

**APPENDIX A**

**APPR TEACHER RUBRIC**

**AND OBSERVATION FORM**

## CONTENT AND PROFESSIONAL KNOWLEDGE

**\*Demonstrates a thorough knowledge of the subject matter area and curriculum.**

Element	Distinguished	Proficient	Basic	Unsatisfactory
<b>Interdisciplinary Knowledge</b>	Extensive and current knowledge of disciplines	Discipline knowledge goes beyond the text and consistent connections with other disciplines are made	General knowledge of the discipline being taught	Inadequate knowledge of the discipline being taught
<b>Use of District Curricula, which includes the New York State Standards</b>	Fully aligned with curricula and standards	Consistently displays congruence with curriculum and standards	Generally reflects congruence with curriculum and standards	Minimal evidence of curriculum or standards implementation

**\*In order to be considered for any level, you must meet or exceed the criteria in all previous levels.**

## PREPARATION

**\*Demonstrates appropriate preparation employing the necessary pedagogical practices to support instruction.**

Element	Distinguished	Proficient	Basic	Unsatisfactory
<b>Selecting instructional goals</b>	Teacher's goals represent valuable high-level learning and relate to multiple disciplines and standards	Teacher's goals represent valuable learning and are aligned with the standards	Teacher's goals are of moderate value and are aligned with the standards.	Teacher's goals are not valuable or are not aligned with the standards.
<b>Plans for effective instruction which includes but is not limited to:</b> <ul style="list-style-type: none"> <li>- Objective/Purpose</li> <li>- Linking to Prior Instruction</li> <li>- Essential Vocabulary</li> <li>- Modeling</li> <li>- Active Participation</li> <li>- Monitor and Adjust</li> <li>- Differentiating</li> <li>- Resources/Material and/or Personnel</li> </ul>	Lesson design reflects collaboration and/or multiple disciplines	Consistently incorporates components of an effective lesson design	Generally incorporates components of an effective lesson design	Little evidence of effective lesson design

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## INSTRUCTIONAL DELIVERY

**\*Demonstrates that the delivery of instruction encourages active student involvement, appropriate teacher/student interaction and clear and focused instruction resulting in student learning.**

<b>Element</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Directions/Procedures</b>	Directions and procedures anticipate possible student misunderstandings	Directions and procedures are clearly accessible and detailed	Directions and procedures are clear and accessible	Directions and procedures are confusing
<b>Engages Students</b>	Students are highly engaged throughout the lesson	Students are consistently engaged	Students are generally engaged	Students are minimally engaged
<b>Questioning and Discussion Techniques</b>	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full engagement of all students	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and engagement of students	Teacher's use of questioning and discussion techniques reflects some attempts at high-level questions, true discussion, and moderate student engagement	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion
<b>Integrates Appropriate Technology</b>	Multiple technologies are infused to enhance student learning	Consistently integrates appropriate technologies	Generally integrates appropriate technologies	Minimal evidence that appropriate technology is integrated

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## CLASSROOM MANAGEMENT

**\*Demonstrates classroom management skills supportive of diverse student learning needs that create an environment conducive to student learning.**

<b>Element</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Respect and Rapport</b>	Classroom interactions are constructive, collaborative, mutually reinforced and are positively reflect the differences between individuals and among groups.	Classroom interactions are consistently respectful of the cultural developmental differences among groups of students	Classroom interactions are generally respectful of the cultural developmental differences among groups of students but may be characterized by occasional displays of insensitivity.	Classroom interactions are negative or inappropriate
<b>Organizing Physical Space</b>	Physical space and resources are used creatively and enhance student learning	Physical resources are utilized to accommodate various levels of learning	Physical space and resources are utilized to support learning	Physical space and resources are used ineffectively or creates unsafe conditions
<b>Culture for Learning</b>	Demonstrates passion and commitment for the content and holds student and self to the highest standard	Classroom culture consistently supports learning	Classroom culture generally supports learning	Classroom culture does not support learning
<b>Class Procedures</b>	Classroom routines and procedures are seamless in their operation and function	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time	Classroom routines and procedures have been established by function unevenly or inconsistently with some loss of instruction of time	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of instruction time or unsafe conditions
<b>Managing Student Behaviors</b>	Anticipates and manages behavior to enhance learning	Response to student behavior is consistent, timely and appropriate	Response to student behavior is generally timely and appropriate for learning to take place	Inappropriate response to student misbehavior

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## STUDENT DEVELOPMENT

**\*Demonstrates knowledge of student development, and understanding and appreciation of diversity, and the regular application of developmentally appropriate instructional strategies for the benefit of all students.**

Element	Distinguished	Proficient	Basic	Unsatisfactory
<b>Demonstrating Knowledge of Students</b>	Demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning	Demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students	Demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole	Makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning
<b>Demonstrating Flexibility and Responsiveness</b>	Highly responsive to students' interests and questions, making major lesson adjustments if necessary and persists in ensuring the success of all students	Seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions	Demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students	Adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest, and fails to respond to students' questions; assumes no responsibility for students' failure to understand

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## STUDENT ASSESSMENT

**\*Demonstrates that he or she implements techniques to measure students' progress in learning, based on appropriate learning standards.**

<b>Element</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Alignment with Instructional Goals</b>	Multiple methods of assessment are congruent with instructional goals	Student assessment is congruent with instructional goals	Student assessment is generally congruent with instructional goals	Student assessment is incongruent with instructional goals
<b>Assessing Student Learning</b>	Innovative assessments are collaboratively developed with students	Multiple methods of assessment are effectively used to differentiate instruction	Assessments and accompanying criteria are clearly communicated and used to inform instruction	Student assessment contains unclear criteria or standards and/or is not used to inform instruction
<b>Testing Protocol</b>	N/A	Consistently follows protocols and adheres to test modifications	Generally follows protocols and adheres to test modifications	Disregards protocols and/or modifications
<b>Providing Feedback to Students</b>	Student reflection is infused into the feedback cycle	Feedback is instructive and constructive and given in a timely manner	Feedback is timely and is relevant to instructional goals or objectives	Feedback is not timely and/or relevant to instructional goals or objectives
<b>Student Participation and Task Completion</b>	Evidence of collaboration and differentiation for participation and task completion	Consistently holds students accountable	Generally holds students accountable	Minimal student accountability
<b>Maintaining Accurate Records</b>	Students contribute to maintenance of accurate records	Teacher's system for maintaining accurate records is efficient and effective	Teacher's system for maintaining accurate records is generally effective	Teacher's system results in errors and confusion

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# COLLABORATION

**\*Teacher develops effective collaborative relationships to meet the learning needs of students.**

Element	Distinguished	Proficient	Basic	Unsatisfactory
<b>Relationship with Colleagues</b>	Facilitates and enhances positive collegial relationships on an ongoing basis	Exhibits support and cooperation in collegial relationships	Develops and maintains professional relationships with colleagues	Relationships with colleagues are nonproductive
<b>Staff Relationships that Support the Needs of Students</b>	Facilitates additional relationships that support student needs	Consistently works with others to support student needs	Generally works with others to support student needs	Staff relationships hinder student learning/growth
<b>Inclusion of families in the instructional program</b>	Collaborates with families on matters of student performance	Includes families in student performance	Informs families of student performance	Makes minimal attempt to involve families in student performance
<b>Community relationships that support the needs of students</b>	Collaborates with community to enhance student learning	Consistently uses community resources to enhance student learning	General knowledge of community resources; occasional contact with community	Minimal knowledge or contact with community

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## REFLECTIVE AND RESPONSIVE PRACTICE

**\*Teacher will demonstrate that practices are reviewed; effectively assessed and appropriate adjustments are made.**

Element	Distinguished	Proficient	Basic	Unsatisfactory
<b>Conscious Refinement of Practice</b>	Reflection and refinement are continuous and pervasive	Demonstrates meaningful reflection and refinement	Generally demonstrates meaningful reflection and refinement	Demonstrates little meaningful reflection and/or refinement
<b>Professional Development</b>	Seeks and leads opportunities for professional growth	Seeks opportunities for professional growth	Engages in professional development	Shows minimal signs of engaging in professional development

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## PROFESSIONAL OBLIGATION

**\*Teacher demonstrates professional behaviors with all constituents of the school community.**

Element	Distinguished	Proficient	Basic	Unsatisfactory
<b>Demonstrates Punctuality and Dependability</b>	Serves as a model for others	Consistently punctual and dependable	Generally punctual and dependable	Lack of punctuality and dependability negatively impact the learning environment.
<b>Maintains Confidentiality</b>	Acts in a professional manner maintaining confidentiality in the school and community at all times	Consistently maintains confidentiality in the school and community	Generally respects confidentiality in the school and community	Lack of confidentiality negatively impacts students colleagues and/or the learning environment
<b>Follows District and Building Policies and Procedures</b>	Serves as a role model for others	Consistently follows district and building policies and procedures	Generally follows district and/or building policies and procedures	Failure to follow district and/or building policies and procedures negatively impacts the learning environment and/or safety
<b>Participates in District, School and Department Meetings</b>	Assumes a leadership role	Actively participates	Generally participates	Fails to participate and/or negatively impacts learning environment
<b>Communication</b>	Promotes effective communication between all members of the school community	Consistently communicates in an effective manner	Generally communicates in an effective manner	Communication or lack thereof negatively impacts the learning environment and/or safety

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## PRE-OBSERVATION CONFERENCE FORM

**Instructional Staff Member:** \_\_\_\_\_ **Building:** \_\_\_\_\_

**Evaluator (Name, Title):** \_\_\_\_\_ **Date of Observation:** \_\_\_\_\_

**Please bring a copy of your lesson plan. Please also indicate which New York State Learning Standards this lesson applies to.**

### The Lesson

1. Specific objectives: What will the students learn by the end of the lesson?
2. Provide a brief description of the lesson.
3. How will you assess if your students have learned what you expected them to?
4. Is there anything you would like specific feedback on?

### Background

1. What is the unit being taught?
2. Broad goals of unit (from curriculum).
3. Past lessons
4. Future lessons
5. Special information regarding specific students.

**NOTE: It is recommended that the pre-observation conference is an opportunity for a dialogue between the evaluator and the staff member**

# GENEVA CITY SCHOOL DISTRICT

## POST-CONFERENCE OBSERVATION FORM

TEACHER:  
TENURE STATUS:  
TIME: FROM TO  
EVALUATOR:

SUPPORT PERSONNEL:  
GRADE/POSITION:  
LESSON/ACTIVITY:  
GROUP SIZE:

DATE OF PRE-CONFERENCE:  
DATE OF OBSERVATION:  
DATE OF POST-CONFERENCE:  
DATE OF RECEIPT OF REPORT:

**D = Distinguished** (Exceptional performance)      **P = Proficient** (Mastery)      **B = Basic** (Working towards mastery)      **U = Unsatisfactory** (Ineffective performance)      **N/A = Not Applicable** (Does not pertain to this observation)

**Content and Professional Knowledge**

Interdisciplinary Knowledge \_\_\_\_\_  
Use of District Curricula and New York State Standards \_\_\_\_\_

**Preparation**

Selecting Instructional Goals \_\_\_\_\_  
Plans for Effective Instruction \_\_\_\_\_

**Instructional Delivery**

Directions/Procedures \_\_\_\_\_  
Engages Students \_\_\_\_\_  
Questioning and Discussion Techniques \_\_\_\_\_  
Integrates Appropriate Technology \_\_\_\_\_

**Classroom Management**

Respect and Rapport \_\_\_\_\_  
Organizing Physical Space \_\_\_\_\_  
Culture for Learning \_\_\_\_\_  
Classroom Procedures \_\_\_\_\_  
Managing Student Behaviors \_\_\_\_\_

**Student Development**

Demonstrates Knowledge of Students \_\_\_\_\_  
Demonstrates Flexibility and Responsiveness \_\_\_\_\_

**\*Student Assessment**

Alignment with Instructional Goals \_\_\_\_\_  
Assessing Student Learning \_\_\_\_\_  
Providing Feedback to Students \_\_\_\_\_  
Student Participation and Task Completion \_\_\_\_\_

**\*Collaboration**

Staff Relationships that Support the Needs of Students \_\_\_\_\_

**\*Reflective and Responsive Practice**

Conscious Refinement of Practice \_\_\_\_\_

**Professional Obligation**

Demonstrates Punctuality and Dependability \_\_\_\_\_  
Maintains Confidentiality \_\_\_\_\_  
Follows Building Policies and Procedures \_\_\_\_\_  
Communication \_\_\_\_\_

**\* Indicates categories on the next page which may or may not appear in a given lesson but are important for inclusion over the course of a year**

**GENEVA CITY SCHOOL DISTRICT**  
**POST-CONFERENCE OBSERVATION FORM**

**OTHER ELEMENTS**

**D = Distinguished**  
(Exceptional performance)  
observation

**P = Proficient**  
(Mastery)

**B = Basic**  
(Working towards mastery)

**U = Unsatisfactory**  
(Ineffective performance)

**N/A = Not Applicable**  
(Does not pertain to this

**Student Assessment**

Testing Protocol \_\_\_\_\_  
Maintains Accurate Records \_\_\_\_\_

**Collaboration**

Relationships with Colleagues \_\_\_\_\_  
Inclusion of Families in the Instructional Program \_\_\_\_\_  
Community Relationships that Support the Needs of Students \_\_\_\_\_

**Reflective and Responsive Practice**

Professional Development \_\_\_\_\_

**Professionalism**

Participates in District School and Department Meetings \_\_\_\_\_

Revised 4/13/2011

**Description of Observation:**

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**Areas of Strength:**

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**Areas for Potential Growth:**

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**Teacher's Comments: (Comments may be written on a separate page)**

\*Teacher's signature will not necessarily constitute agreement with the observation

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

Cc: Human Resources (Original), Principal and Teacher