plan is designed to assist the secondary library media specialist.

A TIP will be required if:

1. The last evaluation of the school year receives 2 or more components rated "Ineffective".
2. The last evaluation of the school year receives 50% or more of the rated components as "Developing" or "Ineffective".

The secondary library media specialist will follow the same procedures and timeline regarding a TIP as the classroom teachers, located in Part V of this document.

If a secondary library media specialist receives an evaluation that indicates a TIP, they may appeal their evaluation using the same procedures and time limitations as the classroom teachers, located in Part V of this document.

Appendix A
NYS Teaching Standards
September 12, 2011

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

Standard I:
Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Element I.1:

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

Performance Indicators:

- a. Teachers describe orally or in writing an understanding of the developmental characteristics of their students.
- b. Teachers create developmentally appropriate lessons that address students' learning differences and needs.
- c. Teachers implement lessons and modify instruction based upon students' developmental needs.

Element I.2:

Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

Performance Indicators:

- a. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student.
- b. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student.
- c. Teachers explain their instructional decisions citing current research.

Element I.3:

Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

Performance Indicators:

- a. Teachers vary and modify instruction to meet the diverse learning needs of each student.
- b. Teachers create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.

Element I.4:

Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Performance Indicators:

- a. Teachers utilize strategies that enable two-way communication with each student's parents, guardians, and/or caregivers.
- b. Teachers use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.

Element 1.5:

Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

Performance Indicators:

- a. Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.
- b. Teachers incorporate an understanding of their students' strengths and limitations, and the environmental factors that influence their students' learning.
- c. Teachers attend to an individual student's personal and family experiences by incorporating multiple perspectives.

Element I.6:

Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

Performance Indicators:

- a. Teachers use technological tools and a variety of communication strategies to engage each student.
- b. Teachers assist students to become knowledgeable and critical consumers and users of quality information.

Standard II: Knowledge of Content and Instructional Planning

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

Element II.1:

Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

Performance Indicators:

- a. Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.
- b. Teachers engage students to use key disciplinary language with comprehension through instruction.
- c. Teachers demonstrate the effective use of current developments in pedagogy and content.
- d. Teachers design learning experiences that foster student understanding of key disciplinary themes.
- e. Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and practice.

Element II.2:

Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

Performance Indicators:

- a. Teachers facilitate students' ability to develop diverse social and cultural perspectives.
- b. Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.
- c. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- d. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration.
- e. Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.

Element II.3:

Teachers use a broad range of instructional strategies to make subject matter accessible.

Performance Indicators:

- a. Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students.
- b. Teachers adapt instruction in response to various levels of student understanding.
- c. Teachers make meaningful connections between content and students' life experiences.
- d. Teachers create opportunities for students to engage in self-directed learning.

Element II.4:

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

Performance Indicators:

- a. Teachers design learning experiences that are aligned with learning standards.
- b. Teachers articulate clear learning objectives that align with learning standards.
- c. Teachers include opportunities for students' to achieve learning goals in a variety of ways.

Element II.5:

Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

Performance Indicators:

- a. Teachers determine current levels of students' understanding and knowledge of content through questioning techniques, discussion, and other methods.
- b. Teachers address common misconceptions in the content area through instructional methods.
- c. Teachers design learning experiences that connect students' prior knowledge and instruction to new content.

Element II.6:

Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

Performance Indicators:

- a. Teachers organize physical space to reflect an awareness of learner needs and curricular goals.
- b. Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.
- c. Teachers organize and effectively use time to achieve learning goals.
- d. Teachers select and adapt curricular materials to align with state standards and meet diverse learning needs.
- e. Teachers access appropriate resources to meet specific learning differences or needs.

Standard III: Instructional Practice

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

Element III.1:

Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

Performance Indicators:

- a. Teachers align instruction to standards.
- b. Teachers implement instruction proven to be effective in prior research.
- c. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.

Element III.2:

Teachers communicate clearly and accurately with students to maximize their understanding and learning.

Performance Indicators:

- a. Students understand directions and procedures.
- b. Teachers use a variety of questioning techniques to advance student learning and reflection.
- c. Students' comments and questions are acknowledged and utilized to advance learning.
- d. Students understand lesson content through a teacher's use of multiple modalities, such as oral, written, graphic, kinesthetic, and/or tactile methods.
- e. Teachers adjust communication in response to student needs.

Element III.3:

Teachers set high expectations and create challenging learning experiences for students.

Performance Indicators:

- a. Teachers articulate high expectations for all students.

- b. Students have a clear understanding of measures of success.
- c. Teachers challenge and support all students by incorporating various instructional strategies, experiences, and resources.

Element III.4:

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

Performance Indicators:

- a. Teachers use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction.
- b. Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.
- c. Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences.

Element III.5:

Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

Performance Indicators:

- a. Students synthesize and express ideas both in written and oral formats.
- b. Students work effectively with others, including those from diverse groups and with opposing points of view.
- c. Students make decisions, solve problems, and take actions as appropriate.
- d. Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.
- e. Students utilize technologies and resources to solve real world problems.

Element III.6:

Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

Performance Indicators:

- a. Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.
- b. Teachers seek and provide feedback during and after instruction.
- c. Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on students' progress.

Standard IV: Learning Environment

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

Element IV.1:

Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

Performance Indicators:

- a. Teachers are caring and respectful in their interactions with students.
- b. Teachers embrace student diversity as an asset in the classroom.
- c. Teachers recognize and reinforce positive interactions among students.
- d. Teachers create a climate of acceptance and respect.
- e. Teachers create an environment where students show responsibility to and for one another.

Element IV.2:

Teachers create an intellectually challenging and stimulating learning environment.

Performance Indicators:

- a. Teachers encourage students to set high standards and expectations for their own performance.
- b. Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.
- c. Teachers promote students' curiosity and enthusiasm for learning.

- d. Students are actively engaged in learning.
- e. Students openly express their ideas.
- f. Students show pride in their work and accomplishments.

Element IV.3:

Teachers manage the learning environment for the effective operation of the classroom.

Performance Indicators:

- a. Teachers establish, communicate, and maintain clear standards and expectations for student behavior.
- b. Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.
- c. Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.
- d. Students exhibit respectful classroom interactions.

Element IV.4:

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

Performance Indicators:

- a. Teachers arrange and adapt the physical environment to accommodate individual and group learning needs and to celebrate student accomplishments.
- b. Teachers ensure that all students have equitable access to available resources and technologies.
- c. Teachers effectively use the services and skills of available volunteers and paraprofessionals.
- d. Teachers know and implement policies and procedures to ensure student safety.

Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Element V.1:

Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.

Performance Indicators:

- a. Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.
- b. Teachers use formative assessment to inform teaching and learning.
- c. Teachers use summative assessment to measure and record student achievement.
- d. Teachers design assessments that are aligned with curricular and instructional goals.
- e. Teachers design and select assessments that accurately determine mastery of student skills and knowledge.
- f. Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance.
- g. Teachers implement required testing accommodations.

Element V.2:

Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

Performance Indicators:

- a. Teachers analyze data accurately.
- b. Teachers provide timely feedback to engage students in self-reflection and self-improvement.
- c. Teachers use assessment data to set goals and design and differentiate instruction.
- d. Teachers engage students in self-assessment of their learning goals, strategies, and outcomes.

Element V.3:

Teachers communicate information about various components of the assessment system.

Performance Indicators:

- a. Teachers provide access to information on student assessments.
- b. Teachers provide appropriate information and interpretation of various assessment data.

Element V.4:

Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.

Performance Indicators:

- a. Teachers demonstrate an understanding of assessment measures, grading, and procedures.
- b. Teachers develop a plan for their overall assessment system.
- c. Teachers use their plans and assessment data to adjust teaching and assessment practices.

Element V.5:

Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

Performance Indicators:

- a. Teachers communicate the purposes of the assessments they use.
- b. Teachers prepare all students for the demands of particular assessment formats, and provide appropriate accommodations, including accommodations in testing conditions, for students with exceptional learning needs.
- c. Teachers articulate assessment criteria to students and provide parameters for success.
- d. Teachers equip students with assessment skills and strategies.
- e. Students practice various formats of assessments using authentic curriculum.

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Element VI.1:

Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

Performance Indicators:

- a. Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.
- b. Teachers are proactive and advocate to meet the needs of students.
- c. Teachers use self-reflection and stakeholders' feedback to inform and adjust professional behavior.
- d. Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.
- e. Teachers complete training in response to state and local requirements and jurisdictions.

Element VI.2:

Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

Performance Indicators:

- a. Teachers support and promote the shared school and district vision and mission to support school improvement.
- b. Teachers participate actively as part of an instructional team.
- c. Teachers share information and best practices with colleagues to improve practice.
- d. Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context.
- e. Teachers collaborate with others both within and outside the school to support student growth, development, and learning.
- f. Teachers collaborate with the larger community to access and share learning resources.

Element VI.3:

Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

Performance Indicators:

- a. Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement.
- b. Teachers communicate in various ways student performance, progress, and expectations for student growth, and provide opportunities for discussion.
- c. Teachers suggest strategies and ways in which families can participate in and contribute to their students' education.

Element VI.4:

Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

Performance Indicators:

- a. Teachers collect required data and maintain timely and accurate records (e.g., plan books, lunch counts, attendance records, student records, etc.)
- b. Teachers manage time and attendance in accordance with established guidelines.
- c. Teachers maintain classroom and school resources and materials.
- d. Teachers participate in school and district events.

Element VI.5:

Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

Performance Indicators:

- a. Teachers communicate relevant regulations and policies to stakeholders.
- b. Teachers maintain confidentiality regarding student records and information.
- c. Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies.
- d. Teachers adhere to board policies, district procedures, and contractual obligations.
- e. Teachers access resources to gain information on standards of practice, relevant law, and policy that relate to students' rights and teachers' responsibilities.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

Element VII.1:

Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

Performance Indicators:

- a. Teachers examine and analyze formal and informal evidence of student learning.
- b. Teachers recognize the effect of their prior experiences and possible biases on their practice.
- c. Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.

Element VII.2:

Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.

Performance Indicators:

- a. Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice.
- b. Teachers engage in opportunities for professional growth and development.

Element VII.3:

Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

Performance Indicators:

- a. Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice.
- b. Teachers participate actively as part of an instructional team to improve professional practice.
- c. Teachers receive, reflect, and act on constructive feedback from others in an effort to improve their own professional practice.

Element VII.4:

Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

Performance Indicators:

- a. Teachers benefit from, contribute to, or become members of appropriate professional organizations.
- b. Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.
- c. Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.

Appendix B
Pre-Observation Data Sheet with Samples for Teaching Faculty

Blank Form:

Teacher	Date
Course Title/Subject	Grade
	Period/Time

Please complete the following information and return it to your evaluator *one-day before the scheduled **PRE** observation*. Your observer may also ask to review your plan book.

COMPONENT A
DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

Which New York State Common Core Learning Standard(s) does this lesson address?

Where does this particular lesson fit into the learning sequence? Describe how you have scaffolded skills and concepts leading up to this lesson and include student performance data.

COMPONENT B
DEMONSTRATING KNOWLEDGE OF STUDENTS

Please describe the make-up of the class and include any challenges students may face when learning the material.

Description of class:

Student(s)	Challenge	Accommodations/Best Practices

COMPONENT C
SETTING INSTRUCTIONAL OUTCOMES

What are the outcomes of the lesson? What do you expect the students to learn as a result of this lesson?

COMPONENT D & E
DEMONSTRATING KNOWLEDGE OF RESOURCES
DESIGNING COHERENT INSTRUCTION

Learning activities/Lesson procedure:	
Instructional materials & resources	
Instructional groups	

COMPONENT F
DESIGNING STUDENT ASSESSMENTS

How will students' learning be assessed?

How will you know if your objectives for this lesson have been attained?

Annotated Form:

Teacher		Date
Course Title/Subject	Grade	Period/Time

Please complete the following information and return it to your evaluator **one-day before the scheduled PRE observation**. Your observer may also ask to review your plan book.

**COMPONENT A
DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY**

Which New York State Common Core Learning Standard(s) does this lesson address?

- List the standards, include any other body of standards that are addressed
- Most important concepts in the discipline and how they relate to one another. Show intra and interdisciplinary connections
- How do the standards transfer into student learning (outcomes)

Where does this particular lesson fit into the learning sequence? Describe how you have scaffolded skills and concepts leading up to this lesson and include student performance data.

- What are the cognitive structures students need to know to ensure understanding? What has happened before this lesson? How do you know where your students are with mastery of the prerequisite skills?
- If you are doing math you may want to look at the progression documents or former lessons/standards from former grades.
- How do you know where your students are with mastery of the prerequisite skills? Using that data, how are you adjusting for individual students?
- For each item students need to know, state when/where/how they were taught/developed and how students did.

**COMPONENT B
DEMONSTRATING KNOWLEDGE OF STUDENTS**

Please describe the make-up of the class and include any challenges students may face when learning the material.

Description of class:

Student(s)	Challenge	Accommodations/Best Practices

- The difference between effective and highly effective is knowing and applying information about **groups of students versus individual students**
- To consider in the table:
 - Typical developmental characteristics of the age group/exceptions to the pattern
 - Knowledge of how individual students learn
 - Individual students’ skills, knowledge and language proficiency
 - Individual students’ interests and cultural heritage
 - Individual students’ special learning and medical needs

**COMPONENT C
SETTING INSTRUCTIONAL OUTCOMES**

What are the outcomes of the lesson? What do you expect the students to learn?

- THIS IS THE MOST IMPORTANT PART OF THIS!!!!!!!!!!
- Outcomes represent high expectations and the most important learning. Think—engaging students in this lesson is a good use of their time because what they get out of it is important!
- Written in the form of student learning NOT activities. Each outcome has a viable method of assessment
- Different types of learning
- Whose needs is this lesson based on? How are you meeting individual needs? Where’s the data to support your decision?
- Did you choose learning activities, instructional materials and resources and instructional groups that are suitable to and/or support the outcomes?
- Are your outcomes assessed through your approach to assessment?

**COMPONENTS D & E
DEMONSTRATING KNOWLEDGE OF RESOURCES
DESIGNING COHERENT INSTRUCTION**

<ul style="list-style-type: none"> • Learning activities/Lesson procedure: 	<ul style="list-style-type: none"> • list the sequence of activities with approximate time locations
<ul style="list-style-type: none"> • Instructional materials & resources: 	<ul style="list-style-type: none"> • instructional materials and resources—since there is not a place to include these you may want to include them here either within the sequence of activities or by themselves
<ul style="list-style-type: none"> • Instructional groups: 	<ul style="list-style-type: none"> • The difference between getting effective and highly effective in 1e is differentiating for different GROUPS (effective) or differentiating for INDIVIDUALS (highly effective)

COMPONENT F
DESIGNING STUDENT ASSESSMENTS

How will students' learning be assessed?

- What are your assessment methods and how do they measure the outcomes?
- Is this a formative assessment? How are you using data from the assessment to adjust instruction and plan for the future?

How will you know if your objectives for this lesson have been attained?

- What are the criteria for success? Include the rubric where possible.

Primary Sample:

Teacher

Date

Course Title/Subject

Grade

Period/Time

Please complete the following information and return it to your evaluator *one-day before the scheduled **PRE** observation*. Your observer may also ask to review your plan book.

COMPONENT A

DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

Which New York State Common Core Learning Standard(s) does this lesson address?

Writing: Production and Distribution of Writing

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason(s) for the opinion, and provide some sense of closure.

Language: Craft and Structure

L.1.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

L.1.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

Foundational Skills

RF.1.1 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)

Where does this particular lesson fit into the learning sequence? Describe how you have scaffolded skills and concepts leading up to this lesson and include student performance data.

In alignment with the NYS Common Core Learning Standards, the first graders have been working on a variety of reading comprehension and writing strategies. Most recently in reading, the first graders have been working on the comprehension strategy of supporting their opinions/statements with evidence from the text. Additionally in writing, throughout the first quarter of the year, the students have learned to communicate through writing. The first grade students have learned what a complete sentence is and have begun to judge different pieces of writing in order to enhance their own writing. Our mini-unit on **opinion writing** (highlighted below) is the next step in enhancing previously learned reading and writing strategies.

The observation lesson is a scaffolding of previous writing lessons on opinion writing and is the next lesson in the mini-unit. The unit's lessons are outlined below, including the observation lesson.

Day 1: The students will differentiate between facts and opinions. The students will complete a follow-up fact and opinion sort (formative assessment).

Day 2: The students will review the difference between a fact and opinion. The students will then learn how to support their opinion with reasons. The students in each group will then share their opinions and supporting reasons with the class (checklist - formative assessment).

Day 3: The teacher will model how to write an opinion with supporting details. The writing will include a topic sentence introducing the topic, 3 details, and a concluding sentence. The students and teacher will then work together to write a shared opinion piece together, including the necessary components (checklist - formative assessment).

Day 4: The teacher will read a book about the 4 seasons. The teacher will then introduce the topic for the opinion writing: "The best season is...". The teacher and class will collectively review the parts of an opinion writing piece. The teacher will explain to the students that they will begin **pre-planning** their writing for the following day. Students in the class will vote for what they think the best season is. Students will be placed in groups based on which season they voted for. The students will complete a circle map on which the group will work together to list reasons why they think that is the best season. Based on their conversation and work with the group, students will then return to their seats to complete their planning organizer for their individual opinion writing (formative assessment).

Day 5 Observation Lesson: In this lesson, the teacher and students will review the parts of an opinion writing piece. The teacher will introduce the "*Rate Your Writing*" chart. The class will collectively discuss what makes a piece of writing a "1, 2, 3, or 4". The students will then be put into heterogeneous groups and will be given writing samples. The students will work cooperatively with their group members to determine which writing pieces are a 1, 2, 3 or 4 based on the information discussed as a group upon reviewing the *Rate Your Writing* chart. The students will then, using their graphic organizer from the previous day, begin to write their individual opinion pieces. As appropriate, students will be grouped according to their writing goals so that they have access to anchor charts pertaining to their writing needs.

I chose to focus this lesson on judging and writing an opinion piece, because I have observed in the children's journal writing and reading response activities that the students have difficulty providing details and properly structuring their writing. The children have shown, through the lessons leading up to this, that they have a fairly good understanding of facts and opinions and are able to verbally state reasons to support their opinions. They are now ready to complete a written opinion piece. [Pre-assessment checklist which records pre-assessment data is attached.](#)

Follow-up writing lesson next week:

(Inter-disciplinary connection: reading) In a follow-up lesson next week, the students will participate in a shared reading lesson and will write an opinion in response to the literature in which they apply their knowledge about opinion writing pieces (introduce the book, give an opinion, supplies reasons to support the opinion and provide some sense of closure).

COMPONENT B

DEMONSTRATING KNOWLEDGE OF STUDENTS

Please describe the make-up of the class and include any challenges students may face when learning the material.

The class consists of a heterogeneous mix of 22 first graders who are very responsive to the structure and routine of the classroom.

Student(s)	Challenge	Accommodations/Best Practices
7 AIS reading students (daily for 40 minutes)	<ul style="list-style-type: none"> • Difficulty reading grade level text independently 	<ul style="list-style-type: none"> • Heterogeneous groupings to provide peer support with reading portion of activity
4 ELLs	<ul style="list-style-type: none"> • Difficulty understanding vocabulary • Difficulty working independently 	<ul style="list-style-type: none"> • Individual picture word banks • Small group work with TA
1 student with 504 plan for sensory irritability and sensory integration weakness	<ul style="list-style-type: none"> • Difficulty focusing • Calls out frequently • Difficulty sitting appropriately at carpet meeting area with peers 	<ul style="list-style-type: none"> • Preferential seating • Self-manages seating when has difficulty in meeting area (sits in chair to side of carpet) • Quiet fidgets • Seating provided with minimal visual distractions • Individual chart to record success at following class participation rules
504 plan in process for student with a blood disorder called ITP	<ul style="list-style-type: none"> • Shows signs of fatigue, nausea, headaches, backaches or irritability • Lack of stamina • Frequently misses school for medical treatments and missed several lessons 	<ul style="list-style-type: none"> • Frequent check-ins • Extended time to complete the written portion • Send to nurse immediately if she shows physical symptoms

	in the teaching sequence	
2 students show weakness in fine motor skills	<ul style="list-style-type: none"> • Difficulty with the rigor of the written portion of the lesson • Frequent letter and number reversals 	<ul style="list-style-type: none"> • Chart showing the proper formation of letters and numbers • "Pencil grip" to encourage proper grip and letter formation
1 student works with school social worker	<ul style="list-style-type: none"> • Extreme anxiety when other adults present in classroom 	<ul style="list-style-type: none"> • Close proximity to teacher • Keeps family photograph in her desk for reassurance • Small "fidget" provided for comfort • Option to leave room with the Social Worker when shows extreme anxiety

COMPONENT C

SETTING INSTRUCTIONAL OUTCOMES

What are the outcomes of the lesson? What do you expect the students to learn?

- At the conclusion of this lesson, the students will be able to write an opinion piece in which they introduce the topic they are writing about, state an opinion, supply a reason(s) for the opinion, and provide some sense of closure.
- The students will write in complete sentences using a capital at the beginning of the sentence and the proper ending mark.

COMPONENTS D & E

DEMONSTRATING KNOWLEDGE OF RESOURCES

DESIGNING COHERENT INSTRUCTION

Learning activities/Lesson procedure:	<p><u>Introduction (10 minutes)</u></p> <p>Whole group review: The teacher will read an opinion piece on the Smartboard to the students. The students will identify the different parts of an opinion piece which was introduced to in a previous lesson (topic sentence which introduces the topic/opinion, reasons to support the opinion, and closing sentence).</p> <p>Teacher directed instruction: The teacher will introduce the "Rate Your Writing" chart to the class. The chart shows different levels of writing. The students will turn to the student next to them and will discuss why each piece of writing would score a 1, 2, 3, or 4. The teacher and students will then collectively discuss why the pieces are rated as such.</p>
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	<p><u>Models (10 minutes)</u> Cooperative group work to rate given pieces of opinion writing. The students will be placed in heterogeneous groups (this will be done as the DRA levels in the class range from DRA 2 through DRA 12. Some of the lower level readers would be unable to read the written passages independently). Each group will be given 4 writing samples and will work cooperatively to determine which of the samples should be a 1, 2, 3 or 4 based on the "Rate Your Writing" scale. The teacher will circulate throughout the room and will have the students explain their thinking. By participating in this portion of the lesson, the students will have a clear idea of what is expected while they are completing their independent writing.</p> <p><u>Independent Work [Day 1 of 2 days] (15 minutes)</u> Using the graphic organizers that were completed during the previous lesson, the students will work independently to write their opinion writing piece on "The Best Season". Note, the written portion of the lesson may take two days so I anticipate that many of the children will not have time to complete the written and drawing portions of the lesson in 15 minutes.</p> <p><u>Conclusion</u> Finally, the lesson will conclude with a whole group discussion of the parts of an opinion writing.</p> <p><u>Follow Up</u> As a follow-up to this lesson, when the written opinion pieces are completed, the students will be given the opportunity to work with a partner to rate their writing.</p>
<ul style="list-style-type: none"> Instructional materials & resources: 	<p>See Learning activities/Lesson procedure section.</p>
<ul style="list-style-type: none"> Instructional groups: 	<p>See previous section on models/cooperative group work.</p> <p>The students in the class have individual writing goals (see attached) which are based on the observation of daily writing assignments and student-teacher conferences. Where appropriate based on these writing goals, the children will be grouped during independent writing so that they have access to anchor charts to serve as a reference while completing the written portion of the lesson.</p> <p>The seven children in the class with the goal of using appropriate</p>

	<p>spacing between words will be provided with a spacer.</p> <p>In addition, there are 6 children in the class (2 of whom are ELL) who need additional support while reading and writing. Based on their performance on previous writing assignments as well as their below grade level DRA levels, these children will be provided with a paragraph frame to assist them while writing.</p>
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COMPONENT F
DESIGNING STUDENT ASSESSMENTS

How will students' learning be assessed?

Throughout this lesson, the teacher will be conducting formative assessments while working with the students and will redirect individual students as necessary. Ultimately, the completed "The Best Season" opinion writing piece will be the summative assessment for individual students. The Opinion Writing Rubric – Grade 1 will be the criteria to measure the writing against. Based on student performance on the summative assessment, the teacher will determine if certain students need to be retaught any portion of the lesson or if there are students with accelerated needs. This writing will also inform the students' writing goals. Future lessons on opinion writing will be connected to leveled books.

How will you know if your objectives for this lesson have been attained?

Students scoring a level 3 or above on each portion of the rubric will have met the objectives so the lesson with proficiency.

Writing Goals for January 2014

Ending Marks	Proper Capitalization	Proper Spacing	Use Word Wall
Jacqueline	Dariana	Mattek	Jaxon
Dariana	Viana	Alex	
Viana	Aidan	Wiley	
Francesca	Francesca	Jacob	
Finn	Finn	Aidan	
		Jaxon	
		Abigail	

Use descriptive words	Add details to writing	Write neatly	Write in complete sentences
Clara	Harleen	Mattek	Chun Ho
		Alex	Ryan
		Jacqueline	Elizabeth
			Jordan
			Khalil
			Rachel
			Iliana
			Jacob
			Brianna
			Wiley

Opinion Writing Rubric - Grade

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/Opinion W1.1	<ul style="list-style-type: none"> • Responds skillfully with all statements related to the prompt • States an opinion that demonstrates an insightful understanding of topic/text 	<ul style="list-style-type: none"> • Responds with most statements related to the prompt • States an opinion that demonstrates an understanding of the topic/text 	<ul style="list-style-type: none"> • Responds with some statements related to the prompt • States an opinion that demonstrates limited understanding of the topic/text 	<ul style="list-style-type: none"> • Responds with few statements related to the prompt • Demonstrates little understanding of topic/text
Organization W1.1	<ul style="list-style-type: none"> • Introduces the topic and states a strong opinion • Supplies multiple reasons to support the opinion • Provides a concluding statement 	<ul style="list-style-type: none"> • Introduces the topic and states a clear opinion • Supplies a reason to support the opinion • Provides some sense of closure 	<ul style="list-style-type: none"> • Introduces the topic and states an unclear opinion • Supplies a reason that does not support the opinion • Attempts some sense of closure 	<ul style="list-style-type: none"> • The topic and/or opinion is missing • A reason is not evident • Sense of closure is not evident
Language- Conventions of Grammar and Usage L1.1c,j	<ul style="list-style-type: none"> • Uses common and proper nouns correctly • Uses verb tenses and plural nouns correctly 	<ul style="list-style-type: none"> • Uses some common and proper nouns correctly • Uses singular and plural nouns with correctly matching verbs 	<ul style="list-style-type: none"> • Uses few common and proper nouns correctly • Uses some singular and plural nouns with correctly matching verbs 	<ul style="list-style-type: none"> • Uses common, proper and possessive nouns incorrectly • Uses singular and plural nouns incorrectly
Language- Conventions of Capitalization, Punctuation and Spelling L1.2 a-e	<ul style="list-style-type: none"> • Capitalizes correctly and consistently (beginning of sentences, I, proper nouns & titles) • Uses end punctuation correctly & consistently • Consistently applies conventional spelling for words with common spelling patterns & irregular sight words 	<ul style="list-style-type: none"> • Capitalizes correctly most of the time (beginning of sentences, I, proper nouns and titles) • Uses end punctuation correctly most of the time • Often applies conventional spelling for words with common spelling patterns & irregular sight words 	<ul style="list-style-type: none"> • Capitalizes correctly with some errors (beginning of sentences, I, proper nouns and titles) • Uses end punctuation correctly some of the time • Occasionally applies conventional spelling for most consonant and short vowel sounds and irregular sight words 	<ul style="list-style-type: none"> • Capitalizes incorrectly with many errors • Uses end punctuation incorrectly • Rarely applies conventional spelling of consonant and short vowel sounds and irregular sight words

Secondary Sample:

<u>SAMPLE</u> Teacher		<u>SAMPLE</u> Date
<u>Social Studies 8</u> Course Title/Subject	<u>8</u> Grade	<u>3</u> Period/Time

Please complete the following information and return it to your evaluator ***one-day before the scheduled PRE observation***. Your observer may also ask to review your plan book.

COMPONENT A
DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

Which New York State Common Core Learning Standard(s) does this lesson address?

Reading Standards for Literacy in History/Social Studies 6–12

Grades 6–8 students:

Reading Standard 2

“Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions”

Tasks: Reading /analyzing primary documents

Reading Standard 6

“Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts”

Tasks: Taking sides, seminar discussion

Writing Standards for Literacy in History/Social Studies 6–12

Grades 6–8 students:

Writing Standard 4

“Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose and audience.”

Tasks: Writing concise answers to specific questions, supporting opinion with facts

Social Studies Standards from NYS Framework K–12

7.8 A NATION DIVIDED:

(Standards: 1, 3, 4; Themes: TCC, GEO, GOV, ECO)

7.8d The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography.

- Students will examine the goals and content of Lincoln’s Emancipation Proclamation.

Where does this particular lesson fit into the learning sequence? Describe how you have scaffolded skills and concepts leading up to this lesson and include student performance data.

This is part of the larger Civil War Unit that focuses on the actions of Abraham Lincoln.

In seventh grade students completed a Constitution unit with vocabulary that will be reviewed and reinforced and should help them in understanding this lesson. Also in seventh grade, students worked with several political cartoons and those skills will be further developed with the lesson that follows.

In previous lessons the class has looked at Lincoln’s statements and speeches regarding his views on secession, slavery, and presidential power. These include his First Inaugural address as well as the “House Divided” speech and other quotes. This lesson focuses on Lincoln’s suspension of Habeas Corpus.

It will be followed by a study of the Emancipation Proclamation and a political cartoon critical of Lincoln that gives the students the opportunity to connect all of these concepts in context (see attachments).

COMPONENT B
DEMONSTRATING KNOWLEDGE OF STUDENTS

Please describe the make-up of the class and include any challenges students may face when learning the material.

Description of class:

Student(s)	Challenge	Accommodations/Best Practices
16 homogenously grouped eighth grade students	Understanding legal vocabulary, writing style and abstract Constitutional principals will be a challenge.	Use of the smartboard for highlighting key ideas, as well as questions and answers as a class should get students through these difficulties
1 student with 504 accommodation for hearing loss	Hearing all of classroom discussion	Preferred seating and assistive technology
2 students with IEP related to ADHD	Following multi step directions for activity	Repetition and rewording of directions to ensure understanding

COMPONENT C
SETTING INSTRUCTIONAL OUTCOMES

What are the outcomes of the lesson? What do you expect the students to learn as a result of this lesson?

The objective of this lesson is to get students to understand how Lincoln used presidential power to limit specific individual rights in order to fight the rebellion as well as the consequences and the criticism that followed.

Later in the year it will be referred to when similar circumstances occur in World Wars I and II as well as after 9-11. Students will eventually need this understanding for an extensive writing assignment on governmental power.

COMPONENT D & E
DEMONSTRATING KNOWLEDGE OF RESOURCES
DESIGNING COHERENT INSTRUCTION

Learning activities/Lesson procedure:	<i>I will give the students the class packet (see attached) and then use the smartboard to lead them through a series of questions to promote understanding of the topic while drawing upon their previous knowledge.</i>
Instructional materials & resources	<i>Packet that includes a contextual description of Lincoln's actions, necessary vocabulary, a copy of Lincoln's order suspending habeas corpus, and excerpts from the US Constitution.</i>
Instructional groups	<i>This will be mostly a whole class level activity with moments of students working in pairs on some questions. Pairs are chosen according to reading strength, pairing strong readers with weaker ones.</i>

COMPONENT F
DESIGNING STUDENT ASSESSMENTS

How will students' learning be assessed?

Students will be required to write answers to critical thinking questions that connect constitutional abstracts to actual events (see attached). These answers will be graded.

How will you know if your objectives for this lesson have been attained?

The answers should reveal the level of understanding reached. In addition, this topic will be revisited several times in the year and students will be required to relate the same concepts to new circumstances. Their level of understanding should increase over time and be evidenced in their work.

Appendix C State Growth SLO Template

New York State Student Learning Objective Template

<i>All SLOs MUST include the following basic components:</i>																
Population	<i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included. (All students who are assigned to the course section(s) must be provided for all included course sections.)</i>															
Learning Content	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards? Which standards?</i>															
Interval of Instructional Time	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i>															
Evidence	<i>What specific State-developed or State-approved assessment(s) will be used to measure this goal? The assessment selected must align to the learning content. (including Regents examinations, Regents equivalents, and/or any State- approved equivalents) <u>must</u> be used as evidence if one of the selected assessments is used.</i>															
Baseline	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>															
Target(s)	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period? (All targets must be approved by the superintendent or another trained administrator serving as his or her designee.)</i>															
HEDI Scoring	<i>Districts and BOCES must use the State-determined scoring ranges to determine final scores and HEDI ratings.</i>															
	HIGHLY EFFECTIVE			EFFECTIVE			DEVELOPING		INEFFECTIVE							
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%		
Rationale	<i>Describe the reasoning behind the choices regarding the components of the SLO and how the SLO will be used together with instructional development in subsequent grades/courses, as well as college and career readiness.</i>															

Appendix D
State Scoring Ranges for Small n Numbers

Average Points Earned on SLO	Scoring Ranges
0-.13	0
.14-.27	1
.28-.41	2
.42-.55	3
.56-.69	4
.70-.83	5
.84-.97	6
.98-1.11	7
1.12-1.25	8
1.26-1.39	9
1.40-1.53	10
1.54-1.67	11
1.68-1.89	12
1.90-2.09	13
2.10-2.29	14
2.30-2.49	15
2.50-2.59	16
2.60-2.69	17
2.70-2.89	18
2.90-2.99	19
3.0	20

Appendix E
TIP Form

Spackenkill UFSD TIP Form

Name of teacher: _____

Name of principal: _____

Date: _____

Initial TIP _____ Second TIP _____

1. Areas of improvement based on the District's agreed upon Evaluation Form
2. List growth-promoting goals that are specific, measurable, action-oriented, realistic and time-bound
3. List strategies to be used for the improvement of performance (ex. Retraining or skill building training, peer assistance/mentoring program, intensive supervision, etc.)
4. List specific time lines for checking in with principal regarding progress and evidence
5. List indicators of progress
6. List resources and support needed
7. List specific teacher responsibilities
8. List specific administrator responsibilities

Signature of Teacher: _____ Date: _____

Signature of Principal: _____ Date: _____

Appendix F
Speech Pre-Observation Form
Speech and Language Pre-Observation Data Sheet

Teacher: _____ Date: _____
 Course Title/Subject _____ Grade: _____ Time/Period _____

Please complete the following information and return it to your evaluator **one-day before the scheduled PRE observation**. Your observer may also ask to review your plan book.

COMPONENT A

DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

- Which New York State Common Core Learning Standard(s) does this lesson address?
- Where does this particular lesson fit into the learning sequence? Describe how you have scaffolded skills and concepts leading up to this lesson and include student performance data.

COMPONENT B

DEMONSTRATING KNOWLEDGE OF STUDENTS

- Please describe the make-up of the class and include any challenges students may face when learning the material. Also include the goals that are being addressed during therapy sessions.
- Description of class:

Student(s)	Challenge	Frequency/Duration	Diagnostic Instr. Used	IEP/Improvement	Accommodations/Best Practices

*Things that should be brought to pre-observation: intro letter, student report, letter for speech improvement students, evidence of collaboration and checklist for annual reviews.

COMPONENT C

SETTING INSTRUCTIONAL OUTCOMES

- What are the outcomes of the lesson? What do you expect the students to learn as a result of this lesson?

COMPONENT D & E

DEMONSTRATING KNOWLEDGE OF RESOURCES
DESIGNING COHERENT INSTRUCTION

• Learning activities/Lesson procedure	
• Instructional materials & resources	
• Instructional groups/Reason for receiving speech and language therapy	

COMPONENT F

DESIGNING STUDENT ASSESSMENTS

- How will students' learning be assessed?
- How will you know if your objectives for this lesson have been attained?

Appendix G
School Social Worker District Developed Rubric

SUFSD EVALUATION FORM FOR SOCIAL WORKERS

Name _____ Date _____ Tenured Non-Tenured

School _____ PPS Area _____ Social Worker _____

Administrator _____ Title _____

Highly Effective: Performs at a level of proficiency that positively impacts students and colleagues
 Effective: Sufficient to consistently improve all students' achievement
 Developing: Sufficient to improve academic performance in some students
 Ineffective: Insufficient to meet minimum requirements

A. Preparational Competencies	Highly Effective	Effective	Developing	Ineffective
1. Demonstrates knowledge of practice area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates interest and enthusiasm for area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates sensitivity to student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrates knowledge of current developments in area of practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates knowledge of developmental levels of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrates knowledge of standards, curriculum & assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Demonstrates knowledge of special education laws and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrates knowledge of available resources in the counties and demonstrates evidence of contacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Service Delivery				
1. Counsels individuals, group and consultative services to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Conducts professional social histories and comprehensive updates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Participates in RTI, CSE/CPSE and other committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Performs responsive casework services for student and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Consults and collaborates with other school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Makes home, court and other agency visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Serves as liaison to outside agencies and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Collaborates with broad range of appropriate staff and parents in order to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

assure positive outcomes.				
9. Consistently demonstrates effective interpersonal & group relationship-building skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Maintains accurate and current records on all students in their caseload.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Service Delivery (contd.)	Highly Effective	Effective	Developing	Ineffective
11. Maintains student records for CSE/CPSE, school staff members and outside agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Engages in reflective practice to improve the effectiveness of services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Additional Professional Responsibilities				
1. Maintains and follows district/building policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintains positive professional working relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provides for appropriate positive parent involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Exercises appropriate professional judgment consistent with district philosophy and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (For any box checked as developing or ineffective, evidence substantiating each rating must be provided here.)

Summary/Suggestions:

Evaluation date

Signature of Evaluator(s) _____ Signature of Social Worker _____
 Social Worker's Comments (optional):

(May attach additional sheets)

Social Worker's Initials _____ Date _____

Evaluator's Initials _____ Date _____

(Signifies the Reading/Review of Social Worker's Comments)

Appendix H School Counselor District Developed Rubric

SUFSD EVALUATION FORM FOR SCHOOL COUNSELORS

Name _____ Date _____ Tenured Non-Tenured

School _____ PPS Area School Counselor

Administrator _____ Title _____

Highly Effective: Performs at a level of proficiency that positively impacts students and colleagues
 Effective: Sufficient to consistently improve all students' achievement
 Developing: Sufficient to improve academic performance in some students
 Ineffective: Insufficient to meet minimum requirements

A. Preparational Competencies	Highly Effective	Effective	Developing	Ineffective
1. Demonstrates knowledge of practice area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates interest and enthusiasm for area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates sensitivity to student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrates knowledge of current developments in area of practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates knowledge of developmental levels of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrates knowledge of standards, curriculum & assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Demonstrates knowledge of special education laws and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Service Delivery				
1. Counsels students – individuals and groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Consults with school personnel regarding student issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Registers new students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Conducts orientation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assists with scheduling and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Works collaboratively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Arranges and/or participates in teacher team meetings, CSE, RTI and other committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Makes appropriate referrals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Monitors student progress regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Develops school to work activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

