MONROE 2-ORLEANS BOCES

BOCES 2 United Professionals State-Approved

Teacher Annual Professional Performance Review Plan

2025-2026

Board Approved July 9, 2025

Your Educational Partner of Choice
BOCES 2

ANNUAL PROFESSIONAL PERFORMANCE REVIEW

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I. Monroe 2-Orleans BOCES Mission and Vision

Mission

We provide quality, cost-effective educational services in partnership with school districts and the community in a manner that supports excellence and equity for all learners. We are committed to customer satisfaction, continuous improvement, and personal and professional growth.

Vision

Monroe 2–Orleans BOCES is the educational partner of choice. We strive for continuous improvement in serving the diverse needs of our community,

helping all students achieve their full potential.

II. Introduction

The Monroe 2-Orleans BOCES Board recognizes that continuous improvement of staff is directly correlated to student achievement. It is further understood that supervision and evaluation of personnel is a critical component of continuous improvement. As agreed upon by the Chief Executive Officer and the BOCES2 United Professionals (B2UP), and approved by the New York State Education Department (NYSED), an annual evaluation will be used to improve instruction and promote continued staff development in alignment with the NYS Teaching Standards and New York State Learning Standards.

III. Applicability

The process described herein shall be applicable to the following different unit members: Classroom teachers, as that term is defined in §80-1.1 of the Commissioner's regulations. A teacher performing instructional support services for more than 40% of his/her time will not be included in the definition of classroom teacher unless he/she is also serving as a teacher in the classroom teaching service for 40% or more of his/her time.

IV. Plan Requirements

Under Education Law §3012-d, each teacher must receive an APPR score using a two (2)-category matrix system that includes student performance and teacher observation. This APPR plan will result in teachers covered under §3012-d receiving an annual rating of "Highly Effective," "Effective," "Developing," or "Ineffective." Ratings which will be determined by the following measures:

Student Performance Category: This portion of the plan is based on state-approved assessments and Student Learning Objectives (SLOs) in accordance with APPR Law 3012-d.

Teacher Observation Category: This portion of the plan includes teacher observations by a principal, supervisor or other trained administrators.

Each teacher will be observed multiple times throughout the school year via unannounced observations and/or announced observations. These observations will be rated using the Framework for Teaching Rubric (2011 Revised Edition).

The matrix below will be used to determine a teacher's composite rating based on the two categories of the evaluation.

Two Category Matrix used for Annual APPR Score

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

The intent of the evaluation system is to foster a culture of continuous growth for professionals, to provide a clear process of evaluation that uses an established set of criteria or rubrics that define a professional process, and to create collegial environment that promotes conversation and reflection about their craft in order to extend and enhance professional practice.

The APPR is required to be a significant factor in employment decisions* including, but not limited to: retention, tenure determination, and termination. Each decision is to be made in accordance with statutes and regulations, which are locally developed and collectively bargained.

The BOCES Board will adopt an APPR plan by August of each school year. The BOCES shall submit the plan on a form prescribed by the Commissioner to the State Education Department for approval. Should the plan be rejected, any deficiencies that are subject to negotiations shall be resolved through collective bargaining, and the plan resubmitted. If all the terms of the plan have not been finalized by July 1 as a result of pending collective bargaining, then the BOCES shall submit the APPR to the Commissioner upon resolution of all its terms, consistent with Article Fourteen of the Civil Service Law. It is understood by both parties that the district shall not unilaterally impose the APPR under any conditions and any changes to the APPR must be collectively bargained.

Both the BOCES and the B2UP agree that all forms needed to support the APPR plan will be collaboratively created and mutually agreed upon.

V. Collection and Reporting of Teacher and Student Data

The BOCES and the B2UP shall use the following verification procedure to ensure that all determinations for teachers of record have been made accurately and in a manner consistent with the standards established by the Commissioner's Regulations prior to using student growth and/or achievement data in an APPR. The BOCES shall designate a Data Coordinator who shall not be a unit member and who shall be in charge of this process. The Data Coordinator shall be in charge of collecting required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data.

Teacher of Record Determination Procedure

The BOCES will report teacher and student data, including enrollment, attendance data and any other student, teacher, school, course and student/teacher linkage data necessary in a format and timeline prescribed by the Commissioner. The information will be submitted through the Student Management Systems.

Each classroom teacher will have the opportunity to verify the subjects and/or students assigned to them through the Student Management System and the NYSED designated system. An opportunity will be provided for every classroom teacher to verify the subjects and/or student rosters assigned to them no later than the last day of the first week of each semester during the school year. Verification of students taking state assessments shall take place at the time the test is administered.

Any discrepancies identified during verification must be brought to the evaluator's attention. Discrepancies must be identified in writing within three (3) school days from the receipt of the information from the BOCES by the teacher of record. The evaluator will notify the teacher in writing of the action taken regarding the identified discrepancies within five (5) school days of receipt of notification by teacher.

Changes to a teacher's student roster (e.g. new student, withdrawn student, transfer, change in program, etc.) will be communicated to the teachers involved via the BOCES Student Change Form.

Reporting Scores

The BOCES District Superintendent or his/her designee shall be responsible for reporting to the NYSED the **category ratings and composite scores** for each covered classroom teacher in the BOCES. This shall be done in a format and timeline prescribed by the Commissioner. All classroom teachers covered by this requirement will be afforded the opportunity to review and verify the final data attributed to them no later than the last day of their work year or five (5) business days before it is sent to the NYSED, if submission occurs prior to the last day of their work year.

The entire evaluation, including NYSED provided scores, must be completed and provided to each unit member as soon as practical, but in no case later than September 1 of the next school year for which the unit member's performance is being measured.

Furthermore, the BOCES will adhere strictly to the requirements for reporting category and matrix ratings to the NYSED established by regulations; a unique identifier will be used. An evaluator shall not submit any names of individual teachers, written assessment, category or matrix rating of an individual teacher to any outside agency or person, without the prior written authorization of the Association, or unless required to do so by law.

VI. Student Performance Assessment Scoring and Security

The Data Coordinator shall be responsible for overseeing the assessment development, security and scoring processes utilized by the BOCES.

Assessment Scoring and Security

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

VII. Training for Evaluators and Teachers (Staff)

Evaluators

Only fully NYS certified evaluators (SAS, CAS, SBL, SDL, Certificate of Internship, etc.), that have been hired as evaluators in the BOCES may evaluate teachers.

Any fully certified evaluator (see definition above) who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-d and the implementing Regulations of the Commissioner of Education prior to completion of teacher evaluations. The BOCES District Superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation.

The BOCES will work to ensure that lead evaluators and independent evaluators maintain inter-rater reliability over time and that they are recertified as required by Education Law §3012-d, receiving updated training on any changes in the law, regulations or applicable collective bargaining agreements.

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

The BOCES District Superintendent will maintain records of certification and training of lead evaluators, including independent evaluators. In the event that an evaluator does not successfully complete the required certification/training prior to the completion of teacher evaluations, the

BOCES District Superintendent will notify the B2UP President in writing. The notification to the B2UP President will occur by June 1 of the school year.

Teachers (staff)

Recognizing that an understanding of the content and use of the APPR plan is beneficial to both the BOCES and the B2UP, collaboration between both parties will guide the initial implementation and implementation of future revisions to this plan. Therefore, both the BOCES and the B2UP will share the responsibility and work in partnership to provide initial training and any necessary future training for the APPR plan.

A copy of the APPR plan will be provided electronically to unit members on the first day of work each year.

Training for newly hired professional staff (teachers) subject to the BOCES APPR will be done during "New Teacher Orientation" each year. New teachers commencing employment during the school year will receive training as designed by the Assistant Superintendent of Curriculum, Instruction and Professional Development.

VIII. Teacher Observation Category

Unit member appraisals will be based on evidence collected via the processes detailed below and subsequently discussed during other natural professional conversations. Other natural professional conversations shall be defined as ongoing conversations between a unit member and his/her evaluator that focus on professional practice, rubric scoring, targeted feedback and suggested instructional modifications, and professional development.

The BOCES and B2UP agree to use the Framework for Teaching Rubric (2011 Revised Edition) ("Rubric") approved by NYSED which will be used for the observation section of the teacher's overall evaluation. Evidence of effectiveness will come from multiple observations.

1) Observation Framework

New York State requires that teachers are observed by multiple certified evaluators. Evaluators include Lead Evaluators and Independent Evaluators. Lead Evaluators are the principals or supervisors within the building or program they administer. Independent evaluators are observers who are NOT in the building or program in which they administer.

A) Unit members' yearly evaluations will consist of observations that are announced and unannounced.

B) Unit members will be evaluated utilizing the agreed upon rubric.

C) Rating Observations/Calculating Scores:
Scores will be calculated by assigning a rating to each component area observed or discussed during the observation (e.g.: Domain 1a) of: Highly Effective, Effective, Developing or Ineffective. ***Components not observed or discussed will not be in the rating calculation.***

D) Once a rating is assigned, then a corresponding number shall be assigned to each rating as follows: 4 for Highly Effective, 3 for Effective, 2 for Developing, and 1 for Ineffective.

E) All scores, once averaged together will follow the rules of rounding to the nearest one hundredth.

F) The final score, 1-4 will be averaged together and based on the percentages agreed to for each observation method. A rating will then be assigned based on the chart below:

Rating	Observation HEDI Ranges
Highly Effective (H)	3.5 - 4
Effective (E)	2.5 - 3.49
Developing (D)	1.5 - 2.49
Ineffective (I)	0 - 1.49

G) In the event that a teacher earns a score of 1 on *all* rated components of the rubric across all observations, a score of 0 will be assigned.

H) Observation ratings will be recorded on the observation form.

I) Tenured unit members will be observed a minimum of two (2) times throughout the school year consisting of one announced and one unannounced.

J) Non-tenured unit members will be observed a minimum of three (3) times throughout the school year consisting of two announced and one unannounced. For CTE Transitional Certificate holders, 3 observations per year will be capped at 4 years.

2) Observation Definitions

Observations are visits to the classroom made by a supervisor, lead evaluator or independent evaluator to obtain information about the instructional program and teacher performance in the classroom as they relate to one or more of the unit member appraisal criteria. This information will be utilized to assist the teacher in the improvement of instruction and student achievement.

Announced observation will be defined as an observation of which the teacher has prior knowledge of the observation date and time. Scheduling of the announced observations will occur collaboratively between the evaluator and unit member. Announced observations will constitute 90% of the Observation Category score.

Unannounced observation will be defined as an observation by an independent evaluator of which the teacher has no prior knowledge of the observation date and time. Unannounced observations by an independent evaluator will constitute 10% of the Observation Category score.

3) Observation Process

All observations will be completed by May 1 of the school year. Feedback will be provided after each observation (announced and unannounced). Evidence will be aligned to the components of the rubric to provide teachers with a clear understanding of what they did well and what they need to work on. All observation/evaluation documentation will be completed using an evaluation software program.

A) For tenured unit members:

Tenured unit members will follow the observation schedule below:

Lead Evaluator: One announced observation with a pre- and post-conference, totaling 90% of the teacher observation component.

Independent Evaluator: One unannounced observation with no pre- or post-conference. Only evidence from Domain 2 and 3 will be collected at this time, totaling 10% of the teacher observation component.

The announced observation will be completed prior to February Break of each year and will take place before the unannounced observation.

B) For non-tenured unit members:

Non-tenured unit members will follow the observation schedule below:

Lead Evaluator: Two announced observations with a pre- and post-conference, totaling 90% of the teacher observation component.

Independent Evaluator: One unannounced observation with no pre- or post-conference. Only evidence from Domain 2 and 3 will be collected at this time, totaling 10% of the teacher observation component.

Only one announced observation may occur each semester. Announced observations must be scheduled according to the timeline specified on page 18. Unannounced observations may take place any time after the initial APPR meeting and before May 1, 2026. However, unannounced observations must not occur within five days before or after an announced observation. Additionally, an unannounced observation is not required to follow the first or only announced observation.

4) Announced Observation Overview

A) Pre-Observation Meeting

The pre-observation meeting will take place no more than five (5) and no less than one (1) school day(s) prior to the scheduled observation. Upon mutual agreement between the evaluator and the unit member, a pre-observation meeting can take place on the same day as the observation. Teachers will be given at least five (5) days prior notice before the pre-observation meeting in order to have sufficient time to complete the pre-observation form.

The purpose of this meeting will be to discuss the class and lesson to be observed. Domains and/or components that are not observable during the classroom observation may be observed during any pre-observations, post-observations or other natural conversations between teacher and evaluator. In this meeting the unit member and evaluator will review relevant measurable criteria that may not be seen in the lesson but are critical of the process.

B) Classroom Observation

Announced observations will last for at least thirty (30) minutes but no more than forty-five (45) minutes. Start and end times will be mutually determined at the pre-observation meeting. Observations will not be scheduled the day before or after a holiday/break.

If the evaluator or unit member is unable to meet the scheduled observation time and date, or the evaluator is unable to stay for the entire scheduled time period, that observation will be rescheduled. The person that cancels an observation or the evaluator that is unable to stay the required time has the responsibility to reschedule the observation within five (5) school days. The record (script) of observed evidence and preliminary alignment to the rubric will be sent to the teacher no less than twenty-four (24) hours prior to the post-observation conference.

C) Post-Observation Meeting

The post-observation meeting will take place no more than ten (10) school days following the lesson that was observed.

The purpose of this meeting is to continue professional dialogue, specifically based on the rubric and evidence that was observed during the lesson and to discuss the observation as it relates to Domains 1-4. The evaluator will discuss and review scripted notes and evidence alignment that is relevant to that particular observation. The evaluator and teacher will also discuss the evidence specific to Domains 1-4 providing feedback to the teacher on the evidence related to that particular observation. The Post-Observation Meeting Form will be utilized to document the discussions above. Within five (5) school days following the collaborative discussion of the post-observation meeting, unit members will be provided with written feedback, all documentation and the observation rating.

Upon receipt, unit members will review, comment, date, sign and return the observation form to his/her evaluator within five (5) school days. Supporting documentation supplied by the unit member may be attached to the observation form for areas in which there are disagreement(s) between the evaluator and the unit member.

D) Each component of the specific domain will be rated 1-4 by the evaluator. Components that are not observed will not be included in the calculation for that domain or the observation as a whole. The point values of each component within a specific domain are totaled and divided by the total number of observed components within that domain. The observation score will be determined by weighting each domain according to the table below.

Domains	Weighting Factor
1	.25
2	.27
3	.35
4	.13

E) Additional Announced Observation

If a unit member is not satisfied with the ratings assigned by the lead evaluator, the unit member may request one (1) additional announced observation within thirty (30) calendar days of receipt of the announced observation rating. Tenured and non-tenured teachers may only request one (1) additional announced observation per school year. The additional announced observation will follow the same prescriptive pattern as the original announced observation. The purpose of the additional observation will be to address the areas of concern raised in the earlier post-observation meeting. The ratings will be recorded along with the ratings from the previous observation(s) on the observation form. The new ratings and evidence will be dated. If an additional announced observation takes place, then the total score for each announced observation will be combined and the average will be the final rating.

5) Unannounced Observation Overview

Unit members will be provided with prior notice of no less than twenty-four (24) hours and no more than seventy-two (72) hours for an upcoming unannounced observation.

During the school year an independent evaluator will complete one (1) unannounced observation of all unit members using the observation form. Unannounced observation will last no less than ten (10) minutes and no more than twenty (20) minutes. Domains 2 and 3 of the Danielson rubric will be the only focus during this observation. Observations will not be scheduled the day before or after a holiday/break.

The unannounced observation will only include observable components from Domains 2 and 3. Each domain will be weighted .50.

Domains	Weighting Factor
2	.50
3	.50

The report will include an overall score for the unannounced observation based on a 4 point scale as prescribed by Commissioner's Regulation. The score will be determined by adding the individual component rating for each domain, dividing the total by the number of observable components and multiplying that number by .50. The two domain scores will then be added and the resulting

number is the score for the observation that constitutes the 10% section. This number will be added to the 90% section score and converted to a HEDI rating that represents the Teacher Observation Category consistent with the standards prescribed by the Commissioner's Regulation.

A post-observation communication (phone, email, meeting) will occur between the independent evaluator and the unit member prior to the independent evaluator scoring the observation. Supporting documentation supplied by the unit member may be attached to the observation form for areas in which there are disagreement between the evaluator and the unit member. Within five (5) school days following the communication, the unit member will be provided with the completed observation report. Upon receipt, the unit member will review, comment, date, sign and return observation form to his/her evaluator within five (5) school days.

The unit member has the right to ask for one (1) additional unannounced observation within thirty (30) calendar days of receipt of the unannounced observation rating of Developing or Ineffective. Tenured and non-tenured teachers may only request one (1) additional announced observation per school year. When more than one unannounced observation takes place, the best score will be the final rating.

All observable NYS Teaching Standards must be assessed at least once on an annual basis.

IX. Student Performance Category

The Student Performance Category of the APPR per state law is not collectively bargained and is contained herein for informational purposes. Student growth is defined as the change in student achievement between two points in time.

In accordance with §3012-d, unit members will have a required student growth score. Unit members who do not have a state provided growth score will be required to have a Student Learning Objective (SLO). The Student Learning Objective (SLO) process will be employed as prescribed by NYSED. Teachers will work individually and collaboratively with their evaluator to write the SLO and determine student growth targets. The final decision as to the student growth targets shall be determined by the evaluator. In order to have SLOs developed by November 14 of each school year, the classroom teachers of subjects where there is no state-provided measure of student growth will use their completed BEDS data to determine the student population majority and number of SLOs necessary. Students entering after February 4 will not be placed on a teacher's roster for the purposes of the APPR. For CTE Middle Skills courses, students entering after November 15 will not be placed on the teacher's roster for the purposes of the APPR.

The HEDI points and rating for this section will be based on the percentage of students meeting their growth targets. The NYSED required HEDI conversion chart for the student growth measure for this Student Performance Category of the APPR is below:

Teacher Performance Scoring Ranges: SLOs

Highly Effective	Effective	Developing	Ineffective
18-20 points	**15-17 points**	**13-14 points**	**0-12 points**
90-100% of students meeting or exceeding expected growth targets.	**75-89% of students meeting or exceeding expected growth targets.**	**60-74% of students meeting or exceeding expected growth targets.**	**0-59% of students meeting or exceeding expected growth targets.**

Student performance targets will be established by the unit member and evaluator at the initial APPR meeting, which shall be no later than November 14 or 30 school days after their start date. Student performance data will be reviewed at this time to assist with target setting.

To meet the requirements of student performance the following SLOs will be used:

A. Career and Technical Education SLO

All CTE teachers will have an SLO based on the results of CTE students' 21st Century Skills Assessment for Workplace Success by NOCTI. All teachers will receive the same 0-20 HEDI point score based on the percentage of all CTE students meeting targets.

1) All students shall have a target that represents one year of growth.

2) The SLO will be based on the percentage of students who meet the target student performance on NOCTI. Percentage will be calculated by dividing the number of students that meet the target for the assessments by the total number of students that take the assessments identified.

B. Exceptional Children SLO

Student Learning Objectives (SLOs) for all K-12 Department of Exceptional Children teachers will be based upon the NYS Approved Student Performance Measure – Monroe 2-Orleans BOCES State Approved Literacy Task (SALT). The SLO will be a department-wide SLO based upon student growth and targets set on the assessments. All teachers will receive the same 0-20 HEDI point score based on the percentage of all students meeting targets.

1) All students shall have a target that represents one year of growth.

2) The SLO will be based on the percentage of students who meet the target student performance on SALT assessment. Percentage will be calculated by dividing the number of students that meet the target for the assessments by the total number of students that take the assessments identified.

C. Westside Academy SLO

Student Learning Objectives (SLOs) for all Westside Academy teachers will be based upon the NYS Approved Student Performance Measure - Monroe 2-Orleans BOCES State Approved Literacy Task (SALT) and New York State (NYS) Regents or 8th grade Science results. For teachers whose courses end in a NYS Regents exam or 8th grade science – their SLO will be based on the scores of those students. If their caseload does not include 51% of their students taking a

NYS Regents exam, their SLO will be based also on how their students perform on the SALT assessment. For teachers whose courses do not end in a NYS Regents exam, their SLOs will be based upon the SALT assessment as a department-wide score.

X. Teacher Improvement Plans

1. The following procedures shall govern the implementation and use of teacher improvement plans not required by Education Law §3012-d and 8 NYCRR 30-3.11.

   If, at any time during the school year an evaluator or unit member feels that the performance of a unit member is less than satisfactory, a meeting will be scheduled immediately with the unit member. At the meeting, all concerns will be identified in writing and given to the unit member. At this time the unit member will be placed on a Teacher Improvement Plan (TIP).

   The TIP will identify the areas that need improvement; include a timeline for achieving improvement; indicate the manner in which the improvement will be assessed; and include the differentiated activities to support and assist the teacher in the improvement.

2. The following procedures shall govern the implementation and use of teacher improvement plans ("TIP") which are required by Education Law §3012-d and 8 NYCRR 30-3.11.

   APPEALS OF DEVELOPING OR INEFFECTIVE TIPS ONLY
   Use of a TIP shall be limited only to instances where the teacher has received an overall rating of "ineffective" or "developing" based on his/her single composite effectiveness rating. Therefore, an appeal of a TIP is limited to the district's issuance and/or implementation of the terms of the TIP under Education Law §3012-d noting an appeal of the overall APPR is for a rating of "ineffective" or "developing" only.

   TIME FRAME FOR TIP
   The TIP must be implemented no later than October 1 in the school year following the school year for which such teacher's performance is being measured.

   CONTENTS OF TIP
   The TIP will identify the areas that need improvement (i.e. deficiencies that resulted in the ineffective or developing rating); include a timeline for achieving improvement; indicate the manner in which the improvement will be assessed; and include the differentiated activities to support and assist the teacher in the improvement.

   The teacher, director and/or program supervisor or principal or executive principal, Assistant Superintendent for Human Resources or his/her designee, and a union representative will meet to discuss the contents of the TIP prior to implementation. The Assistant Superintendent for Human Resources and/or program supervisor or principal or executive principal is the final decision-maker of the TIP's contents. A written copy of the TIP will be provided to the unit member at the time of the meeting.

   In the final stage of the improvement plan, the teacher should meet with the designated supervisor to determine if adequate improvement has been made in the areas outlined in the

plan. A written copy of this determination will be provided to the unit member at the time of the meeting.

APPEAL
A teacher may appeal the implementation of the TIP in accordance with the appeals procedure contained herein. The appeal of a TIP will not affect the BOCES right to dismiss a probationary teacher, deny tenure, or serve to otherwise lengthen the probationary period.

XI. APPR Appeals Procedure

APPEALS OF INEFFECTIVE and DEVELOPING RATINGS ONLY
Appeals of an annual professional performance review shall be limited only to those where the teacher has received an overall rating of "Ineffective" or "Developing" based on his/her single composite effectiveness rating.

Any unit member receiving an overall APPR rating of either "Effective" or "Highly Effective" may **not** challenge that APPR rating. However, they may attach a statement to their APPR that will be included in their personnel file.

Prior to September 1 each year, the BOCES shall provide to the B2UP President a list of all unit members whose overall rating is Ineffective or Developing.

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

WHAT MAY BE CHALLENGED IN AN APPEAL
In an appeal, the teacher may only challenge:

1. The substance of the annual professional performance review; which shall include the instance of a teacher rated Ineffective on the Student Performance Category but rated Highly Effective on the observation based on an anomaly, as determined locally.

2. The BOCES adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d and Subpart 30-3 of Commissioner's Regulations.

3. The adherence to the Commissioner's Regulations, as applicable to such reviews and compliance with any applicable locally negotiated procedures, as required under Education Law §3012-d: and

4. The BOCES issuance and/or implementation of the terms of the teacher improvement plan under Education law §3012-d.

Further, any appeal allowed to the State of New York Education Department as set forth in the regulation issued by the New York State Board of Regents will be afforded to unit members.

PROHIBITION AGAINST MORE THAN ONE APPEAL
A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal,

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

BURDEN OF PROOF

In an appeal, the teacher has the burden of demonstrating by clear and convincing evidence that his/her overall rating of "ineffective" or "developing" was affected by substantial error or defect.

TIME FRAME FOR FILING APPEAL

Appeals must be submitted in writing to the BOCES District Superintendent no later than 10 school days after receipt by the teacher either of his/her official annual professional performance review or the improvement plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his/her performance review/teacher improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must be submitted with the appeal. Any information not submitted at the time the appeal is filed will not be considered.

TIME FRAME FOR BOCES RESPONSE

Within 10 school days of receipt of an appeal, the evaluator(s) who issued the performance review or who is responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal to the BOCES District Superintendent. The response must include any and all additional documents, written materials, or other evidentiary materials specific to the point(s) of disagreement and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

The teacher initiating the appeal shall receive a copy of the response filed by the evaluator(s), and any and all additional information submitted with the response, at the same time the evaluator(s) files its response with the BOCES District Superintendent.

Notwithstanding the above time frames, an appeal does not serve to lengthen a teacher's probationary period. The BOCES reserves its right to terminate a probationary teacher and/or to make a tenure determination pending an appeal.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the BOCES District Superintendent. In the event the BOCES District Superintendent is responsible for any rating contained in the evaluation, including the final rating decision, the BOCES District Superintendent must appoint a designee not responsible for any rating contained in the evaluation or the final rating to decide the appeal. Only the Assistant Superintendent for Instructional Programs or the Assistant Superintendent for Curriculum Instruction and Professional Development may be appointed as a designee for the purpose of decision maker on appeal when the BOCES District Superintendent was involved with a rating contained in the evaluation.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 school days from the date upon which the unit member filed his/her appeal. The appeal shall be based solely on the written record, comprised of the unit member's appeal papers and any documentary evidence which accompanied the appeal, as well as the evaluator(s) response to the appeal and additional documentary evidence submitted with such papers.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If an appeal is sustained in whole or in part, the decision maker may set aside a rating and direct that a new evaluation (or portion thereof) be conducted, or award such other relief as he/she deems appropriate under the circumstances.

A copy of the written decision shall be provided to the teacher and the evaluator(s).

The appeal process outlined shall constitute the means for initiating, reviewing and resolving any/all challenges and appeals related to a teacher performance review. The decision of the appeal process is final and binding, except as stated below:

The grievance process in **Article XVIII, Sections A – E** of the B2UP collective bargaining agreement shall not be used to appeal or review a unit member's performance review unless the BOCES District Superintendent or his/her designee fails to comply with the negotiated appeals process. However, areas deemed in violation of the contractually negotiated APPR process may be subject to the grievance process. Such areas include adherence to negotiated time frames, minimum number of observations and meetings, and use of appropriate forms. At no time may grievance procedures be utilized to challenge results of an observation or evaluation, the rating or scoring of any rubric component or the commentary of a unit member's APPR. Should a grievance become necessary, the goal would be to correct the process flaw immediately so that the evaluation process may continue with the negotiated intent intact.

XII. APPR Annual Review

The BOCES and the B2UP will meet in May of each school year for the purpose of reviewing the APPR Plan. In the event that revisions to the APPR plan are recommended, implementation of revisions will only occur after agreement to and ratification by both parties; the BOCES and the B2UP.

XIII. Timeline for Implementation of APPR Process

The timelines below are established as guidelines to assist in an orderly implementation for the 2025-2026 school year. It is understood that these timelines may need to be adjusted on an organizational or individual basis based on practicality and emerging factors:

1. Initial APPR Meeting by November 14

    a. Evaluator and teacher review student data
    b. Evaluator and teacher establish student performance targets for student performance category
    c. Evaluator and teacher review and/or determine professional development needs/priorities to support teacher progress on APPR

2. Proceed with Observation Process for Tenured and Non-Tenured Staff

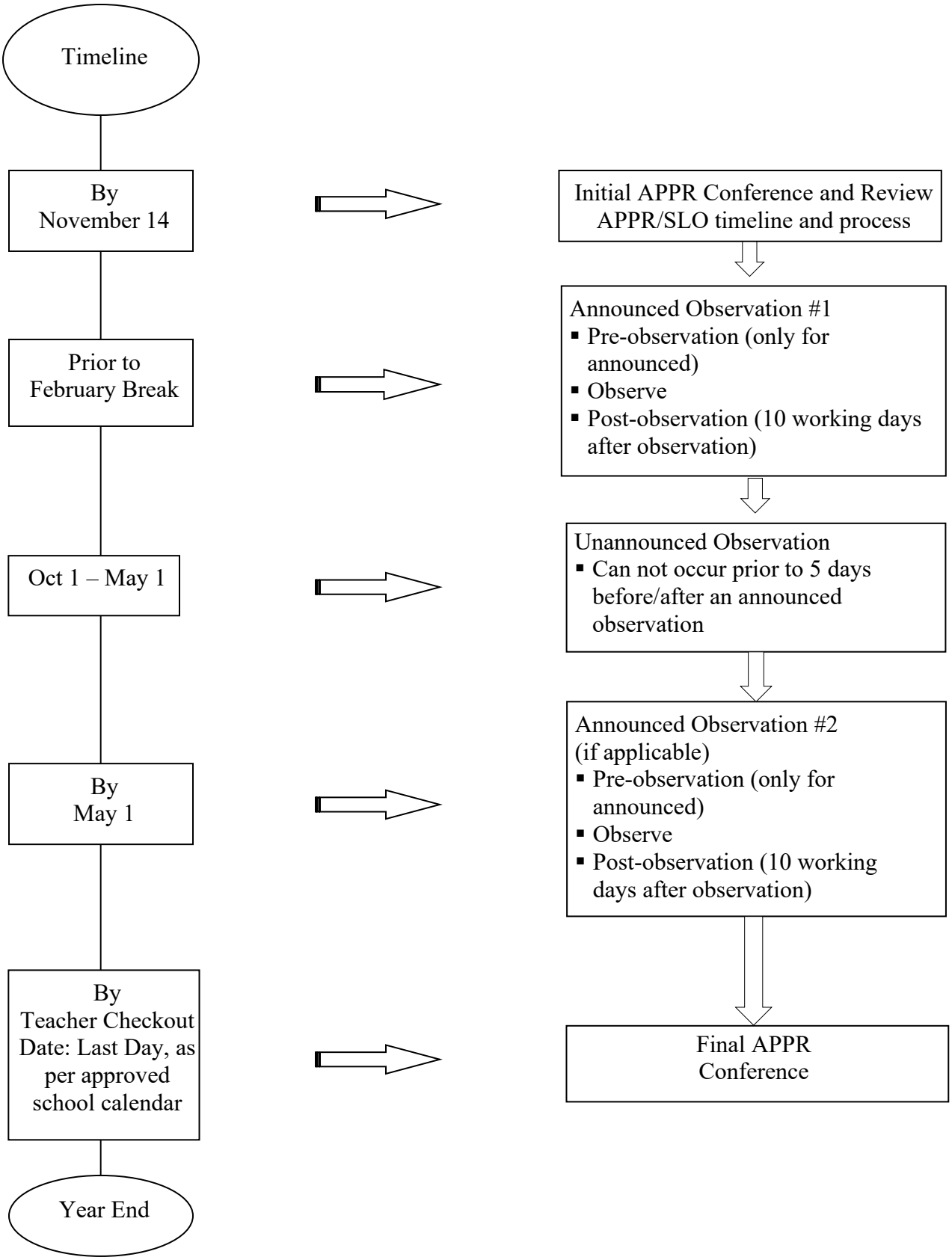
    Tenured Staff:
    a. First observation prior to February Break
    b. Unannounced observation by independent evaluator

    Non-Tenured Staff:
    a. First observation prior to February Break
    b. Unannounced observation by independent evaluator
    c. Second observation by May 1

3. Final APPR Meeting; Completion of the Annual Professional Performance Review Form (Part 2 Final APPR Conference) (by Teacher Checkout Date: Last Day, as per approved school calendar):

    a. Discuss progress towards student performance targets and conversion to HEDI points and ratings. May not be able to complete this discussion due to unavailable state assessment data.
    b. Review rubric ratings for teacher observation category and conversion to HEDI points and rating.
    c. Complete summative evaluation including composite HEDI score and rating to the extent that state assessment data is available.
    d. Establish professional development goals based on needs evident in APPR evaluation.
    e. For teachers whose assessment data is not available for the completion of the Annual Professional Performance Review Form (Part 2 Final APPR Conference) by Teacher Checkout Date: Last Day, as per approved school calendar, the evaluation will be provided by September 1.

MONROE 2–ORLEANS BOCES
ANNUAL PROFESSIONAL PERFORMANCE REVIEW PROCESS



XIV. APPENDIX

Monroe 2-Orleans BOCES
APPR FORMS

Appendix XIV (A)

TEACHER EVALUATION

RUBRIC

Appendix A:
The Framework for Teaching

(2011 Revised Edition)

Framework for Teaching 2011 Revised Edition

Charlotte Danielson's Framework for Teaching (2011 Revised Edition) is the next generation of this research-validated instrument for teacher observation, evaluation and development. Charlotte Danielson has selected Teachscape as the exclusive electronic provider of this refined instrument.

In the Framework for Teaching (2011 Revised Edition) all the domains, components, and elements are identical to the earlier version. Therefore, the pre-existing research foundation applies.

The Framework for Teaching (2011 Revised Edition) is specifically enhanced to be used as an evaluation instrument. The enhancements contained in the Framework for Teaching (2011 Revised Edition) are based on lessons learned from the Measures of Effective Teaching (MET) Project, a large scale research study funded by the Bill & Melinda Gates Foundation that used the Framework for Teaching to evaluate over 20,000 classroom lessons.

Based on her experience with the MET Project, Charlotte Danielson has enhanced her Framework for Teaching (2011 Revised Edition) to be even more effective, precise, and useful as a tool for teacher evaluation.

See below for a summary of the key changes from the old version to the newly updated Framework for Teaching (2011 Revised Edition).

Old version of the Framework for Teaching	**Framework for Teaching (2011 Revised Edition)**
Rubrics for each component contain general language helpful for professional development but not well suited for precise evaluation.	Rubrics for each component have been revised to include more precise language enabling for better observer discernment between teacher performance at different levels.
Absence of Critical Attributes makes it difficult to identify instructional evidence tied to each component and performance level.	Critical Attributes have been added for each Component and performance level. Critical attributes are specific observable teacher and/or student behaviors or actions that are evidence of a teacher's performance at a specific performance level relative to a particular Component.
Absence of possible teaching examples means that observers must generate their own examples without being sure they are accurate.	Possible teaching examples have been added for each level of performance, for each Component, to assist observer in determining examples of classroom practice that would observe as evidence for each Component.

With these new additions and adjustments, the Framework for Teaching (2011 Revised Edition) is now the best, most reliable instrument available for high-stakes evaluation of teaching.

Complete Framework for Teaching Instrument

Domain 1:	**Planning and Preparation**
1a: Demonstrating Knowledge of Content and Pedagogy	In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline. The elements of component 1a are: • Knowledge of content and the structure of the discipline *Every discipline has a dominant structure, with smaller components or strands, central concepts and skills* • Knowledge of prerequisite relationships *Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.* • Knowledge of content-related pedagogy *Different disciplines have "signature pedagogies" that have evolved over time and found to be most effective in teaching.* Indicators include: • Lesson and unit plans that reflect important concepts in the discipline • Lesson and unit plans that accommodate prerequisite relationships among concepts and skills • Clear and accurate classroom explanations • Accurate answers to student questions • Feedback to students that furthers learning • Inter-disciplinary connections in plans and practice

	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Critical Attributes	• *Teacher makes content errors.* • *Teacher does not consider prerequisite relationships when planning.* • *Teacher's plans use inappropriate strategies for the discipline.*	• *Teacher is familiar with the discipline but does not see conceptual relationships.* • *Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.* • *Lesson and unit plans use limited instructional strategies and some are not be suitable to the content.*	• *The teacher can identify important concepts of the discipline, and their relationships to one another.* • *The teacher consistently provides clear explanations of the content.* • *The teacher answers student questions accurately and provides feedback that furthers their learning.* • *The teacher seeks out content-related professional development.*	*In addition to the characteristics of "proficient,"* • *Teacher cites intra- and inter-disciplinary content relationships.* • *Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.*
Possible Examples	• *The teacher says, "The official language of Brazil is Spanish, just like other South American countries."* • *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."* • *The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.*	• *The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.* • *The teacher plans to forge ahead with a lesson on addition with re-grouping, even though some students have not fully grasped place value.* • *The teacher always plans the same routine to study spelling: pre-test on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday.*	• *The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.* • *The teacher realized her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement.* • *The teacher plans to expand a unit on civics by having students simulate a court trial.*	• *In a unit on 19th century literature, the teacher incorporates information about the history of the same period.* • *Before beginning a unit on the solar system, the teacher surveys the class on their beliefs as to why it is hotter in the summer than in the winter.*

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Domain 1:	**Planning and Preparation**
1b: ***Demonstrating Knowledge of Students***	Teachers don't teach content in the abstract; they teach it to *students*. In order to ensure student learning, therefore, teachers must not only know their content and its related pedagogy, but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs must be considered when planning lessons and identifying resources that will ensure their understanding. The elements of component 1b are: • Knowledge of child and adolescent development *Children learn differently at different stages of their lives* • Knowledge of the learning process *Learning requires active intellectual engagement* • Knowledge of students' skills, knowledge, and language proficiency *Children's lives beyond school influence their learning* • Knowledge of students' interest and cultural heritage *Children's backgrounds influence their learning* • Knowledge of students' special needs C*hildren do not all develop in a typical fashion* Indicators include: • Teacher gathers formal and informal information about students for use in planning instruction • Teacher learns student interests and needs for use in planning • Teacher participation in community cultural events • Teacher-designed opportunities for families to share heritage • Database of students with special needs

	Unsatisfactory	Basic	Proficient	Distinguished
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Critical Attributes	• *Teacher does not understand child development characteristics and has unrealistic expectations for students.* • *Teacher does not try to ascertain varied ability levels among students in the class.* • *Teacher is not aware of student interests or cultural heritages.* • *Teacher takes no responsibility to learn about students' medical or learning disabilities.*	• *Teacher cites developmental theory, but does not seek to integrate it into lesson planning.* • *Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."* • *The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.* • *The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.*	• *The teacher knows, for groups of students, their levels of cognitive development* • *The teacher is aware of the different cultural groups in the class.* • *The teacher has a good idea of the range of interests of students in the class.* • *The teacher has identified "high," "medium," and "low" groups of students within the class.* • *The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.* • *The teacher is aware of the special needs represented by students in the class.*	*In addition to the characteristics of "proficient,"* • *The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.* • *The teacher seeks out information about their cultural heritage from all students.* • *The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.*
Possible Examples	• *The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7-year olds.* • *The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.* • *The teacher plans to teach his class Christmas carols, despite the fact that he has four religions*	• *The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.* • *In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.* • *Lesson plans make only peripheral reference to students' interests.*	• *The teacher creates an assessment of students' levels of cognitive development.* • *The teacher examines students' previous year's folders to ascertain the proficiency levels of groups of students in the class,* • *The teacher administers a student interest survey at the beginning of the school year.* • *The teacher plans activities based*	• *The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.* • *The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.* • *The teacher encourages students to be aware of their individual reading*

	Unsatisfactory	Basic	Proficient	Distinguished
	represented amongst his students.	• *The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.*	*on student interests.* • *The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.* • *The teacher realizes that not all of his students are Christian, so he plans to read a Hanukah story in December.* • *The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.*	*levels and make independent reading choices that will be challenging, but not too difficult.* • *The teacher attended the local Mexican heritage day, meeting several of his students' extended family members.* • *The teacher regularly creates adapted assessment materials for several students with learning disabilities.*

Domain 1:	**Planning and Preparation**
1c: Setting Instructional Outcomes	Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will *do*, but what they will *learn*. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1. Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only for students to learn to read, but educators also hope that they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines. The elements of component 1c are: • Value, sequence, and alignment *Students must be able to build their understanding of important ideas from concept to concept* • Clarity *Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment* • Balance *Outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills* • Suitability for diverse students *Outcomes must be appropriate for all students in the class* Indicators include: • Outcomes of a challenging cognitive level • Statements of student learning, not student activity • Outcomes central to the discipline and related to those in other disciplines • Permit assessment of student attainment • Differentiated for students of varied ability

	Unsatisfactory	Basic	Proficient	Distinguished
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
Critical Attributes	• *Outcomes lack rigor.* • *Outcomes do not represent important learning in the discipline.* • *Outcomes are not clear or are stated as activities.* • *Outcomes are not suitable for many students in the class.*	• *Outcomes represent a mixture of low expectations and rigor.* • *Some outcomes reflect important learning in the discipline.* • *Outcomes are suitable for most of the class.*	• *Outcomes represent high expectations and rigor.* • *Outcomes are related to "big ideas" of the discipline.* • *Outcomes are written in terms of what students will learn rather than do.* • *Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.* • *Outcomes are suitable to groups of students in the class, differentiated where necessary.*	*In addition to the characteristics of "proficient,"* • *Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.* • *Teacher connects outcomes to previous and future learning* • *Outcomes are differentiated to encourage individual students to take educational risks.*
Possible Examples	• *A learning outcome for a fourth grade class is to make a poster illustrating a poem.* • *All the outcomes for a ninth grade history class are factual knowledge.* • *The topic of the social studies unit involves the concept of "revolutions" but the teacher only expects his students to remember the important dates of battles.* • *Despite having a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.*	• *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.* • *The outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students struggle.*	• *One of the learning outcomes is for students to "appreciate the aesthetics of 18th century English poetry."* • *The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.* • *The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.*	• *The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.* • *Students will develop a concept map that links previous learning goals to those they are currently working on.* • *Some students identify additional learning .*

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Domain 1:	**Planning and Preparation**
1d: Demonstrating Knowledge of Resources	Student learning is enhanced by a teacher's skillful use of resources; some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and which will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can access the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives. The elements of component 1d are: • Resources for classroom use *Materials that align with learning outcomes* • Resources to extend content knowledge and pedagogy *Those that can further teachers' professional knowledge* • Resources for students: *Materials that are appropriately challenging* Indicators include: • District provided materials • Range of texts • Guest speakers • Internet resources • Materials provided by professional organizations • Teacher continuing professional education courses or professional groups • Community resources

	Unsatisfactory	Basic	Proficient	Distinguished
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Critical Attributes	• *The teacher only uses district-provided materials, even when more variety would assist some students.* • *The teacher does not seek out resources available to expand his/her own skill.* • *Although aware of some student needs, the teacher does not inquire about possible resources.*	• *The teacher uses materials in the school library, but does not search beyond the school for resources.* • *The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.* • *The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.*	• *Texts are at varied levels.* • *Texts are supplemented by guest speakers and field experiences.* • *Teacher facilitates Internet resources.* • *Resources are multi-disciplinary.* • *Teacher expands knowledge with professional learning groups and organizations.* • *Teacher pursues options offered by universities.* • *Teacher provides lists of resources outside the class for students to draw on.*	*In addition to the characteristics of "proficient,"* • *Texts are matched to student skill level.* • *The teacher has ongoing relationship with colleges and universities that support student learning.* • *The teacher maintains log of resources for student reference.* • *The teacher pursues apprenticeships to increase discipline knowledge.* • *The teacher facilitates student contact with resources outside the classroom.*
Possible Examples	• *For their unit on China, the students accessed all of their information from the district-supplied textbook.* • *Mr. J is not sure how to teach fractions, but doesn't know how he's expected to learn it by himself.* • *A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."*	• *For a unit on ocean life; the teacher really needs more books, but the school library only has three for him to borrow.* • *The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year.* • *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*	• *The teacher provides her 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.* • *The teacher took an online course on Literature to expand her knowledge of great American writers.* • *The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school.*	• *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.* • *The teacher spends the summer at Dow Chemical learning more about current research so she can expand her knowledge base for teaching Chemistry.* • *The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.*

Domain 1:	**Planning and Preparation**
1e: Designing Coherent Instruction	Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Domain 3. The elements of component 1e are: • Learning activities *Instruction designed to engage students and advance them through the content* • Instructional materials and resources *Appropriate to the learning needs of the students* • Instructional groups *Intentionally organized to support student learning* • Lesson and unit structure *Clear and sequenced to advance students' learning* Indicators include: • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • The use of varied resources • Thoughtfully planned learning groups • Structured lesson plan

	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Critical Attributes	• *Learning activities are boring and/or not well aligned to the instructional goals.* • *Materials are not engaging or do not meet instructional outcomes.* • *Instructional groups do not support learning.* • *Lesson plans are not structured or sequenced and are unrealistic in their expectations.*	• *Learning activities are moderately challenging.* • *Learning resources are suitable, but there is limited variety.* • *Instructional groups are random or only partially support objectives.* • *Lesson structure is uneven or may be unrealistic in terms of time expectations.*	• *Learning activities are matched to instructional outcomes.* • *Activities provide opportunity for higher-level thinking.* • *Teacher provides a variety of appropriately challenging materials and resources.* • *Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.* • *The plan for the lesson or unit is well structured, with reasonable time allocations.*	*In addition to the characteristics of "proficient,"* • *Activities permit student choice.* • *Learning experiences connect to other disciplines.* • *Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.* • *Lesson plans differentiate for individual student needs.*
Possible Examples	• *After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet.* • *Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit.* • *The teacher organizes her class in rows, seating the students*	• *After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.* • *The teacher found an atlas to use as a supplemental resource during the geography unit.* • *The teacher always lets students self-select their working groups because they behave better when*	• *The teacher reviews her learning activities with a reference to high level "action verbs" and rewrites some of the activities to increase the challenge level.* • *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.* • *The teacher plans for students to*	• *The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning.* • *While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections.* • *After the cooperative group lesson,*

	Unsatisfactory	Basic	Proficient	Distinguished
	alphabetically; she plans to have students work all year in groups of four based on where they are sitting. • *The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.*	*they can choose who they want to sit with.* • *The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*	*complete projects in small groups; he carefully selects group members based on their ability level and learning style.* • *The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.*	*students will reflect on their participation and make suggestions for new group arrangements in the future.* • *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.*

Domain 1:	**Planning and Preparation**
1f: Designing Student Assessments	Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, different methods are needed to assess reasoning skills than for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment *for* learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding the learning outcomes. The elements of component 1e are: • Congruence with instructional outcomes *Assessments must match learning expectations* • Criteria and standards *Expectations must be clearly defined* • Design of formative assessments *Assessments for learning must be planned as part of the instructional process* • Use for planning *Results of assessment guide future planning* Indicators include: • Lesson plans indicate correspondence between assessments and instructional outcomes • Assessment types are suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments are available for individual students as needed • Expectations clearly written with descriptors for each level of performance • Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction

	Unsatisfactory	Basic	Proficient	Distinguished
If: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
Critical Attributes	• *Assessments do not match instructional outcomes.* • *Assessments have no criteria.* • *No formative assessments have been designed.* • *Assessment results do not affect future plans.*	• *Only some of the instructional outcomes are addressed in the planned assessments.* • *Assessment criteria are vague.* • *Plans refer to the use of formative assessments, but they are not fully developed.* • *Assessment results are used to design lesson plans for the whole class, not individual students.*	• *All the learning outcomes have a method for assessment.* • *Assessment types match learning expectations.* • *Plans indicate modified assessments for some students as needed.* • *Assessment criteria are clearly written.* • *Plans include formative assessments to use during instruction.* • *Lesson plans indicate possible adjustments based on formative assessment data.*	*In addition to the characteristics of "proficient,"* • *Assessments provide opportunities for student choice.* • *Students participate in designing assessments for their own work.* • *Teacher-designed assessments are authentic with real-world application, as appropriate.* • *Students develop rubrics according to teacher-specified learning objectives.* • *Students are actively involved in collecting information from formative assessments and provide input.*
Possible Examples	• *The teacher marks papers on the foundation of the U.S. constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc.* • *After the students present their research on Globalization, the teacher tells them their letter*	• *The district goal for the Europe unit is for students to understand geo-political relationships; the teacher plans to have the students memorize all the country capitals and rivers.* • *The teacher's students received their tests back; each one was simply marked with a letter grade at the top.*	• *Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.* • *Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were*	• *To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class.* • *Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown*

	Unsatisfactory	Basic	Proficient	Distinguished
	grade; when students asked how he arrived at the grade, he responds, "After all these years in education, I just know what grade to give." • *The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"* • *The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."*	• *The plan indicates that the teacher will pause to "check for understanding" but without a clear process of how that will be done.* • *A student says, "If half the class passed the test, why are we all reviewing the material again?"*	*clearly defined.* • *Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson's activities.* • *Based on the previous morning's formative assessment, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.*	*them several sample rubrics and they will refer to those as they create a rubric of their own.* • *After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.* • *Mrs. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.*

Domain 2: The Classroom Environment

Component	2a: Creating an Environment of Respect and Rapport
2a: Creating an environment of respect and rapport	An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe. The elements of component 2a are listed below and are evaluated: • Teacher interactions with students, including both words and actions *A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.* • Student interactions with other students, including both words and actions *As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.* Indicators include: • *Respectful talk and turn taking* • *Respect for students' background and lives outside of the classroom* • *Teacher and student body language* • *Physical proximity* • *Warmth and caring* • *Politeness* • *Encouragement* • *Active listening* • *Fairness*

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students.as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
Critical Attributes	• *Teacher uses disrespectful talk towards students. Student body language indicates feelings of hurt or insecurity.* • *Students use disrespectful talk towards one another with no response from the teacher.* • *Teacher displays no familiarity with or caring about individual students' interests or personalities.*	• *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.* • *Teacher attempts to respond to disrespectful behavior among students, with uneven results.* • *Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.*	• *Talk between teacher and students and among students is uniformly respectful.* • *Teacher responds to disrespectful behavior among students.* • *Teacher makes superficial connections with individual students.*	In addition to the characteristics of "proficient," • *Teacher demonstrates knowledge and caring about individual students' lives beyond school.* • *When necessary, students correct one another in their conduct towards classmates.* • *There is no disrespectful behavior among students.* • *The teacher's response to a student's incorrect response respects the student's dignity*
Possible Examples	• *A student slumps in his/her chair following a comment by the teacher.* • *Students roll their eyes at a classmate's idea; the teacher does not respond.* • *Many students talk when the teacher and other students are talking; the teacher does not correct them.* • *Some students refuse to work with other students.* • *Teacher does not call students by their names.*	• *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.* • *A few students do not engage with others in the classroom, even when put together in small groups.* • *Students applaud half-heartedly following a classmate's presentation to the class.* • *Teacher says "Don't talk that way to your classmates," but student shrugs his/her shoulders*	• *Teacher greets students by name as they enter the class or during the lesson.* • *The teacher gets on the same level with students, such as kneeling beside a student working at a desk.* • *Students attend fully to what the teacher is saying.* • *Students wait for classmates to finish speaking before beginning to talk.* • *Students applaud politely following a classmate's presentation to the class.* • *Students help each other and accept help from each other.* • *Teacher and students use courtesies such as "please/thank you, excuse me."* • *Teacher says "Don't talk that way to your classmates," and the insults stop.*	• *Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).* • *Students say "Shhh" to classmates while the teacher or another student is speaking.* • *Students clap enthusiastically for one another's presentations for a job well done.* • *The teacher says:"That's an interesting idea, Josh, but you're 'forgetting…."*

Component	2b: Establishing a Culture for Learning
2b: Establishing a culture for learning	"A culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work. Elements of component 2b are: • Importance of the content and of learning *In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.* • Expectations for learning and achievement *In classrooms with robust cultures for learning, all students receive the message that, while the work is challenging, they are capable of achieving it if they are prepared to work hard.* • Student pride in work *When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.* Indicators include: • *Belief in the value of the work* • *Expectations are high and supported through both verbal and nonverbal behaviors* • *Quality is expected and recognized* • *Effort and persistence are expected and recognized* • *Confidence in ability is evidenced by teacher and students language and behaviors* • *Expectation for all students to participate*

	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
Critical Attributes	• *The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.* • *The teacher conveys to at least some students that the work is too challenging for them.* • *Students exhibit little or no pride in their work.* • *Class time is devoted more to socializing than to learning*	• *Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."* • *The teacher conveys high expectations for only some students.* • *Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.* • *Many students indicate that they are looking for an "easy path."*	• *The teacher communicates the importance of learning, and that with hard work all students can be successful in it.* • *The teacher demonstrates a high regard for student abilities.* • *Teacher conveys an expectation of high levels of student effort.* • *Students expend good effort to complete work of high quality.*	In addition to the characteristics of "Proficient," • *The teacher communicates a genuine passion for the subject.* • *Students indicate that they are not satisfied unless they have complete understanding.* • *Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.* • *Students recognize the efforts of their classmates.* • *Students take initiative in improving the quality of their work.*
Possible Examples	• *The teacher tells students that they're doing a lesson because it's on the test, in the book, or is district directed.* • *Teacher says to a student: "Why don't you try this easier problem?"* • *Students turn in sloppy or incomplete work.* • *Students don't engage in work and the teacher ignores it.* • *Students have not completed their homework and the teacher does not respond.* • *Almost all of the activities are "busy work."*	• *Teacher says: "Let's get through this."* • *Teacher says: "I think most of you will be able to do this."* • *Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking.* • *Teacher does not encourage students who are struggling.* • *Some students get to work after an assignment is given or after entering the room.*	• *Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job."* • *Teacher says: "This idea is really important! It's central to our understanding of history."* • *Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well."* • *Teacher hands a paper back to a student, saying "I know you can do a better job on this." The student accepts it without complaint.* • *Students get right to work right away when an assignment is given or after entering the room.*	• *The teacher says "It's really fun to find the patterns for factoring polynomials."* • *Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation.* • *Students question one another on answers.* • *Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened.* • *Students work even when the teacher isn't working with them or directing their efforts.*

Component	2c: Managing Classroom Procedures
2c: Managing classroom procedures	A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself." Elements of Component 2c are: • Management of instructional groups T*eachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher* • Management of transitions • *Many lessons engage students in different types of activities – large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly* • Management of materials and supplies *Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction* • Performance of non-instructional duties *Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.* Indicators include: • *Smooth functioning of all routines* • *Little or no loss of instructional time* • *Students playing an important role in carrying out the routines* • *Students know what to do, where to move*

	Unsatisfactory	Basic	Proficient	Distinguished
2c Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes	• *Students not working with the teacher are disruptive to the class.* • *There are no established procedures for distributing and collecting materials.* • *Procedures for other activities are confused or chaotic.*	• *Small groups are only partially engaged while not working directly with the teacher.* • *Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.* • *Classroom routines function unevenly.*	• *The students are productively engaged during small group work.* • *Transitions between large and small group activities are smooth.* • *Routines for distribution and collection of materials and supplies work efficiently.* • *Classroom routines function smoothly.*	In addition to the characteristics of "proficient," • *Students take the initiative with their classmates to ensure that their time is used productively.* • *Students themselves ensure that transitions and other routines are accomplished smoothly.* • *Students take initiative in distributing and collecting materials efficiently.*
Possible Examples	• *When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.* • *There are long lines for materials and supplies or distributing supplies is time-consuming.* • *Students bump into one another lining up or sharpening pencils.* • *Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.* • *Most students ask what they are to do or look around for clues from others.*	• *Some students not working with the teacher are not productively engaged in learning.* • *Transitions between large and small group activities are rough but they are accomplished.* • *Students are not sure what to do when materials are being distributed or collected.* • *Students ask some clarifying questions about procedures* • *The attendance or lunch count consumes more time than it would need if the procedure were more routinized.*	• *Students get started on an activity while the teacher takes attendance.* • *Students move smoothly between large and small group activities.* • *The teacher has an established timing device, such as counting down, to signal students to return to their desks.* • *Teacher has an established attention signal, such as raising a hand, or dimming the lights.* • *One member of each small group collects materials for the table.* • *There is an established color-coded system indicating where materials should be stored.* • *In small group work, students have established roles, they listen to one another, summarize g different views, etc.* • *Clean-up at the end of a lesson is fast and efficient.*	• *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.* • *A student reminds classmates of the roles that they are to play within the group.* • *A student re-directs a classmate to the table s/he should be at following a transition.* • *Students propose an improved attention signal.* • *Students independently check themselves into class on the attendance board.*

Domain 2:	**The Classroom Environment**
2d. Managing Student Behavior	In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content. Elements of Component 2d are: • Expectations I*t is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented* • Monitoring of student behavior E*xperienced teachers seem to have eyes "in the backs of their heads;" they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe* • Response to student misbehavior E*ven experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? Are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.* Indicators include: • *Clear standards of conduct, possibly posted, and possibly referred to during a lesson* • *Absence of acrimony between teacher and students concerning behavior* • *Teacher awareness of student conduct* • *Preventive action when needed by the teacher* • *Fairness* • *Absence of misbehavior* • *Reinforcement of positive behavior*

	Unsatisfactory	Basic	Proficient	Distinguished
2d Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students
Critical Attributes	• *The classroom environment is chaotic, with no apparent standards of conduct.* • *The teacher does not monitor student behavior.* • *Some students violate classroom rules, without apparent teacher awareness.* • *When the teacher notices student misbehavior, s/he appears helpless to do anything about it.*	• *Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.* • *Teacher attempts to keep track of student behavior, but with no apparent system.* • *The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.*	• *Standards of conduct appear to have been established.* • *Student behavior is generally appropriate.* • *The teacher frequently monitors student behavior.* • *Teacher's response to student misbehavior is effective.* • *Teacher acknowledges good behavior.*	In addition to the characteristics of "proficient," • *Student behavior is entirely appropriate; no evidence of student misbehavior.* • *The teacher monitors student behavior without speaking – just moving about.* • *Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.*
Possible Examples	• *Students are talking among themselves, with no attempt by the teacher to silence them.* • *An object flies through the air without apparent teacher notice.* • *Students are running around the room, resulting in a chaotic environment.* • *Their phones and other electronics distract students and teacher doesn't do anything.*	• *Classroom rules are posted, but neither teacher nor students refers to them.* • *The teacher repeatedly asks students to take their seats; they ignore him/her.* • *To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."*	• *Upon a non-verbal signal from the teacher, students correct their behavior.* • *The teacher moves to every section of the classroom, keeping a close eye on student behavior.* • *The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.*	• *A student suggests a revision in one of the classroom rules.* • *The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.* • *The teacher asks to speak to a student privately about misbehavior.* • *A student reminds his/her classmates of the class rule about chewing gum.*

Component	2e: Organizing Physical Space
	The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology. Elements of this component are: • Safety and accessibility *Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.* • Arrangement of furniture and use of physical resources. *Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these are skillfully used students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the physical environment.* Indicators include: • *Pleasant, inviting atmosphere* • *Safe environment* • *Accessibility for all students* • *Furniture arrangement suitable for the learning activities* • *Effective use of physical resources, including computer technology, by both teacher and students*

	Unsatisfactory	Basic	Proficient	Distinguished
2e: Organizing physical space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	• *There are physical hazards in the classroom, endangering student safety.* • *Many students can't see or hear the teacher or the board.* • *Available technology is not being used, even if available and its use would enhance the lesson.*	• *The physical environment is safe, and most students can see and hear.* • *The physical environment is not an impediment to learning, but does not enhance it.* • *The teacher makes limited use of available technology and other resources.*	• *The classroom is safe, and all students are able to see and hear.* • *The classroom is arranged to support the instructional goals and learning activities.* • *The teacher makes appropriate use of available technology.*	In addition to the characteristics of "proficient," • *Modifications are made to the physical environment to accommodate students with special needs.* • *There is total alignment between the goals of the lesson and the physical environment.* • *Students take the initiative to adjust the physical environment.* • *Teachers and students make extensive and imaginative use of available technology*
Possible Examples	• *There are electrical cords running around the classroom.* • *There is a pole in the middle of the room; some students can't see the board.* • *A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.*	• *The teacher ensures that dangerous chemicals are stored safely.* • *The classroom desks remains in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson.* • *The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work.*	• *There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.* • *Desks are moved to make tables so students can work together, or in a circle for a class discussion.* • *The use of an Internet connection enriches the lesson.*	• *Students ask if they can shift the furniture to better suit small group work, or discussion.* • *A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes.* • *A student suggests an application of the white board for an activity.*

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Domain 3: Instruction

Component	3a: Communicating With Students
	Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so students know what it is that they are to do. When they present concepts and information, those presentations are made with accuracy, clarity and imagination; where appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher's use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students. Elements of Component 3a are: • Expectations for learning *The goals for learning are communicated clearly to students. Even if not conveyed at the outset of a lesson (for example, an inquiry lesson in science) by the end of the lesson students are clear about what they have been learning.* • Directions for activities *Students are clear about what they are expected to do during a lesson, particularly if students are working independently or with classmates without direct teacher supervision. These directions for the lesson activities may be provided orally, in writing, or in some combination of the two.* • Explanations of content *Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions.* • Use of oral and written language *For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.* Indicators include: • *Clarity of lesson purpose* • *Clear directions and procedures specific to the lesson activities* • *Absence of content errors and clear explanations of concepts* • *Students understand the content* • *Correct and imaginative use of language*

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	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Critical Attributes	• *At no time during the lesson does the teacher convey to the students what they will be learning.* • *Students indicate through their questions that they are confused as to the learning task.* • *The teacher makes a serious content error that will affect students' understanding of the lesson.* • *Students indicate through body language or questions that they don't understand the content being presented.* • *Teacher's communications include errors of vocabulary or usage.* • *Vocabulary is inappropriate to the age or culture of the students.*	• *The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.* • *Teacher must clarify the learning task so students can complete it.* • *The teacher makes no serious content errors, although may make a minor error.* • *The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.* • *Vocabulary and usage are correct but unimaginative.* • *Vocabulary is too advanced or juvenile for the students.*	• *The teacher states clearly, at some point during the lesson, what the students will be learning.* • *If appropriate, the teacher models the process to be followed in the task.* • *Students engage with the learning task, indicating that they understand what they are to do.* • *The teacher makes no content errors.* • *Teacher's explanation of content is clear, and invites student participation and thinking.* • *Vocabulary and usage are correct and completely suited to the lesson.* • *Vocabulary is appropriate to the students' ages and levels of development.*	*In addition to the characteristics of "proficient,"* • *The teacher points out possible areas for misunderstanding.* • *Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.* • *All students seem to understand the presentation.* • *The teacher invites students to explain the content to the class, or to classmates.* • *Teacher uses rich language, offering brief vocabulary lessons where appropriate.*
Possible Examples	• *A student asks: "What are we supposed to be doing?" but the teacher ignores the question.* • *The teacher states that to add fractions, they must have the same numerator.* • *Students have a quizzical look on their faces; some may withdraw from the lesson.* • *Students become disruptive, or talk among themselves in an effort to*	• *The teacher mis-pronounces "..."* • *The teacher says: "And oh, by the way, today we're going to factor polynomials."* • *A student asks: "What are we supposed to be doing?" and the teacher clarifies the task.* • *Students ask "What do I write here?" in order to complete a task.* • *The teacher says: "Watch me while I show you how to ...." with students*	• *"By the end of today's lesson, you're all going to be able to factor different types of polynomials."* • *In the course of a presentation of content, the teacher asks of students: "Can anyone think of an example of that?"* • *The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention.*	• *The teacher says: "Here's a spot where some students have difficulty:...be sure to read it carefully."* • *The teacher asks a student to explain the task to other students.* • *When needed, a student offers clarification about the learning task to classmates.* • *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has*

	Unsatisfactory	Basic	Proficient	Distinguished
	follow the lesson. • *The teacher uses technical terms with an elementary class without explaining their meanings.* • *The teacher says "ain't."*	*asked only to listen.* • *A number of students do not seem to be following the explanation.* • *Students are inattentive during the teacher's explanation of content.*		*been sitting in the sun.* • *The teacher says: "Who would like to explain this idea to us?"* • *The teacher pauses during an explanation of the civil rights movement to remind students that the prefix "in" as in "inequality" means "not." The prefix "un" also means the same thing.*

Component	3b: Using Questioning and Discussion Techniques
	Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves. Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught. Elements of component 3b are: • Quality of questions/prompts *Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students' understanding.* • Discussion techniques *Effective teachers promote learning through discussion. Some teachers report that "we discussed x" when what they mean is that "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students' views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.* • Student participation *In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.* Indicators include: • *Questions of high cognitive challenge, formulated by both students and teacher* • *Questions with multiple correct answers, or multiple approaches even when there is a single correct response* • *Effective use of student responses and ideas* • *Discussion with the teacher stepping out of the central, mediating role* • *High levels of student participation in discussion*

	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using questioning / prompts and discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	• *Questions are rapid-fire, and convergent, with a single correct answer.* • *Questions do not invite student thinking.* • *All discussion is between teacher and students; students are not invited to speak directly to one another.* • *A few students dominate the discussion.*	• *Teacher frames some questions designed to promote student thinking, but only a few students are involved.* • *The teacher invites students to respond directly to one another's ideas, but few students respond.* • *Teacher calls on many students, but only a small number actually participate in the discussion.*	• *Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.* • *The teacher makes effective use of wait time.* • *The teacher builds on uses student responses to questions effectively.* • *Discussions enable students to talk to one another, without ongoing mediation by the teacher.* • *The teacher calls on most students, even those who don't initially volunteer.* • *Many students actively engage in the discussion.*	*In addition to the characteristics of "proficient,"* • *Students initiate higher-order questions.* • *Students extend the discussion, enriching it.* • *Students invite comments from their classmates during a discussion.*
Possible Examples	• *All questions are of the "recitation" type, such as "What is 3 x 4?"* • *The teacher asks a question for which the answer is on the board; students respond by reading it.* • *The teacher only calls on students who have their hands up.*	• *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"* • *The teacher asks: "Who has an idea about this?" but the same three students offer comments.* • *The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.*	• *The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?"* • *The teacher uses plural the form in asking questions, such as: "What are some things you think might contribute to…?"* • *The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary.* • *The teacher asks a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class.*	• *A student asks "How many ways are there to get this answer?"* • *A student says to a classmate: "I don't think I agree with you on this, because…."* • *A student asks of other students: "Does anyone have another idea as to how we might figure this out?"* • *A student asks "What if…?"*

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Component	3c: Engaging Students in Learning
	Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement. A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is "What are the students being asked to do?" If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged. In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. Elements of Component 3c are: • Activities and assignments *The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice.* • Grouping of students *How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.* • Instructional materials and resources *The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. While some teachers are obliged to use a school or district's officially sanctioned materials, many teacher use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies.* • Structure and pacing *No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.* Indicators include: • *Activities aligned with the goals of the lesson* • *Student enthusiasm, interest, thinking, problem-solving, etc* • *Learning tasks that require high-level student thinking and are aligned with lesson objectives* • *Students highly motivated to work on all tasks and are persistent even when the tasks are challenging* • *Students actively "working," rather than watching while their teacher "works."* • *Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection*

	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes	• *Few students are intellectually engaged in the lesson.* • *Learning tasks require only recall or have a single correct response or method.* • *The materials used ask students only to perform rote tasks.* • *Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.* • *Instructional materials used are unsuitable to the lesson and/or the students.* • *The lesson drags, or is rushed.*	• *Some students are intellectually engaged in the lesson.* • *Learning tasks are a mix of those requiring thinking and recall.* • *Student engagement with the content is largely passive, learning primarily facts or procedures.* • *Students have no choice in how they complete tasks.* • *The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.* • *The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.* • *The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.*	• *Most students are intellectually engaged in the lesson.* • *Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.* • *Students have some choice in how they complete learning tasks.* • *There is a mix of different types of groupings, suitable to the lesson objectives.* • *Materials and resources support the learning goals and require intellectual engagement, as appropriate.* • *The pacing of the lesson provides students the time needed to be intellectually engaged.*	*In addition to the characteristics of "proficient,"* • *Virtually all students are highly engaged in the lesson.* • *Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.* • *Students suggest modifications to the grouping patterns used.* • *Students have extensive choice in how they complete tasks.* • *Students suggest modifications or additions to the materials being used.* • *Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.*
Possible Examples	• *Students are able to fill out the lesson worksheet without understanding what it's asking them to do.* • *The lesson drags, or feels rushed.* • *Students complete "busy work" activities.*	• *Students are asked to fill in a worksheet, following an established procedure.* • *There is a recognizable beginning, middle, and end to the lesson.* • *Parts of the lesson have a suitable pace; other parts drag or feel rushed.*	• *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.* • *Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table.* • *There is a clear beginning, middle, and end to the lesson.* • *The lesson is neither rushed nor drags.*	• *Students are asked to write an essay "in the style of Hemmingway."* • *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.* • *Students identify or create their own learning materials.* • *Students summarize their learning from the lesson.*

Component	3d: Using Assessment in Instruction
	Assessment of student learning plays an important role in instruction; no longer does it signal the *end* of instruction; it is now recognized to be an integral part *of* instruction. While assessment *of* learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intend) assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students. Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing do is quite different in the two situations. Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component. But as important as monitoring of student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment." Elements of Component 3d are: • Assessment Criteria *It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.* • Monitoring of student learning *A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.* • Feedback to students *Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.* • Student self-assessment and monitoring of progress *The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.* Indicators include: • *Teacher paying close attention to evidence of student understanding* • *Teacher posing specifically-created questions to elicit evidence of student understanding* • *Teacher circulating to monitor student learning and to offer feedback* • *Students assessing their own work against established criteria* • *Teacher adjusting instruction in response to evidence of student understanding (or lack of it)*

	Unsatisfactory	Basic	Proficient	Distinguished
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/ assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
Critical Attributes	• *The teacher gives no indication of what high quality work looks like.* • *The teacher makes no effort to determine whether students understand the lesson.* • *Feedback is only global.* • *The teacher does not ask students to evaluate their own or classmates' work.*	• *There is little evidence that the students understand how their work will be evaluated.* • *Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.* • *Teacher requests global indications of student understanding.* • *Feedback to students is not uniformly specific, not oriented towards future improvement of work.* • *The teacher makes only minor attempts to engage students in self- or peer-assessment.* • *The teacher's attempts to adjust the lesson are partially successful.*	• *Students indicate that they clearly understand the characteristics of high-quality work.* • *The teacher elicits evidence of student understanding during the lesson Students are invited to assess their own work and make improvements.* • *Feedback includes specific and timely guidance for at least groups of students.* • *The teacher attempts to engage students in self- or peer-assessment.* • *When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.*	In addition to the characteristics of "proficient," • *There is evidence that students have helped establish the evaluation criteria.* • *Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.* • *Teacher makes frequent use of strategies to elicit information about individual student understanding.* • *Feedback to students is specific and timely, and is provided from many sources, including other students.* • *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.* • *The teacher's adjustments to the lesson are designed to assist individual students.*
Possible Examples	• *A student asks: "How is this assignment going to be graded?"* • *A student asks "Does this quiz count towards my grade?"* • *The teacher forges ahead with a presentation without checking for understanding.* • *The teacher says: "good job, everyone."*	• *Teacher asks: "Does anyone have a question?* • *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.* • *The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.*	• *The teacher circulates during small group or independent work, offering suggestions to groups of students.* • *The teacher uses a specifically-formulated question to elicit evidence of student understanding.* • *The teacher asks students to look over their papers to correct their errors.*	• *The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.* • *While students are working, the teacher circulates providing substantive feedback to individual students.* • *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.* • *Students offer feedback to their classmates on their work.* • *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.*

Component	3e: Demonstrating Flexibility and Responsiveness
	"Flexibility and responsiveness" refer to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in mid-stream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go, and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will on occasion find that either a lesson is not going as they would like, or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks. Elements of component 3e are: • Lesson adjustment *Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher's store of alternate instructional strategies, and the confidence to make a shift when needed.* • Response to students *Occasionally during a lesson an unexpected event will occur which presents a true "teachable moment." It is a mark of considerable teacher skill to be able to capitalize on such opportunities.* • Persistence *Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.* Indicators include: • *Incorporation of student interests and events of the day into a lesson* • *Visible adjustment in the face of student lack of understanding* • *Teacher seizing on a "teachable moment"*

	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Critical Attributes	• *Teacher ignores indications of student boredom or lack of understanding.* • *Teacher brushes aside student questions.* • *Teacher makes no attempt to incorporate student interests into the lesson.* • *The teacher conveys to students that when they have difficulty learning, it is their fault.* • *In reflecting on practice, the teacher does not indicate that it is important to reach all students.*	• *Teacher's efforts to modify the lesson are only partially successful.* • *Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.* • *The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.* • *In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.*	• *Teacher successfully makes a minor modification to the lesson.* • *Teacher incorporates students' interests and questions into the heart of the lesson.* • *The teacher conveys to students that she has other approaches to try when the students experience difficulty.* • *In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.*	In addition to the characteristics of "proficient," • *Teacher successfully executes a major lesson readjustment when needed.* • *Teacher seizes on a teachable moment to enhance a lesson.* • *The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use.* • *In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.*
Possible Examples	• *The teacher says: "We don't have time for that today."* • *The teacher makes no attempt to adjust the lesson based on student confusion.* • *The teacher says: "If you'd just pay attention, you could understand this."*	• *The teacher says: "I'll try to think of another way to come at this and get back to you."* • *The teacher says: "I realize not everyone understands this, but we can't spend any more time on it."* • *The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.*	• *The teacher says: "That's an interesting idea; let's see how it fits."* • *The teacher illustrates a principle of good writing to a student using his interest in basketball as context.* • *The teacher says: "Let's try this way, and then uses another approach."*	• *The teacher stops in mid-stream in a lesson, and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it."* • *The teacher incorporates the school's upcoming championship game into an explanation of averages.* • *The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."*

Domain 4:	**Professional Responsibilities**
4a: Reflecting on Teaching	Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors, coaches and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning. Elements of component 4a are: • Accuracy *As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.* • Use in future teaching *In order for the potential of reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these plans.* Indicators include: • Accurate reflections on a lesson • Citations of adjustments to practice, drawing on a repertoire of strategies

	Unsatisfactory	Basic	Proficient	Distinguished
4a Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	• *The teacher considers the lesson but draws incorrect conclusions about its effectiveness.* • *The teacher makes no suggestions for improvement.*	• *The teacher has a general sense of whether or not instructional practices were effective.* • *The teacher offers general modifications for future instruction.*	• *The teacher accurately assesses the effectiveness of instructional activities used.* • *The teacher identifies specific ways in which a lesson might be improved.*	*In addition to the characteristics of "proficient,"* • *Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.* • *Teacher's suggestions for improvement draw on an extensive repertoire.*
Possible Examples	• *Despite evidence to the contrary, the teachers says, "My students did great on that lesson!"* • *The teacher says: "That was awful; I wish I knew what to do!"*	• *At the end of the lesson the teacher says, "I guess that went okay."* • *The teacher says: "I guess I'll try x next time."*	• *The teacher says: "I wasn't pleased with the level of engagement of the students."* • *The teacher's journal indicates several possible lesson /improvements.*	• *The teacher says: "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."* • *In conversation with colleagues, the teacher considers different group strategies for improving a lesson.*

Domain 4:	**Professional Responsibilities**
4b: Maintaining Accurate Records	An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This includes student completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital, as these records inform interactions with students and parents, and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically, using spreadsheets and databases, allowing for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders. Elements of component 4b are: • Student completion of assignments *Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them.* • Student progress in learning *In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently*. • Non-instructional records *Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures*. Indicators include: • Routines and systems that track student completion of assignments • Systems of information regarding student progress against instructional outcomes • Processes of maintaining accurate non-instructional records

	Unsatisfactory	Basic	Proficient	Distinguished
4b Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	• *Absence of a system for either instructional or non-instructional records.* • *Record-keeping systems that are in disarray so as to provide incorrect or confusing information.*	• *The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information.* • *The teacher's process for tracking student progress is cumbersome to use.* • *The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.*	• *The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.* • *The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.* • *The teacher's process for recording non-instructional information is both efficient and effective.*	*In addition to the characteristics of "proficient,"* • *Students contribute to and maintain records indicating completed and outstanding work assignments.* • *Students contribute to and maintain data files indicating their own progress in learning.* • *Students contribute to maintaining non-instructional records for the class.*
Possible Examples	• *A student says, "I'm sure I turned in that assignment, but the teacher lost it!"* • *The teacher says, "I misplaced the writing samples for my class but it doesn't matter – I know what the students would have scored."* • *On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.*	• *A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"* • *The teacher says: "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have time."* • *On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.*	• *The teacher-creates a link on the class website which students can access to check on any missing assignments.* • *The teacher's grade book records student progress toward learning goals.* • *The teacher-creates a spreadsheet for tracking which students have paid for their school pictures.*	• *A student from each team maintains the database of current and missing assignments for the team.* • *When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals.* • *When they bring in their permission slips for a field trip, students add their own information to the database.*

Domain 4:	**Professional Responsibilities**
4c: Communicating with Families	Although the ability of families to participate in their child's learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, about individual students and they invite them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys an essential caring on the part of the teacher, valued by families of students of all ages. Elements of component 4c are: • Information about the instructional program *Frequent information in provided to families, as appropriate, about the instructional program* • Information about individual students *Frequent information in provided to families, as appropriate, about students' individual progress* • Engagement of families in the instructional program *Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities* Indicators include: • Frequent and culturally appropriate information sent home regarding the instructional program, and student progress • Two-way communication between the teacher and families • Frequent opportunities for families to engage in the learning process

	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	• *Little or no information regarding instructional program available to parents.* • *Families are unaware of their children's progress.* • *Lack of family engagement activities.* • *Culturally inappropriate communication.*	• *School or district-created materials about the instructional program are sent home.* • *Infrequent or incomplete information sent home by teachers about the instructional program.* • *Teacher maintains school-required grade book but does little else to inform families about student progress.* • *Teacher communications are sometimes inappropriate to families' cultural norms.*	• *Information about the instructional program is available on a regular basis.* • *The teacher sends information about student progress home on a regular basis.* • *Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.*	*In addition to the characteristics of "proficient,"* • *On a regular basis, students develop materials to inform their families about the instructional program.* • *Students maintain accurate records about their individual learning progress and frequently share this information with families.* • *Students contribute to regular and ongoing projects designed to engage families in the learning process.*
Possible Examples	• *A parent says, "I'd like to know what my kid is working on at school!"* • *A parent says, "I wish I knew something about my child's progress before the report card comes out."* • *A parent says, "I wonder why we never see any school work come home."*	• *A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."* • *A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."* • *Weekly quizzes are sent home for parent/guardian signature.*	• *The teacher-sends weekly newsletter home to families, including information that precedes homework, current class activities, community and/or school projects, field trips, etc.* • *The teacher-created monthly progress report sent home for each student.* • *The teacher sends home a project that asks students to interview a family member about growing up during the 1950's.*	• *Students-create materials for "Back to School" night that outline the approach for learning science.* • *Student daily reflection log describes learning and go home each week for a response from a parent or guardian.* • *Students design a project on charting family use of plastics.*

Domain 4:	**Professional Responsibilities**
4d: ***Participating in a Professional Community***	Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, and recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees, or engagement with the parent teacher organization. With experience, teachers assume leadership roles in these activities. Elements of component 4d are: • Relationships with colleagues *Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success* • Involvement in a culture of professional inquiry *Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice* • Service to the school *Teachers' efforts move beyond classroom duties by to contributing to school initiatives and projects* • Participation in school and district projects *Teachers contribute to and support larger school and district projects designed to improve the professional community* Indicators include: • Regular teacher participation with colleagues to share and plan for student success • Regular teacher participation in professional courses or communities that emphasize improving practice • Regular teacher participation in school initiatives • Regular teacher participation and support of community initiatives

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	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes	• *The teacher's relationship with colleagues is characterized by negativity or combativeness.* • *The teacher purposefully avoids contributing to activities promoting professional inquiry.* • *The teacher avoids involvement in school activities and school district an d community projects.*	• *The teacher has pleasant relationship with colleagues.* • *When invited, the teacher participates in activities related to professional inquiry.* • *When asked, the teacher participates in school activities, and school district and community projects.*	• *The teacher has supportive and collaborative relationships with colleagues.* • *The teacher regularly participates in activities related to professional inquiry.* • *The teacher frequently volunteers to participate in school events and school district and community projects.*	*In addition to the characteristics of "proficient,"* • *The teacher takes a leadership role in promoting activities related to professional inquiry.* • *The teacher regularly contributes to and leads events that positively impact school life.* • *The teacher regularly contributes to and leads significant school district and community projects.*
Possible Examples	• *The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good.* • *The teacher does not attend PLC meetings.* • *The teacher does not attend any school function after the dismissal bell.* • *The teacher says, "I work from 8:30 to 3:30 and not a minute more – I won't serve on any district committee unless they get me a substitute to cover my class."*	• *The teacher is polite, but never shares any instructional materials with his grade partners.* • *The teacher only attends PLC meetings when reminded by her supervisor.* • *The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."* • *The teacher only contributes to the district Literacy committee when requested by the principal.*	• *The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings.* • *The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues.* • *The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there.* • *The teacher enthusiastically represents the school during the district Social Studies review and brings her substantial knowledge of U.S. history to the course writing team.*	• *The teacher leads the "mentor" teacher group at school, devoted to supporting new teachers during their first years of teaching.* • *The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.* • *The teacher leads the school's annual "Olympics" day, involving all students and faculty in athletic events.* • *The teacher leads the school district wellness committee, involving healthcare and nutrition specialists from the community.*

Domain 4:	**Professional Responsibilities**
4e: Growing and Developing Professionally	As in other professions, the complexity of teaching requires continued growth and development, in order to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleague through such activities as joint planning, study groups, and lesson study provide opportunities for teachers to learn from one another. These activities allow for job embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession. Elements of component 4e are: • Enhancement of content knowledge and pedagogical skill *Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction* • Receptivity to feedback from colleagues *Teachers actively pursue networks that provide collegial support and feedback* • Service to the profession *Teachers are active in professional organizations serving to enhance their personal practice and so they can provide leadership and support to colleagues* Indicators include: • Frequent teacher attendance in courses and workshops; regular academic reading • Participation in learning networks with colleagues; feedback freely shared • Participation in professional organizations supporting academic inquiry

	Unsatisfactory	Basic	Proficient	Distinguished
4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Critical Attributes	• *The teacher is not involved in any activity that might enhance knowledge or skill.* • *The teacher purposefully resists discussing performance with supervisors or colleagues.* • *The teacher ignores invitations to join professional organizations or attending conferences.*	• *The teacher participates in professional activities when required or when provided by the school district.* • *The teacher reluctantly accepts feedback from supervisors and colleagues.* • *The teacher contributes in a limited fashion to educational professional organizations.*	• *The teacher seeks regular opportunities for continued professional development.* • *The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.* • *The teacher actively participates in professional organizations designed to contribute to the profession.*	*In addition to the characteristics of "proficient,"* • *The teacher seeks regular opportunities for continued professional development, including initiating action research.* • *The teacher actively seeks feedback from supervisors and colleagues.* • *The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.*
Possible Examples	• *The teacher never takes continuing education courses, even though the credits would increase his salary.* • *The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she can simply discard the feedback form.* • *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.*	• *The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received.* • *The teacher listens to his principal's feedback after a lesson, but isn't sure that the recommendations really apply in his situation.* • *The teacher joins the local chapter of the American Library Association because she might benefit from the free books – but otherwise doesn't feel it's worth too much of her time.*	• *The teacher eagerly attends the school district optional summer workshops finding them to be a wealth of instructional strategies he can use during the school year.* • *The teacher enjoys her principal's weekly walk through visits because they always lead to a valuable informal discussion during lunch the next day.* • *The teacher joined a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students' conceptual understanding.*	• *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.* • *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.* • *The teacher founded a local organization devoted to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*

Domain 4:	**Professional Responsibilities**
4f: Showing Professionalism	Expert teachers demonstrate professionalism in both service to students as well as to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this might challenge long-held assumptions, past practice or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism is displayed in a number of ways. For example, interactions with colleagues are conducted with honesty and integrity. Student needs are known and teachers access resources to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. Professionalism is also displayed in the ways teachers approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective. Elements of component 4f are: • Integrity and ethical conduct *Teachers act with integrity and honesty* • Service to students *Teachers put students first in all considerations of their practice* • Advocacy *Teachers support their students' best interests, even in the face of traditional practice or beliefs* • Decision-making *Teachers solve problems with students' needs as a priority* • Compliance with school and district regulations *Teachers adhere to policies and procedures* Indicators include: • Teacher has a reputation as someone who can be trusted and is often sought as a sounding board • During committee or planning work, teacher frequently reminds participants that the students are the utmost priority • Teacher will support students, even in the face of difficult situations or conflicting policies • Teachers challenge existing practice in order to put students first • Teacher consistently fulfills school district mandates regarding policies and procedures

	Unsatisfactory	Basic	Proficient	Distinguished
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	• *Teacher is dishonest.* • *Teacher does not notice the needs of students.* • *The teacher engages in practices that are self-serving.* • *The teacher willfully rejects school district regulations.*	• *Teacher is honest.* • *Teacher notices the needs of students, but is inconsistent in addressing them.* • *Teacher does not notice that some school practices result in poor conditions for students.* • *Teacher makes decisions professionally, but on a limited basis.* • *Teacher complies with school district regulations.*	• *Teacher is honest and known for having high standards of integrity.* • *Teacher actively addresses student needs.* • *Teacher actively works to provide opportunities for student success.* • *Teacher willingly participates in team and departmental decision-making.* • *Teacher complies completely with school district regulations.*	• *Teacher is considered a leader in terms of honesty, integrity, and confidentiality.* • *Teacher is highly proactive in serving students.* • *Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.* • *Teacher takes a leadership role in team and departmental decision-making.* • *Teacher takes a leadership role regarding school district regulations.*

	Unsatisfactory	Basic	Proficient	Distinguished
Possible Examples	• *The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.* • *The teacher does not realize that three of her neediest students arrived at school an hour early every morning because their mother can't afford daycare.* • *The teacher fails to notice that one of her Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.* • *When one his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities.* • *The teacher does not file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break.*	• *The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her.* • *The teacher considers staying late to help some of her students in after- school daycare, but realizes it conflicts with her gym class so she decides against it.* • *The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes it has been taken care of.* • *When her grade partner goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but does not offer any further assistance.* • *The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.*	• *The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.* • *Despite her lack of knowledge about dance the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons.* • *The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.* • *The English department chair says, "I appreciate when …. attends our after school meetings – he always contributes something meaningful to the discussion.* • *The teacher learns the district's new online curriculum mapping system and writes in all of her courses.*	• *When a young teacher has trouble understanding directions from the principal, she immediately goes to the teacher whom she knows can be relied on for expert advice and complete discretion.* • *After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students who have come to love the after-school sessions.* • *The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some disadvantaged students.* • *The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss.* • *When the district adopts a new web-based grading program, the teacher learned it inside and out so that she could assist her colleagues with implementation.*

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Appendix XIV (B)

TEACHSCAPE FRAMEWORK FOR TEACHING
Teacher Observation Category Scoring Summary

Teacher Name: _____ School Year: _____
Evaluator: _____

Point Values:

Highly Effective (Distinguished)	3.50 - 4.00
Effective (Proficient)	2.50 - 3.49
Developing (Basic)	1.50 - 2.49
Ineffective (Unsatisfactory)	0.00 - 1.49

Summary of Completed Observations

90% Observation 1 _____
90% Observation 2 _____
10% Observation 1 _____

Reference HEDI Conversion Chart:

90% Section _____
10% Section _____
Total _____ #N/A _____ Rating

TEACHSCAPE FRAMEWORK FOR TEACHING
Teacher Observation Category Scoring Summary
Announced Observation #1
Tenured/Non-Tenured

Teacher Name: 0 School Year: 0

Evaluator Name: Date of Observation:

Point Values:

Highly Effective (Distinguished)	4
Effective (Proficient)	3
Developing (Basic)	2
Ineffective (Unsatisfactory)	1

Domain 1: **Planning and Preparation (.25 weighting)**

Component 1a	
Component 1b	
Component 1c	
Component 1d	
Component 1e	
Component 1f	
Total:	0

Average per Component: Total	0	÷	0	=	0.000
Weighted Score: Average per Component	0.000	x	0.25	=	0.0000

Domain 2: **The Classroom Environment (.27 weighting)**

Component 2a	
Component 2b	
Component 2c	
Component 2d	
Component 2e	
Total:	0

Average per Component: Total	0	÷	0	=	0.000
Weighted Score: Average per Component	0.000	x	0.27	=	0.0000

Domain 3: **Instruction (.35 weighting)**

Component 3a	
Component 3b	

Component 3c	
Component 3d	
Component 3e	
Total:	0

Average per Component:	Total	0	÷	0	=	0.000
Weighted Score: Average per Component		0.000	x	0.35	=	0.0000

Teacher Name: 0 Page 2

Domain 4: **Professional Responsibilities (.13 weighting)**

Component 4a	
Component 4b	
Component 4c	
Component 4d	
Component 4e	
Component 4f	
Total:	0

Average per Component:	Total	0	÷	0	=	0.000
Weighted Score: Average per Component		0.000	x	0.13	=	0.0000

90% Section Domain Totals:

Domain 1	0.0000	
Domain 2	0.0000	
Domain 3	0.0000	
Domain 4	0.0000	
Total:	0.00	#N/A Rating

TEACHSCAPE FRAMEWORK FOR TEACHING
Teacher Observation Category Scoring Summary
Announced Observation #2
Non-Tenured

Teacher Name: 0 School Year: 0

Evaluator Name: Date of Observation:

Point Values:

Highly Effective (Distinguished)	4
Effective (Proficient)	3
Developing (Basic)	2
Ineffective (Unsatisfactory)	1

Domain 1: **Planning and Preparation (.25 weighting)**

Component 1a	
Component 1b	
Component 1c	
Component 1d	
Component 1e	
Component 1f	
Total:	0

Average per Component:	Total	0	÷	0	=	0.000
Weighted Score: Average per Component		0.000	x	0.25	=	0.0000

Domain 2: **The Classroom Environment (.27 weighting)**

Component 2a	
Component 2b	
Component 2c	
Component 2d	
Component 2e	
Total:	0

Average per Component:	Total	0	÷	0	=	0.000
Weighted Score: Average per Component		0.000	x	0.27	=	0.0000

Domain 3: **Instruction (.35 weighting)**

Component 3a	
Component 3b	

Component 3c	
Component 3d	
Component 3e	
Total:	0

Average per Component:	Total	0	÷	0	=	0.000
Weighted Score: Average per Component		0.000	x	0.35	=	0.0000

Teacher Name: 0 Page 2

Domain 4: **Professional Responsibilities (.13 weighting)**

Component 4a	
Component 4b	
Component 4c	
Component 4d	
Component 4e	
Component 4f	
Total:	0

Average per Component:	Total	0	÷	0	=	0.000
Weighted Score: Average per Component		0.000	x	0.13	=	0.0000

90% Section Domain Totals:

Domain 1	0.0000	
Domain 2	0.0000	
Domain 3	0.0000	
Domain 4	0.0000	
Total:	0.00	#N/A Rating

TEACHSCAPE FRAMEWORK FOR TEACHING
Teacher Observation Category Scoring Summary
Unannounced Observation
Tenured/Non-Tenured

Teacher Name: 0 School Year: 0

Independent Evaluator Name: _____ Date of Observation: _____

Point Values:

Highly Effective (Distinguished)	4
Effective (Proficient)	3
Developing (Basic)	2
Ineffective (Unsatisfactory)	1

Domain 2: **The Classroom Environment (.50 weighting)**

Component 2a	
Component 2b	
Component 2c	
Component 2d	
Component 2e	
Total:	0

Average per Component:	Total	0	÷	0	=	0.000
Weighted Score: Average per Component		0.000	x	0.50	=	0.0000

Domain 3: **Instruction (.50 weighting)**

Component 3a	
Component 3b	
Component 3c	
Component 3d	
Component 3e	
Total:	0

Average per Component:	Total	0	÷	0	=	0.000
Weighted Score: Average per Component		0.000	x	0.50	=	0.0000

10% Section Domain Totals:

Domain 2	0.0000		
Domain 3	0.0000		
Total:	0.00	#N/A	Rating

Appendix XIV (C)

Conversion to HEDI Rating for State Approved Measures
20-Point Scale

Percent Meeting Target	Points	
97%-100%	20	Highly Effective
93%-96%	19	
90%-92%	18	
85%-89%	17	Effective
80%-84%	16	
75%-79%	15	
67%-74%	14	Developing
60%-66%	13	
55%-59%	12	Ineffective
49%-54%	11	
44%-48%	10	
39%-43%	9	
34%-38%	8	
29%-33%	7	
25%-28%	6	
21%-24%	5	
17%-20%	4	
13%-16%	3	
9%-12%	2	
5%-8%	1	
0%-4%	0	

Appendix XIV (D)

- SAMPLE -

Dear Staff Member:

Please contact (name) to schedule your initial Annual Professional Performance Review (APPR) conference. All conferences must be completed by November 14. Our meeting will be approximately one hour in length.

During the APPR initial conference we will:

- Outline the process
- Review the rubric
- Review student performance data
- Establish student performance targets
- Determine professional development needs/priorities to support your progress on APPR

Please familiarize yourself with the Teacher APPR packet prior to your initial APPR conference and be prepared to identify performance goals within the rubric area.

Thank you.

Appendix XIV (E)

Monroe 2-Orleans BOCES

ANNUAL PROFESSIONAL PERFORMANCE REVIEW FORM

Staff Member: _____ Position: _____

Evaluator: _____

School year: _____

I. Initial APPR Conference ***Date:*** _____

a) Employee status (please check one)
Non-tenured
Tenured

b) Outline process and discuss observations

c) Review rubric and forms

d) Evaluator and teacher review student performance data

e) Evaluator and teacher establish student performance targets

f) Evaluator and teacher determine professional development needs/priorities to support teacher progress on APPR

II. Final APPR Conference ***Date:*** _____

a) Discuss progress towards state and local student performance targets and conversion to state and local HEDI points and ratings. May not be able to complete this discussion due to unavailable state assessment data.

Student Performance Category Points: _____ Rating: _____

b) Review rubric ratings and conversion to HEDI points and rating.

Teacher Observation Category Points: _____ Rating: _____

c) Complete Summative Evaluation including composite HEDI score and rating to the extent that state assessment data is available.

Overall Rating: _____

Staff Member: _____

d) Areas of Strength (based on teacher evaluation rubric):

e) Areas for Growth (based on teacher evaluation rubric):

f) Establish professional development goal(s) based on needs evident in APPR evaluation.

For teachers whose assessment data is not available for the completion of the Summative Evaluation by Teacher Checkout Date: Last Day, as per approved school calendar, the evaluation will be provided by September 1.

Evaluator's signature: _____ Date: _____

Staff member's signature: _____ Date: _____

Distribution: Personnel File
Supervisor
Employee

Appendix XIV (F)

Monroe 2-Orleans BOCES Observation Reports

Monroe 2-Orleans BOCES

PLANNING AND PREPARATION GUIDE
PRE-OBSERVATION REPORT

Name: _____ Date of Pre-Observation: _____

Subject/Area: _____ Observer: _____

Time: _____ Date of Observation: _____

Lesson/Activity: _____

Directions: Unit members should complete the following questions in preparation for their pre-observation meeting or submit a lesson plan with same information.

1a. Demonstrating Knowledge of Content and Pedagogy

Please explain how this unit or lesson demonstrates your content knowledge: _____

_____

_____

_____

_____

Things to consider when planning for 1a:

- What are the most important concepts related to this content area?
- What do students need to know or be able to do before they can master these concepts?
- What instructional strategies and/or pedagogical approaches work best to help students master this content?

1b. Demonstrating Knowledge of Students

Please explain how you used knowledge of your students to develop this lesson and student groupings: _____

_____

_____

_____

Things to consider when planning for 1b:

- What do you know about the levels of development for your students?
- What do you know about your students' background, cultures, skills, language proficiency, interests, and special needs?
- What are the different ways that you group your students?
- How are decisions about student groupings made?

1c. Setting Instructional Outcomes

Please explain how the outcomes you set for a unit or lesson align to both your content knowledge and knowledge of students and demonstrate what students will learn and do within the unit or lesson: _____

Things to consider when planning for 1c:

- Do the outcomes represent the most important concepts/learning in this content area?
- Are the outcomes clearly written?
- Do the outcomes represent different types of learning?
- Can you assess these outcomes?
- Can these outcomes be modified for individual students?

1d. Demonstrating Knowledge of Resources

Please describe the resources that were used to develop this unit or lesson as well as the resources students will be using throughout the unit or lesson: _____

Things to consider when planning for 1d:

- What instructional resources are available to assist the teacher?
- What types of resources can be obtained through professional organizations and universities to assist the teacher?
- What resources are available to the students within the classroom?
- What additional resources can be made available to the students?
- How do the resources connect to student outcomes?

1e. Designing Coherent Instruction

Please describe how this lesson fits within your unit/topic as well as the specific learning experiences that will be provided to students: _____

Things to consider when planning for 1e:

- How will this lesson or unit be structured?
- What learning experiences will be provided?
- How will these experiences be differentiated for students?
- What materials and resources will students be using?
- Do the learning experiences align to the outcomes?

1f. Designing Student Assessment

Please describe how the instructional outcomes of this lesson will be assessed (formative) as well as how the assessment aligns to both future instruction and summative assessments: _____

_____

_____

_____

_____

Things to consider when planning for 1f:

- What outcomes will be assessed?
- How will these outcomes be assessed?
- What is the performance criteria for the assessment?
- Can the assessment be adapted for individual students?
- How will the assessment information be used?

Monroe 2-Orleans BOCES

POST-OBSERVATION MEETING FORM #_____
ANNOUNCED OBSERVATION

Teacher: _____ Date: _____

1. Observation Script:

2. Record of Observed Evidence (script) and alignment to rubric sent to teacher on _____ _____ (date).

POST-OBSERVATION MEETING:

Post-observation comments (related to the observation only for Domains 1-4; see Discussion Questions for Domain 4)

A. Summary of discussion (align questions, discussion, etc., to the rubric component):

B. Areas of strength identified in the observation (include evidence from script aligned to rubric component, use rubric language to explain why this is a strength):

C. Areas of growth identified in the observation (include evidence from script aligned to rubric component, use rubric language to explain why this is an area of growth):

D. Domain 4 discussion of areas of strength and growth.

Observation Score: _____
Observation Rating: _____

Evaluator's Signature: _____ Date: _____

Staff Member's Signature: _____ Date: _____

Monroe 2-Orleans BOCES

UNANNOUNCED OBSERVATION FORM

Name: _____ Independent Evaluator: _____

Date: _____

Class Observed: _____ Time: _____

Script and Rubric Alignment:

Elements of Effective Instruction of Note:

Elements of Effective Instruction for Further Consideration:

Date of Teacher Communication: _____

Teacher Comments:

Observation Score: _____ Observation Rating: _____

Independent Evaluator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Monroe 2-Orleans BOCES

DISCUSSION QUESTIONS FOR DOMAIN 4

Directions: This form is used to guide the discussion of components in Domain 4.

4a. Reflection on Teaching
- How would you describe the effectiveness of this lesson?
- In what ways could this lesson have been improved?

4b. Maintaining Accurate Records
- What is your system for monitoring completion of assignments?
- What is your system for monitoring student progress?
- Can you describe the non-instructional records that you keep?
- What role do the students have in record keeping?
- How do students contribute to record keeping or help maintain records?

4c. Communicating with Families
- How is information about the instructional program shared with families?
- How are families engaged in the instructional program?
- How is information about student progress shared with families?
- What role do the students have in sharing information with families?
- Can you describe a parent question/concern that you addressed this year?

4d. Participating in a Professional Community
- How have you cooperated/collaborated with colleagues?
- What school or district events/projects have you participated in?
- What leadership roles have you assumed?
- What contributions do you think you've made to the school/district?

4e. Growing and Developing Professionally
- Describe the professional development you've had this year. How have these opportunities impacted instruction?
- Have you initiated any professional development opportunities?
- Can you give an example of feedback you've received from a colleague or supervisor?
- How did this feedback effect instruction?
- What professional organizations do you participate in?
- How has this participation impacted your instruction?
- Do you have any leadership roles in these organizations?

4f. Showing Professionalism
- Can you describe a situation where you demonstrated honesty, integrity, and confidentiality?
- How have you advocated for students?
- How have you addressed specific student needs?
- Can you describe a situation where you challenged negative attitudes or practices?
- Can you describe how you've assumed a leadership role in a decision-making process?

Monroe 2-Orleans BOCES **Appendix XIV (G)**

Student Performance Category Target Setting
Student Data Collection Worksheet (optional)

Measure	Year/Grade Level	Score/Rank	Comments
Standardized tests:			
ELA			
Math			
Other:			
Literacy Benchmarks:			
DRA			
QRI			
DSA			
Writing			
Other:			
IEP Goals:			
Reading			
Writing			
Math			
Social/Emotional			
Other:			
IEP Info PLEPS:			
Academic			
Social			
Management			
Physical			
Transcript data:			
GPA:			
Class Performance and Participation:			
Classroom observations:			
Pre-assessment:			

Monroe 2-Orleans BOCES

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)*
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or to specific priority standards?*
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?*
Evidence	*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 of the course. State assessments (including NYS Regents examinations, NYS Regents equivalents, and/or any State- approved equivalents) must be used as evidence if one of the courses required to have an SLO has a State assessment.*
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*

Monroe 2-Orleans BOCES

New York State Student Learning Objective Template

(Cont'd)

<table>
<tr><td>Target(s)</td><td colspan="20">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 include a minimum of one year of expected academic growth and all targets must be approved by the superintendent or another trained administrator serving as his or her designee.)</td></tr>
<tr><td rowspan="3">HEDI Scoring</td><td colspan="20">Districts and BOCES must use the State-determined scoring ranges to determine final scores and HEDI ratings.</td></tr>
<tr><td colspan="3">HIGHLY EFFECTIVE</td><td colspan="3">EFFECTIVE</td><td colspan="2">DEVEL-OPING</td><td colspan="12">INEFFECTIVE</td></tr>
<tr><td>20</td><td>19</td><td>18</td><td>17</td><td>16</td><td>15</td><td>14</td><td>13</td><td>12</td><td>11</td><td>10</td><td>9</td><td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>0</td></tr>
<tr><td>97-100 %</td><td>93-96%</td><td>90-92%</td><td>85-89%</td><td>80-84%</td><td>75-79%</td><td>67-74%</td><td>60-66%</td><td>55-59 %</td><td>49-54%</td><td>44-48%</td><td>39-43%</td><td>34-38%</td><td>29-33%</td><td>25-28%</td><td>21-24%</td><td>17-20%</td><td>13-16%</td><td>9-12%</td><td>5-8%</td><td>0-4%</td></tr>
<tr><td>Rationale</td><td colspan="20">Describe the reasoning behind the choices regarding the components of the SLO and how the SLO will be used together with instructional practices to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</td></tr>
</table>

Monroe 2-Orleans BOCES

SAMPLE **New York State Student Learning Objective Template** **SAMPLE**

<table>
<tr><td colspan="2"><u>All SLOs MUST include the following basic components:</u></td></tr>
<tr><td>Population</td><td>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)

All 7-9th grade students at Ridgecrest Academy.</td></tr>
<tr><td>Learning Content</td><td>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or to specific priority standards?

Students will be taught how to read informational texts critically, develop claims and support them in writing with details from texts. The students will be assessed on the following NYS ELA Learning Standards:

<table>
<tr><th>7th grade</th><th>8th grade</th><th>9th and 10th grade</th></tr>
<tr><td>RI.7.1- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td><td>RI.8.1- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td><td>RI.9-10.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td></tr>
<tr><td>RI.7.8- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</td><td>RI.8.8- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning.</td><td>RI.9-10.8- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning.</td></tr>
<tr><td>W.7.1- Write arguments to support claims with clear reasons and relevant evidence.</td><td>W.8.1- Write arguments to support claims with clear reasons and relevant evidence.</td><td>W.9-10.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td></tr>
<tr><td>W.7.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</td><td>W.8.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</td><td>W.9-10.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</td></tr>
</table>
</td></tr>
</table>

	W.7.9- *Draw evidence from literary or informational texts to support analysis, reflection and research.*	W.8.9- *Draw evidence from literary or informational texts to support analysis, reflection and research.*	W.9-10.9- *Draw evidence from literary or informational texts to support analysis, reflection and research.*
	L.7.1- *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	L.8.1- *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	L.9-10.1- *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
	L.6.2- *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	L.6.2- *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	L.9-10.2- *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*
	L.6.6- *Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.*	L.6.6- *Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.*	L.9-10.6- *Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.*
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?* 2017-18 school year		
Evidence	*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 of the course. State assessments (including* NYS *Regents examinations,* NYS *Regents equivalents, and/or any State- approved equivalents) must be used as evidence if one of the courses required to have an SLO has a State assessment.* Monroe 2-Orleans Department of Exceptional Children Grades 6-12 Literacy Task		
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* Baseline scores were determined as a result of the administration of an approved literacy writing prompt. (Attachment of SLO Student Data Sheet is acceptable.)		

<table>
<tr><td>Target(s)</td><td colspan="20">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 include a minimum of one year of expected academic growth and all targets must be approved by the superintendent or another trained administrator serving as his or her designee.)

Targets were determined following meeting with supervisor and included discussion of baseline scores and other pertinent data relative to student performance. (Attachment of SLO Student Data Sheet is acceptable.)</td></tr>
<tr><td rowspan="3">HEDI Scoring</td><td colspan="20">Districts and BOCES must use the State-determined scoring ranges to determine final scores and HEDI ratings.</td></tr>
<tr><td colspan="3">HIGHLY EFFECTIVE</td><td colspan="3">EFFECTIVE</td><td colspan="2">DEVEL-OPING</td><td colspan="12">INEFFECTIVE</td></tr>
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<tr><td>97-100 %</td><td>93-96%</td><td>90-92%</td><td>85-89%</td><td>80-84%</td><td>75-79%</td><td>67-74%</td><td>60-66%</td><td>55-59 %</td><td>49-54%</td><td>44-48%</td><td>39-43%</td><td>34-38%</td><td>29-33%</td><td>25-28%</td><td>21-24%</td><td>17-20%</td><td>13-16%</td><td>9-12%</td><td>5-8%</td><td>0-4%</td></tr>
<tr><td>Rationale</td><td colspan="20">Describe the reasoning behind the choices regarding the components of the SLO and how the SLO will be used together with instructional practices to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

This SLO supports students need to be able to critically read and understand informational text in a way that enables them to form a claim, support the claim with relevant textual evidence and sufficient reasoning, and present rationale that counters potential opposing or alternate claims. These skills will allow students to become critical consumers of information and can be applied to future assessments including the NYS ELA Regents, NYS Global Regents, and NYS US History Regents.</td></tr>
</table>

Appendix XIV (I)

Monroe 2-Orleans BOCES

SLO STUDENT DATA SHEET

Teacher: _____ **Course/Class:** _____

SLO Target:

Student Name	Baseline Assessment	Target	Summative Assessment	Target Met? Yes (1) No (0)
Total # of students:				% Met:

Monroe 2-Orleans BOCES

TEACHER APPR IMPROVEMENT PLAN FORMAT
(For §3012-d)

This __ week improvement plan is individually developed to address performance areas in need of improvement. This improvement plan will be reviewed _____ in order to monitor the employee's progress in the areas identified in need of improvement.

NAME: _____
TITLE: _____
DEPARTMENT: _____
SUPERVISOR: _____

AREA(S) OF CONCERN	PERFORMANCE INDICATORS	ACTION STEPS	PROGRESS REVIEWED/DATE

Employee's Signature:_____ Date:_____

Supervisor's Signature: _____ Date: _____

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