LONGWOOD CENTRAL SCHOOL DISTRICT

Teacher Annual Professional Performance Review Plan

EDUCATION LAW 3012-d

Revised November 2021

Most Recent Board Approval: June 12, 2024

The June 2024 revision updated evaluator training requirements only. No changes were made to the teacher evaluation procedures.

This notation is provided to reflect the most recent Board of Education approval of the APPR Plan while preserving the original revision date of the underlying evaluation procedures.

LONGWOOD CENTRAL SCHOOL DISTRICT

Annual Professional Performance Review

2021 Committee Members

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Superintendent .....Lance Lohman, Ed.D

Assistant Superintendent Instruction & Learning.....James Crenshaw

Assistant to the Superintendent for Administration.....Lisa Mato

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Annual Professional Performance Review

Statement of Purpose

The purpose of supervision and evaluation efforts, and specifically of the Annual Professional Performance Review process, is to strengthen the abilities of professional staff and to ensure that all students receive the best instruction possible. The district is committed to developing and implementing an evaluation process that enhances learning experiences for all students. To accomplish these purposes, the Annual Professional Performance Review process is based upon the following principles:

1) Participants are committed to continuous improvement of professional performance in order to increase student achievement.

2) Evaluation processes and procedures shall foster open communication and cooperation.

3) The evaluation process shall be positive, emphasizing excellence, identifying strengths and weaknesses and prescribing appropriate professional development.

4) The process should provide opportunity for feedback, promote self-reflection, and lead to professional growth.

5) Evaluation procedures shall include observation formats and models for non-classroom teachers (i.e., pupil personnel service providers and nurses who are not subject to the new regulations).

6) Professional evaluation shall be based upon objective criteria that are clearly defined.

7) Processes and procedures shall focus on growth and learning and seek to enhance professional competencies.

In accordance with Education Law 3012-d, evaluation criteria are based upon New York State Teaching Standards and Educational Leadership Policy (ISLLC) Standards.

The Longwood Central School District will continue to work with representatives from MIAA and MITA to review the APPR Plan and its implementation and make necessary modifications.

Training for Evaluators

Any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law 3012-d and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation. The evaluator training will need to ensure that lead evaluators maintain inter-rater reliability over time and are re-certified on an annual basis. Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not fully trained and/or certified to conduct such evaluations shall, upon appeal of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

Training for Staff

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the district's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training and/or review for current staff shall be conducted by the District every year prior to the onset of teacher observations. Training by the District shall be conducted during New Teacher Orientation for newly hired staff.

The District is responsible for ensuring all teachers and administrators are trained to use the Frontline Evaluation System.

All professional staff subject to the district's APPR will be provided with a tutorial on the evaluation system that will include; a review of the content and use of the evaluation system and the District Focus Standard Indicators. The District will work collaboratively with MITA to provide examples of best practices throughout the school year.

Annual Professional Performance Review Process for Teachers

Overview:

Pursuant to Education Law 3012-d, all teachers will receive an annual performance review rating linked to the New York State Teaching Standards and student performance. Each teacher will receive a Total Annual Professional Performance Review Rating of Highly Effective, Effective, Developing, or Ineffective (HEDI).

Teacher Observation Subcomponent (4 point scale)

All observable standards (Standards I-V) need to be evaluated each school year. The District and MITA have selected the 2014 NYSUT Teacher Practice Rubric (Appendix A) to assess teacher performance based on the New York State Teaching Standards outlined below:

Standard I: Knowledge of Students and Student Learning

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

1. Teachers demonstrate knowledge of child and adolescent development, including students's cognitive, language, social, emotional, and physical developmental levels.
2. Teachers demonstrate research-based knowledge of learning and language acquisition theories and processes.
3. Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.
4. Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.
5. Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.
6. Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

Standard II: Knowledge of Content and Instructional Planning

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

1. Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).
2. Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.
3. Teachers use a broad range of instructional strategies to make subject matter accessible.
4. Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.
5. Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.
6. Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

Standard III: Instructional Practice

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

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

2. Teachers communicate clearly and accurately with students to maximize their understanding and learning.
3. Teachers set high expectations and create challenging learning experiences for students.
4. Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.
5. Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.
6. Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

Standard IV: Learning Environment

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

1. Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.
2. Teachers create an intellectually challenging and stimulating learning environment.
3. Teachers manage the learning environment for the effective operation of the classroom.
4. Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.

Standard V: Assessment for Student Learning

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

1. Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.
2. Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.
3. Teachers communicate information about various components of the assessment system.
4. Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.
5. Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

I. The District Focus Standard Indicators for 2021-2022:

- **Standard 1: Knowledge of Students & Student Learning**
  - 1.2A-Uses Strategies to support learning & language acquisition
  - 1.3A-Plans for student strengths, interests, experiences to meet diverse learning needs of each student.
- **Standard 2: Knowledge of Content & Instructional Planning**
  - 2.5A-Designs instruction using current levels of student understanding
  - 2.5B-Designs learning experiences using prior knowledge

- **Standard 3: Instructional Practice**
  - 3.1A-Aligns instruction to Standards
  - 3.2B-Uses questioning techniques to engage students
  - 3.3A-Articulates measures of success
  - 3.5A-Provides synthesis, critical thinking, problem solving and opportunities for collaboration
- **Standard 4: Learning Environment**
  - 4.1A-Interactions with students
  - 4.3A-Establishes routines/procedures/transitions and expectations for student behaviors
- **Standard 5: Assessment for Student Learning**
  - 5.2A-Uses assessment data as feedback to set goals with students
  - 5.5A-Communicates purposes & criteria

The Observation Process

The Observation Process will be conducted in accordance with all contractual agreements, including the following:

1) Evaluation of teachers shall be for the purpose of improving the instructional program as well as the total professional performance exclusive of lunch, preparation, and the period of time known as "common planning."

2) Observations and evaluations may be performed by MIAA administrators, Longwood Central Office Administrators, and MITA department chairpersons. Evaluations may specifically reference observations done by other administrators and/or department chairpersons during that current year.

3) Classroom observations shall be conducted openly. No eavesdropping, public address, audio system, video system or similar surveillance devices shall be used for such observations.

4) Only agreed upon Non-3012D process/procedures will be included in Appendix B for individuals exempt from the 3012-d regulations.

5) Teachers shall be observed at least two (2) times a year, except during September and June. The first observation for teachers shall take place no later than January 31st and the second observation will be completed by May 31st. The only exception to the January 31st date would be for teachers who are on a leave of absence in the beginning of the school year. Such teachers may have their first observation after January 31st but not within the first 30 calendar days of returning to work. One of the two observations shall be an announced observation and the other shall be an unannounced observation. Observations shall be appropriately spaced to allow reasonable time for improvement. Tenured teachers may request an announced observation to take place prior to October 1st. Teachers and co-teachers may be observed together as long as all parties (teacher, co-teacher, observer/evaluator) agree in advance.

I. Observation to include:

- Announced –An observer should include a summary of the lesson – a brief statement or account of the aim/objective of the lesson.
- All observations (announced and unannounced) will include the following Information:
    - Date of Observation
    - Course or Subject
    - Topic/Lesson Name
    - Lesson Duration
- Must include evidence for each indicator observed where the observer has rated a score of 1 or 2– statement(s) and/or list of evidence must be specific to support the rating.
- Must include Concluding Remarks/Observer's Comments.
- Post observation conference is required for all observations where the Rubric Standard Indicator score is a Level 2 or 1.

II. Observation Timeline:

3012.d Tenured and Probationary Requirements

A. Minimum of 2 observations,

1. **Probationary** -
    a) one announced (Standards I-V) = 80% and
    b) one unannounced (Standard I-V) = 20%
2. **Tenured** -
    a) one announced observations **Short Form**- (Standard I-V) = 80%
    b) one unannounced observation (Standard III & IV) = 20%
3. ***For all announced observations - Teachers will receive notification no less than 5 school days prior to the scheduled observation date.***

B. Observations occur October thru May (1st by January 31st, 2nd by May 31st)

C. In the event that a teacher is not present during the observation windows, due to late hires or leave of absence for example, observations may take place beyond the deadline dates.

D. All observations may be done during student instructional periods as well as diagnostics. Pre and post observation conferences may be held in-person or virtually during prep, common planning or any other mutually agreed upon time and modality.

E. **Non-APPR Tenured and Probationary Observation Requirements**
- Tenured – minimum of 1 Observation required (unannounced)
- Probationary – Minimum of 2 observations required (one announced and one unannounced)

III. Observation Type:

3012.d Announced Observations (Standards I-V 80%) Probationary

- Cannot exceed 40 minutes or the length of an elementary block period and must be in-person.
- In the event the district/building moves to a full distance learning model for longer than 2 weeks, the option of observing staff virtually will be permissible during the distance learning model implementation period.
- All focus indicators in each standard must be evaluated.
- Three (3) days' notice of pre-observation conference.
- Pre observation to be held no more than 4 days prior.
- Post observation within 2 - 5 school days after observing the lesson, but may be sooner if mutually agreed upon.
- Post observation conference may be waived if mutually agreed upon by both the administrator and teacher unless there is a Rubric rating of 1 or 2 for any performance indicator.
- Teachers must complete the mandatory Post Conference Self-Reflection Form. This electronic form must be completed prior to the post conference meeting or within 5 days of the observation date if the post conference is waived. The post conference self-reflection form received within 5 days may be considered in the observation rating, but needs to be completed as part of the teachers' professional responsibilities.
- Observation final summary to be provided to the teacher within 10 school days of observation date.
- Teacher must (mandatory) sign (digitally acknowledge) the observation within 10 school days from date electronically sent.

3012.d Announced Observations (Standard I-V 80%) Short Form Tenured

- Must be a minimum of 15 minutes and must be in-person.
- In the event the district/building moves to a full distance learning model for longer than 2 weeks, the option of observing staff virtually will be permissible during the distance learning model.
- All focus indicators in each standard must be evaluated.
- Evidence observed during the observation must include two or three sentences/evidence in the comments or notes section of the template if any standard is rated a Level 2 or 1.
- Post observation conference may be waived if mutually agreed upon by both the administrator and teacher unless there is a Rubric rating of 1 or 2 for any performance indicator.
- Teachers must complete the mandatory Post Conference Self-Reflection Form. This electronic form must be completed prior to the post conference meeting or within 5 days of the observation date if the post conference is waived. The post conference self-reflection form received within 5 days may be considered in the observation rating, but needs to be completed as part of the teachers' professional responsibilities.

- Observation final summary to be provided to the teacher within 10 school days of observation date.
- Teacher must (mandatory) sign (digitally acknowledge) the observation within 10 school days from date electronically sent.

3012.d Unannounced Observations (Standard I-V 20%) Probationary

- Must be a minimum of 15 minutes and must be in-person.
- In the event the district/building moves to a full distance learning model for longer than 2 weeks, the option of observing staff virtually will be permissible during the distance learning model.
- All focus indicators in each standard must be evaluated.
- Evidence observed during the walk-through must include two or three sentences/evidence in the comments or notes section of the template if any standard is rated a Level 2 or 1.
- Teachers must complete the mandatory Post Conference Self-Reflection Form. This electronic form must be completed prior to the post conference meeting or within 5 days of the observation date if the post conference is waived. The post conference self-reflection form received within 5 days may be considered in the observation rating, but needs to be completed as part of the teachers' professional responsibilities.
- Post observation within 5 days if any rating of one or two is included in observation report.
- Post observation conference may be waived if mutually agreed upon by both the administrator and teacher unless there is a Rubric rating of 1 or 2 for any performance indicator.
- Observation report must be provided to teacher within 10 school days.
- Teacher must (mandatory) sign (digitally acknowledge) the observation within 10 school days from date electronically sent.

3012.d Unannounced Observations (Standard III & IV 20%) Tenured

- Must be a minimum of 15 minutes and must be in-person.
- In the event the district/building moves to a full distance learning model for longer than 2 weeks, the option of observing staff virtually will be permissible during the distance learning model.
- All focus indicators in each standard III & IV must be evaluated.
- Evidence observed during the observation must include two or three sentences/evidence in the comments or notes section of the template if any standard is rated a Level 2 or 1.
- Post observation within 5 days if any rating of one or two is included in observation report.
- Post observation conference may be waived if mutually agreed upon by both the administrator and teacher unless there is a Rubric rating of 1 or 2 for any performance indicator.
- Observation report must be provided to teacher within 10 school days.
- Teacher must (mandatory) sign (digitally acknowledge) the observation within 10 school days from date electronically sent.

Calculating an Announced or Unannounced Observation

For all observations each indicator scored within a standard are weighted equally and averaged to determine the standard score. The standards' scores are weighted equally and averaged to determine a total observation rubric score between 1 and 4.

Calculating the Teacher Observation Subcomponent (4 point scale)

The Teacher Observation Subcomponent calculation will combine and average all observations based on the following calculation chart.

Tenured Teacher Calculation			Probationary Teacher Observation Calculation		
Announced Standard	I-V	80%	Announced Standard	I - V	80%
Unannounced Standard	III & IV	20%	Unannounced Standard	I - V	20%

This overall weighted average will produce an overall Teacher Observation Subcomponent score between 1 and 4. This overall Teacher Observation Subcomponent score will be converted into a HEDI rating consistent with the ranges listed below.

Overall Teacher Observation Subcomponent Score and Rating

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

The A.P.P.R. Teacher Observation Subcomponent Score Report form will be completed and provided to the teacher digitally on or before June 15th. The teacher shall digitally acknowledge the document no later than the last day of school. The signature does not necessarily mean that he or she agrees with the contents of the document. The signature simply means that the teacher is aware of the document and has had the opportunity to read and respond to it in writing.

Annual Professional Performance Review Subcomponents

School	Teachers	Original Student Performance Subcomponent
CEW Coram Ridge WMI	K – 4 General & SPED	District-wide measure based on CC ELA/Comprehensive English Regents
All other K-4 Courses	PE, Library, Art & Music AIS, ESL, SPED-ungraded	District-wide measure based on CC ELA/Comprehensive English Regents

School	Teachers	Original Student Performance Subcomponent
MS	5 – 6 General Ed & SPED	District-wide measure based on CC ELA/Comprehensive English Regents
All other 5 -6 courses	PE, Art & Music AIS ESL, SPED-ungraded	District-wide measure based on CC ELA/Comprehensive English Regents

School	Teachers	Original Student Performance Subcomponent
JHS	7 -8 All content subjects General & SPED	District-wide measure based on CC ELA/Comprehensive English Regents
All other 7 - 8 courses Content subjects	Algebra CC Earth Science Art, Music, LOTE, FCS, PE, Health, Technology ESL, AIS SPED- ungraded	District-wide measure based on CC ELA/Comprehensive English Regents

School	Teachers	Original Student Performance Required Subcomponent
HS Regents Courses	Global 2 American History Living Environment Earth Science Chemistry Physics Algebra1/Algebra CC Geometry Algebra 2 ELA 11	School-wide growth score Common Core English Regents Comprehensive English Regents

School	Teachers	Original Student Performance Required Subcomponent
All other 9 -12 courses	Secondary Math ELA 9, ELA 10, Secondary ELA Secondary Science Global 1, Secondary SS Business, Technology, Art, Music, LOTE, FCS Secondary PE, Health ESL SPED-ungraded AIS	School-wide growth score Common Core English Regents Comprehensive English Regents

The A.P.P.R. Annual Evaluation of Teacher Effectiveness

A teacher's Total Annual Professional Performance Review Rating is based upon the following Evaluation Matrix:

Evaluation Matrix

	Teacher Observation Subcomponent			
Student Performance Subcomponent	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 Professional Performance Review Rating form will be completed and provided to each teacher on September 15th or as soon as practicable thereafter. The teacher shall have thirty (30) school days to sign and return the document. The signature does not necessarily mean that he or she agrees with the contents of the document. The signature simply means that the teacher is aware of the document and has had the opportunity to read and respond to it in writing.

A teacher shall have the right to see his/her official file pertaining to his/her professional status at the Central Office in the presence of one of the personnel of the Central Administration Office, except for confidential material such as college transcripts and references, upon two (2) days notice to the Central Administration Office. Viewing the official file shall take place on the teacher's free time.

Material will be removed from the files when a teacher establishes that it is inaccurate, untrue, or unproven.

No tenured teacher will be disciplined, dismissed, reduced in rank or compensation, or deprived of any professional advantages without just case.

Teacher Improvement Plan – TIP

1. A T.I.P. shall be initiated whenever a teacher receives a rating of developing or ineffective in an Annual Professional Performance Review. The Superintendent's designee shall schedule a meeting during the teacher's preparation period, common planning period or at any other mutually agreed upon time. At such meeting, the Superintendent's designee will develop the T.I.P. and inform the teacher of its contents. The Superintendent's designee may choose to include other district support staff including, but not limited to curriculum specialists, subject area coordinators, department representatives, etc. The Teacher Improvement Plan form shall be completed during the T.I.P. meeting by the Superintendent's designee and signed by the teacher and administrator(s) at the end of the meeting. A teacher's union representative is welcome at this meeting.
2. Implementation must begin no later than October 1st of the school year following the school year for which the teacher's performance is being measured. The T.I.P. will continue until the areas in need of improvement have been resolved to the satisfaction of the Superintendent's designee.
3. The parties understand and agree that the sole and exclusive purpose of the T.I.P. is improvement of teaching practice.
4. The T.I.P. shall clearly specify: areas in need of improvement, an action plan to support improvement, the manner in which improvement will be assessed, and a timeline for assessing improvement. Other items may be added to the T.I.P. as deemed necessary by the Superintendent's designee.
5. The Superintendent's designee shall schedule Progress Report meetings to take place during the teacher's preparation period, common planning period or at any other mutually agreed upon time during the months of January and March. Artifacts and evidence to determine if progress has been made in the areas needing improvement will be discussed between the Superintendent's designee and the teacher. The Progress Report form shall be completed during the Progress Report meeting by Superintendent's designee and by the teacher and administrator(s). The T.I.P. can be modified by the Superintendent's designee as needed or resolved at either the January and/or March meeting based on progress noted during the year. Upon the satisfactory resolution of the T.I.P. the teacher and administrator(s) will sign the appropriate line on the T.I.P. form. A teacher's union representative is welcome at this meeting.
6. If at the March Progress Report meeting, it is determined by the Superintendent's designee that the area(s) in need of improvement has not been satisfactorily resolved; a June conference may be scheduled to include the Superintendent's designee and the teacher. A teacher's union representative is welcome at this meeting. The Superintendent's designee shall schedule the June Progress Report meeting to take place during the teacher's preparation period, common planning period or at any other mutually agreed upon time. Artifacts and evidence to determine if progress has been made in the areas needing improvement will be discussed between the Superintendent's designee and the teacher.

The Progress Report form shall be completed during the June Progress Report meeting by the administrator and signed by the teacher and administrator(s). The purpose of the June Progress Report meeting is to determine if the area in need of improvement has been satisfactorily resolved or if the T.I.P. shall continue into the next school year. The determination made by the administrator(s) will be indicated on the form which the teacher and administrator(s) will sign. A teacher's union representative is welcome at this meeting.

Appealing the Results of the Annual Professional Performance Review

Purpose

1. The purpose of the internal A.P.P.R. appeals process is to foster and nurture growth of the professional staff in order to maintain a highly effective work force. The appeal procedure shall provide for the timely and expeditious resolution of the appeal. All probationary and tenured employees who meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised 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).

2. Prior to making an employment decision including but not limited to promotion, retention, tenure determination, and termination, the Superintendent, and/or the Board of Education shall review the affected teacher's annual professional employment review(s), considering said review(s) as significant factor(s) in reaching determinations respecting the aforesaid employment actions. Provided, however, that nothing in this section shall be construed to affect the statutory right of the school district to terminate a probationary teacher for statutorily and constitutionally permissible reasons other than the performance of the teacher in the classroom, including but not limited to misconduct.
3. In accordance with *Education Law* 3012-d, an A.P.P.R. 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 proceeding, or any locally negotiated procedure, until the appeal process is concluded.
4. Appeals shall be limited to those evaluations which have resulted in a rating of developing or ineffective.
5. A teacher who received a Total Annual Professional Performance Review Rating of Ineffective or Developing shall have the right to appeal his/her evaluation pursuant to *Education Law* Section 3012-d. An appeal may not be decided by the same individual who was responsible for making the final rating decision.

Grounds For an Appeal:

An appeal may be filed challenging the A.P.P.R. based on one or more of the following grounds:

1. The substance of the Annual Professional Performance Review; which shall include the following: in the instance of a teacher rated Ineffective on the Student Performance Category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;
2. The district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to *Education Law* 3012-d and applicable rules and regulations;
3. The district's failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;
4. The district's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under *Education Law* 3012-d and locally negotiated procedures.
5. Any evaluation or A.P.P.R rating that is determined in whole or in part by an administrator or supervisor who is not fully trained and/or certified to conduct such evaluations shall, upon appeal of the evaluation or A.P.P.R. 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 A.P.P.R. rating for this reason shall also preclude its use in any and all other employment decisions.
6. Notwithstanding the items above, procedural issues shall be subject to the MITA CBA Grievance Procedure.

Procedure For an Appeal:

1. All appeals must be submitted in writing to the Superintendent no later than 15 school days of receipt of the Annual Professional Performance Review Rating and/or the issuance of the Teacher Improvement Plan, or within fifteen days of the district's failure to implement the terms of the Teacher Improvement Plan. Such appeals shall include a detailed written description of specific areas of disagreement and include documentation. The Superintendent will consider all artifacts/evidence submitted by the appealer and the evaluator which are relevant to the reasons for the appeal.
2. In response to an appeal of a Developing or Ineffective rating, the Superintendent shall provide a detailed written decision on the merits of the appeal within 15 school days of receipt of the appeal. The decision shall include the factual basis for each determination on the specific issues raised in the appeal, and shall be final.

MITA Members Under the 2003 APPR Plan (revised November 2016):

All school counselors, psychologists, and social workers, as well as school nurses, athletic trainers, teaching assistants, MS, JHS, HS library media specialists, speech pathologists, and all teachers on special assignment (TOSA) and temporary personnel are excluded from the 3012-d regulations. These groups and other individuals exempt from the regulations will be evaluated annually using the district criteria established under the 2003 APPR Plan (Revised November 2016) (Appendix B).

LONGWOOD CENTRAL SCHOOL DISTRICT

A.P.P.R.

APPENDIX A

(2014 NYSUT RUBRIC)

NYSUT's Teacher Practice Rubric * *2014 Edition* *
Aligned with the New York State Teaching Standards

Standard 1: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.
*It is not enough for teachers to know and understand childhood or adolescent developmental norms. Teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, and the outside influences that affect their learning: family dynamics, cultural customs, and socio-economic status. Furthermore, teachers must demonstrate this knowledge and understanding and also incorporate appropriate 21st Century Skills * include such skills as critical thinking, problem solving, creativity, collaboration, communication, information literacy, global and cultural awareness) in the planning and preparation of their lessons.*

Element I.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

NYSED Indicators: ***Demonstrates*** *an understanding of the developmental characteristics of their students; create developmentally appropriate lessons that address student learning differences and needs; Teachers implement lessons and modify instruction based upon student developmental needs.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Demonstrates and plans using knowledge of developmental characteristics of their students.*	Teacher is unable to demonstrate in planning, the developmental characteristics of their students.	Teacher demonstrates in planning, some knowledge of the developmental characteristics of their students.	Teacher demonstrates in planning, an accurate knowledge of the typical developmental characteristics of their students, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of their students, and exceptions to the general patterns, teacher demonstrates in planning the extent to which individual students follow the general patterns.

Element I.2: Teachers demonstrate research-based knowledge of learning and language acquisition theories and processes.

NYSED Indicators: *Design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student. Design lesson plans to include a variety of strategies that support the language acquisition needs of each student. Teachers explain their instructional decisions identifying research.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Uses strategies to support learning and language acquisition.*	Teacher designs lessons with few strategies that support student learning and language acquisition needs.	Teacher designs lessons to include some instructional strategies that support the learning and language acquisition needs of some students.	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of most students.	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of each student.
B.	*Uses research.*	Teacher is unable to identify research to plan or explain instructional decisions.	Teacher can identify research to plan but not explain instructional decisions.	Teacher can identify research to plan and explain instructional decisions.	Teacher can identify research to plan and explain instructional decisions and seeks out additional research to inform practice.

Element I.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

NYSED Indicators: *Vary and modify instruction to meet the diverse learning needs of each student. Create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Plans for student strengths, interests, experiences to meet diverse learning needs of each student.*	Teacher planning does not vary or modify instruction to meet diverse learning needs of students using student strengths, interests or experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of some students using student strengths, interests, experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of most students using student strengths, interests, experiences.	Teacher planning varies or modifies instruction to meet diverse learning needs of each student using student strengths, interests or experiences. Teacher plans for students to suggest ways in which instruction or lessons might be modified to advance their own learning and teacher acknowledges the suggestions.

Element I.4: Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

NYSED Indicators: *Communicate directly with each student's parents, guardians, and/or caregivers. Use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Communicates with parents, guardians, and/or caregivers.*	Teacher does not communicate directly with student's parents, guardians, and/or caregivers to enhance student learning and/or does not accommodate the communication needs of the family.	Teacher occasionally communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is occasionally modified to meet the needs of the family.	Teacher regularly communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is frequent and uses multiple modes of contact to accommodate the needs of the family.	Teacher communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Multiple modes of contact are used to accommodate the needs of the family. Students and parents/guardians initiate communication.

Element I.5: Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

NYSED Indicators: *Incorporate a knowledge and understanding of the school community when planning and implementing instruction. Incorporate an understanding of their students' strengths and limitations and the environmental factors that influence their students' learning. Attend to individual students' personal and family experiences by incorporating multiple perspectives when discussing content.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Incorporates the knowledge of school community and environmental factors.*	Teacher does not incorporate knowledge and understanding of the school community when designing instruction.	Teacher incorporates general knowledge of the school community when planning instruction.	Teacher incorporates detailed and specific knowledge of the school community when planning instruction.	Teacher incorporates detailed and specific knowledge of the school community when planning instruction. Teacher continuously seeks additional information to impact instruction.
B.	*Attends to students personal and family experiences.*	Teacher does not consider students' personal and family experiences when planning delivery of instruction.	Teacher inappropriately considers students' personal and family experiences when planning instruction.	Teacher considers students' personal and family experiences when planning instruction.	Teacher considers students' personal and family experiences when planning instruction. Students offer their personal perspective as it relates to the content. The teacher incorporates those perspectives in planning.

Element I.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

NYSED Indicators: *Use technological tools and a variety of communication strategies to engage each student. Assist students to become knowledgeable and critical consumers and users of quality information.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Understands technological literacy and its impact on student learning.*	Teacher does not plan the use of available technological tools or a variety of communication strategies to engage students or assist them in becoming critical users of quality information.	Teacher plans the use of available technological tools and communication strategies to engage some students and/or to assist them in becoming critical users of quality information.	Teacher plans the use of available technological tools and communication strategies to engage most students, and to assist them in becoming critical users of quality information.	Teacher plans the use of available technological tools and communication strategies to engage each student. Students contribute to the variety of technological strategies used to engage them in their own learning and become critical users of quality information.

NYSUT's Teacher Practice Rubric * *2014 Edition* *
Aligned with the New York State Teaching Standards

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students. *A teacher translates instructional outcomes into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, teachers must design instruction that is coherent and balanced between careful planning and flexibility in execution. Teachers design instruction that reflects the needs of 21st Century learners and include opportunities to collaborate, innovate, create and solve problems using high-level cognitive processes and communication tools and media.*

Element II.1: Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

NYSED Indicators: *Incorporate key concepts during instruction through the use of multiple representations and explanations. Engage students to use key disciplinary language with comprehension through instruction. Demonstrate the effective use of current developments in pedagogy and content. Design learning experiences that foster student understanding of key disciplinary themes. Demonstrate knowledge of the learning standards and their application throughout their instruction and practice.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Understands key discipline concepts, themes, learning standards and key disciplinary language.*	Teacher does not understand or use in planning the key discipline concepts, themes or learning standards and does not plan for students to use and comprehend key disciplinary language.	Teacher has a rudimentary understanding and use in planning of the key discipline concepts and/or themes and occasionally plans instruction that allows students to use and comprehend key disciplinary language.	Teacher understands and plans key discipline concepts and themes in the discipline and can relate them to one another. Teacher plans instruction that allows students to be cognitively engaged in their use and comprehension of key disciplinary language.	Teacher understands and purposefully plans key discipline concepts and themes in the discipline and how they relate within and outside of the discipline. Teacher plans instruction that allows students to be cognitively engaged in the use and comprehension of key disciplinary language in order to enrich learning experiences in the discipline.

	Indicators	Ineffective	Developing	Effective	Highly Effective
B.	*Uses developments in pedagogy and content.*	Teacher does not understand content-related pedagogy and is unable to identify research to explain planned instructional decisions.	Teacher has a limited understanding of content-related pedagogy and identifies limited or dated research to explain planned instructional decisions.	Teacher understands content- related pedagogy and identifies research to explain planned instructional decisions.	Teacher understands content-related pedagogy and identifies research to explain planned instructional decisions. Teacher seeks out new developments to enhance practice.

Element II.2: Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

NYSED Indicators: *Facilitate students' ability to develop diverse social and cultural perspectives. Incorporate perspectives from varied disciplines and use and model interdisciplinary skills in their instruction. Provide opportunities for students to engage in individual and collaborative critical thinking and problem solving. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration. Create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Incorporates diverse social and cultural perspectives.*	Teacher does not plan instruction that facilitates students' ability to develop diverse social and cultural perspectives. Instruction is not aligned with 21st Century Skills*.	Teacher plans some instruction to facilitate students' ability to develop diverse social and cultural perspectives. Instruction may or may not be aligned with 21st Century Skills*.	Teacher plans most instruction to facilitate students' ability to develop diverse social and cultural perspectives. Teacher incorporates perspectives from a variety of disciplines and embeds interdisciplinary skills in instruction to align with Century Skills.	Teacher plans all instruction to facilitate students' ability to develop diverse social and cultural perspectives. The perspectives are connected to a sequence of learning both in the discipline and related disciplines and align with 21st Century Skills*.
B.	*Incorporates individual and collaborative critical thinking and problem solving.*	Teacher does not plan opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher plans occasional opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher plans frequent opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st Century Skills*. The teacher models effective interpersonal skills.	Teacher plans on-going opportunities for students to engage in individual and collaborative critical thinking and problem solving that align with 21st Century Skills*. The teacher models and encourages effective use of interpersonal skills to build student capacity for collaboration.

Element II.3: Teachers use a broad range of instructional strategies to make subject matter accessible.

NYSED Indicators: *Design instruction that reflects the multiple experiences, strengths, and learning needs of students. Adapt instruction in response to various levels of student understanding. Make meaningful connections between content and students' life experiences. Create opportunities for students to engage in self-directed learning.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Designs self-directed learning experiences.*	Teacher does not design learning experiences that engage students in self-directed learning.	Teacher designs limited learning experiences that engage students in self-directed learning.	Teacher designs frequent learning experiences that engage students in challenging, self-directed learning.	Teacher designs frequent learning experiences that engage students in challenging, self-directed learning. Teacher seeks student input from students in the design of such experiences.

Element II.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

NYSED Indicators: *Design learning experiences that are aligned with learning standards. Articulate clear learning objectives that align with learning standards. Include opportunities for students to achieve learning goals in a variety of ways.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Articulates learning objectives/goals with learning standards.*	Teacher does not design learning experiences or articulate how objectives are aligned with standards and/or how students will achieve the learning goals.	Teacher designs learning experiences and articulate how some objectives are aligned with standards and has designed some opportunities for students to achieve the learning goals.	Teacher designs learning experiences and articulates how most objectives align with standards. Teacher includes several different opportunities for most students to achieve the learning goals.	Teacher designs all learning experiences and articulates how objectives are aligned with standards. Teacher includes several different opportunities for all students to achieve the learning goals. Students have opportunities to suggest additional ways in which to demonstrate their learning.

Element II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

NYSED Indicators: *Determine current levels of student understanding and knowledge of content through questioning techniques, discussion, and other methods. Address common misconceptions in the content area through instructional methods. Design learning experiences that connect students' prior knowledge and instruction.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Designs instruction using current levels of student understanding.*	Teacher does not use students' responses to questions, discussion or other sources to determine student understanding and knowledge of content nor considers possible misconceptions when planning instruction.	Teacher use of students' responses to questions, discussion or other sources is limited in determining student understanding and knowledge of content and may or may not consider common misconceptions when planning instruction.	Teacher use of students' responses to questions, discussion, and other sources is appropriate determines student understanding and knowledge of content and considers common misconceptions when planning instruction.	Teacher use of individual students' responses to questions, discussion, and other sources is appropriate to determine current levels of knowledge and understanding of content and routinely considers common misconceptions when planning instruction.
B.	*Designs learning experiences using prior knowledge.*	Teacher does not design learning experiences that connect students' prior content knowledge and student life experiences to new learning.	Teacher designs some learning experiences that connect prior content and student life experiences knowledge to new learning.	Teacher designs learning experiences that connect prior content knowledge and student life experiences to new learning within and across disciplines.	Teacher designs learning experiences that connect prior content knowledge and student life experiences to new learning. Teacher plans opportunities for students themselves to make connections to prior learning within and across disciplines.

Element II.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

NYSED Indicators: *Organize physical space to reflect an awareness of learner needs and curricular goals. Incorporate a knowledge and understanding of technology in their lessons to enhance student learning. Organize and effectively use time to achieve learning goals. Select and adapt curricular materials to align with state standards and meet diverse learning needs. Access appropriate resources to meet specific learning differences or needs.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Organizes time.*	Teacher does not consider time allocations to achieve learning goals.	Teacher occasionally considers time allocations but those times may be either too long or too short to achieve the learning goals.	Teacher frequently assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.	Teacher always assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.
B.	*Selects materials and resources.*	Teacher is unaware of curricular materials and resources that align with student learning standards or is aware but chooses not to use or adapt materials and resources to meet diverse learning needs.	Teacher selects curricular materials and resources that align with student learning standards. Teacher occasionally adapts materials and resources to meet diverse learning needs.	Teacher selects curricular materials and resources that align with student learning standards. Teacher regularly adapts materials and resources to meet diverse learning needs.	Teacher selects a variety of curricular materials and resources that align with student learning standards. Teacher regularly adapts materials to meet diverse learning needs and seeks out additional materials and resources to support student learning.

Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
Effective instruction is the critical interactive work that teachers undertake when they bring complex content to life for students. Teachers design instruction to integrate content areas and weave together knowledge of students, content, assessment, and reflection in the instructional process. Teachers use available technologies to scaffold student learning. There is an emphasis on teacher facilitation and fostering student ownership, problem solving, inquiry, real-life connections and relevance. Teachers prepare students for the future by fostering creativity, critical thinking, communication, and collaboration.

Element III.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

NYSED Indicators: *Align instruction to standards. Implement instruction proven to be effective in prior research. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Aligns instruction to standards.*	Teacher does not implement learning experiences that are aligned with learning standards. Students are unaware of the learning objective(s).	Teacher implements some learning experiences that are aligned with learning standards. Students are aware of the learning objective(s), but may be unable to clearly convey/demonstrate the purpose of the learning experience.	Teacher implements most learning experiences that are aligned with learning standards. Students are aware of the learning objective(s) and can convey/demonstrate how they relate to the learning experiences.	Teacher implements all learning experiences that are aligned with learning standards. Students are aware of the learning objective(s) and can clearly convey/demonstrate how they relate to the learning experiences.
B.	*Engages students.*	Teacher's instructional practices engage students at a low level of cognitive challenge. Students have little interaction with the teacher or with peers.	Teacher's instructional practices engage students at an insufficient level of cognitive challenge. Students have occasional opportunities to interact with the teacher and/or with peers.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement.

Element III.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.

NYSED Indicators: *Students understand directions and procedures. Teachers use a variety of questioning techniques to advance student learning and reflection. Students' comments and questions are acknowledged and utilized to advance learning. Students understand lesson content through teachers' use of oral, written and graphic methods. Adjust communication in response to student needs.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Provides directions and procedures.*	Teacher directions and procedures are confusing to students. Teacher does not adjust explanation to meet student needs.	Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs.	Teacher directions and procedures are clear to students. Teacher adjusts explanations to meet student needs.	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students.
B.	*Uses questioning techniques to engage students.*	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion. Techniques result in few students having an opportunity to respond.	Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion. Techniques result in some students having an opportunity to respond.	Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion. Techniques require most students to respond.	Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Techniques require all students to respond. Students formulate questions to advance their understanding.
C.	*Responds to students.*	Teacher ignores students' questions/comments and/or provides a response that shuts down student learning.	Teacher responds to some students' questions/comments. Response gives students the answer rather than challenge student thinking.	Teacher responds to students' questions/comments. Responses challenge student thinking.	Teacher and students respond to students' questions/comments. Responses challenge all students' thinking.

	Indicators	Ineffective	Developing	Effective	Highly Effective
D.	*Communicates content.*	Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language contains content or serious grammatical errors. Graphic methods are not used or used ineffectively.	Teacher's spoken language is audible, and written language is legible. Content is accurate and grammatical errors are insignificant to student understanding. Graphic methods are used occasionally.	Teacher's spoken and written language is clear. Content and grammar are accurate. Graphic methods are used regularly to enhance content understanding.	Teacher's spoken and written language is clear and expressive. Content and grammar are accurate. Various graphic methods are used regularly to enhance content understanding. Teacher supports students offering their own graphic representation of the content.

Element III.3: Teachers set high expectations and create challenging learning experiences for students.

NYSED Indicators: *Articulate high expectations for all students. Students have a clear understanding of measures of success. Teachers challenge and support all students by incorporating various instructional strategies, experiences and resources.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Articulates measures of success.*	Teacher does not articulate how success will be measured; students are unaware of the criteria for success.	Teacher articulates how success will be measured; students may be confused about the criteria for success.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria as a guide.	Teacher articulates how success will be measured. Teacher and students analyze or create success criteria. Students can articulate how their success will be measured and have scoring criteria and exemplars as models.
B.	*Implements challenging learning experiences.*	Teacher is unable to articulate student expectations and does not challenge or support all students through instructional strategies, learning experiences and/or resources.	Teacher articulates low expectations for some students and attempts to challenge and support all students through instructional strategies, learning experiences and/or resources, but efforts are ineffective or limited.	Teacher articulates high expectations for most students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, learning experiences, and resources.	Teacher articulates high expectations for all students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, experiences, and resources.

Element III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.

NYSED Indicators: *Use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction. Incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes. Incorporate into instruction motivating and meaningful opportunities in learning experiences.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Differentiates instruction.*	Teacher uses strategies that do not motivate and/or cognitively engage students and are not appropriate to students' instructional levels. Few students achieve the instructional outcomes.	Teacher uses only some differentiated strategies that motivate and cognitively engage students at their instructional levels, allowing some students to achieve the instructional outcomes	Teacher uses differentiated strategies that motivate and cognitively engage groups of students at their instructional levels, allowing students to achieve the instructional outcomes.	Teacher uses differentiated strategies that motivate and cognitively engage each student at their instructional level, allowing all students to achieve the instructional outcomes. Teacher supports students' suggestions of strategies that will help them demonstrate their own learning.

Element III.5: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

NYSED Indicators: *Students synthesize and express ideas both in written and oral formats. Students work effectively with others, including those from diverse groups and with opposing points of view. Students make decisions, solve problems, and take actions as appropriate.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Provides synthesis, critical thinking, problem-solving and opportunities for collaboration.*	Teacher provides few opportunities in written or oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*.	Teacher provides occasional opportunities in written or oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*.	Teacher provides frequent opportunities in written and oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*.	Teacher provides regular opportunities in written and oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*. Students initiate collaborative, problem-solving opportunities and ensure that all voices and ideas are heard.

Element III.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

NYSED Indicators: *Utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress. Seek and provide feedback during and after instruction. Adjust the pace of instruction, focus of instruction, and method of delivery based on student progress.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Uses formative assessment to monitor and adjust pacing.*	Teacher does not use formative assessment during instruction to monitor student learning. Teacher does not adjust the pace, focus, or delivery of instruction.	Teacher occasionally uses formative assessment to monitor student learning. Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction with uneven results.	Teacher frequently uses formative assessment to monitor student learning. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction.	Teacher always uses a variety of formative assessment to monitor the progress of individual students. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.
B.	*Provides feedback during and after instruction.*	Teacher's feedback to students is limited, infrequent and/or irrelevant.	Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students use the feedback to advance their own learning.

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
The classroom environment is a critical aspect of a teacher's skill in promoting learning. Students can't concentrate on academic content if they don't feel comfortable in the classroom. If the atmosphere is negative, if students fear ridicule, if the environment is chaotic, no one – neither students nor teacher – can focus on learning. Teachers who excel in Standard 4 create an atmosphere of excitement about the importance of learning and the significance of the content. Skills in Standard 4 are demonstrated through classroom interactions and observations.

Element IV.1: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

NYSED Indicators: *Caring and respectful in interactions with students. Embrace student diversity as an asset in the classroom. Recognize and reinforce positive interactions among students. Create a climate of acceptance and respect. Create an environment where students feel a sense of responsibility to one another.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Interactions with students.*	Teacher–student interactions are inappropriate to the age or culture of the students. The classroom climate is not conducive to feeling accepted or free to take learning risks.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Only some students feel accepted and free to take learning risks.	Teacher-student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Teacher creates a supportive environment where students feel accepted and free to take learning risks.	Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individual students, as well as groups of students. Teacher creates a supportive learning environment where all students feel accepted and free to take learning risks.
B.	*Supports student diversity.*	Teacher ignores diversity in the classroom and does not use it to support the learning environment.	Teacher acknowledges diversity in the classroom but is inconsistent in using it to enrich the learning environment.	Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment.	Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment. Students take initiative to respect and support diversity.
C.	*Reinforces positive interactions among students.*	Teacher does not address student interactions that are inappropriate and disrespectful.	Teacher inconsistently addresses student interactions that are inappropriate and disrespectful.	Teacher ensures that student interactions are generally polite and respectful. Such interactions are appropriate to the students.	Teacher ensures that students demonstrate respect for one another and monitor one another's treatment of peers. Students correct classmates respectfully when needed, and demonstrate personal responsibility.

Element IV.2: Teachers create an intellectually challenging and stimulating learning environment.

NYSED Indicators: *Encourage students to set high standards and expectations for their own performance. Motivate students to initiate their own learning and strive to achieve challenging learning goals. Promote students' curiosity and enthusiasm for learning. Students are actively engaged in learning. Students openly express their ideas. Students show pride in their work and accomplishments.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Promotes student pride in work and accomplishments.*	Teacher does not promote a sense of pride in student work or accomplishment Teacher discourages students from expressing their ideas, and/or initiating their own learning and achievement. Students are not motivated to complete work or are unwilling to persevere.	Teacher inconsistently promotes a sense of pride in student work or accomplishment. Teachers consistently creates an environment where students express their ideas, take initiative and have high expectations for their own learning and achievement. Students minimally accept the responsibility to complete quality work or to persevere.	Teacher consistently promotes a sense of pride in student work or accomplishment, creates an environment where students are encouraged to express their ideas, take initiative and have high expectations for their own learning and achievement. Students accept the teacher's insistence on work of high quality and demonstrate perseverance.	Teacher consistently promotes a sense of pride in student work or accomplishment, creates an environment where all students are expected to express their ideas, take initiative and have high expectations and pride for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals.
B.	*Promotes student curiosity and enthusiasm.*	Teacher conveys a negative attitude, suggesting that learning is not important or has been mandated. Students are not cognitively engaged or enthusiastic about learning.	Teacher conveys importance of learning, but with little conviction. Some students are cognitively engaged and enthusiastic.	Teacher conveys enthusiasm for learning and demonstrates consistent commitment to its value. Students are cognitively engaged and enthusiastic about appropriately challenging learning.	Teacher and students convey enthusiasm for learning and are committed to its value. Students are cognitively engaged and strive to meet challenging leaning goals.

Element IV.3: Teachers manage the learning environment for the effective operation of the classroom.

NYSED Indicators: *Establish, communicate, and maintain clear standards and expectations for student behavior. Develop, implement, and adapt routines and procedures to manage activities and transitions. Facilitate instructional groupings to maximize student participation, cooperation, and learning. Students exhibit respectful classroom interactions.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Establishes routines/ procedures/transitions and expectations for student behavior.*	The teacher's routines/ procedures/ transitions and standards of conduct, are chaotic, with much instructional time being lost. They are not clear to students and require repeated prompting.	The teacher's routines/ procedures/ transitions and standards of conduct are somewhat efficient, resulting in some loss of instructional time. They are clear to some students and may require repeated prompting.	Teacher's routines/ procedures/ transitions and standards of conduct occur smoothly, with little loss of instructional time. They are clear to most students and require little prompting. Students assume some responsibility under teacher direction.	The teacher and students have established seamless routines/ procedures/ transitions and standards of conduct. They are clear to all students and require no prompting. Students assume responsibility in reinforcing routines and standards of conduct, and in ensuring their efficient operation.
B.	*Manages instructional groups.*	Teacher's grouping/managing results in students who are not working with the teacher, are not productively engaged in learning.	Teacher's grouping/managing results in some students being productively engaged in learning while independent of the teacher.	Teacher's grouping /managing results in work being well organized and most students are productively engaged in learning while independent of the teacher.	Teacher's grouping/managing results in group work being well organized and all students are productively engaged, with students assuming responsibility for productivity while independent of the teacher.

Element IV.4: Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.

NYSED Indicators: *Arrange and adapt the physical environment to accommodate individual and group learning needs. Ensure that all students have equitable access to available resources and technologies. Effectively use the services and skills of available volunteers and paraprofessionals. Know and implement policies and procedures to ensure classroom safety.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Organizes learning environment.*	Teacher has inadequately organized the learning environment to meet student learning needs, or the teacher makes poor or inequitable use of resources.	Teacher has adequately organized the learning environment to accommodate student learning needs. Available resources are accessible to some students. The resources may be adjusted for a lesson, but with limited effectiveness.	Teacher has organized the learning environment to accommodate all student learning needs. Available resources are accessible to most students. The resources are adjusted to support the learning activities.	Teacher has modified and organized the learning environment to accommodate all student learning needs. Available resources are accessible to all students. Teacher supports students in adjusting the resources to advance their learning.
B.	*Manages volunteers and/or paraprofessionals.*	Teacher does not effectively use the services and skills of available paraprofessionals and/or volunteers. Their presence is disruptive to the learning environment.	Teacher attempts to use the services and skills of available paraprofessionals and/or volunteers. Their presence may be distracting to the learning environment.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers. Their presence supports the learning environment.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers, resulting in a productive and proactive learning environment.
C.	*Establishes classroom safety.*	Teacher does implement classroom safety procedures.	Teacher inconsistently implements classroom safety procedures.	Teacher regularly implements classroom safety procedures.	Teacher and students implement classroom safety procedures.

Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and teacher analysis and reflection to inform instruction.

Element V.1: Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.

NYSED Indicators: *Use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction. Use formative assessment to inform teaching and learning. Use summative assessment to measure and record student achievement. Design assessments that are aligned with curricular and instructional goals. Design and adapt assessments that accurately determine mastery of skills and knowledge. Use multiple measures and multiple formats, including available technology, to assess and document student performance. Implement required assessment accommodations.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Designs an assessment system and selects assessments and a grading system to establish learning goals and inform instruction.*	Teacher does not design or select appropriate, accessible diagnostic or ongoing formative assessment and grading procedures to establish learning goals or to inform instruction.	Teacher designs or selects appropriate, accessible diagnostic and ongoing formative assessment and grading procedures to establish learning goals and inform instruction.	Teacher designs, or selects appropriate, accessible diagnostic and ongoing formative assessments and grading procedures to align learning goals and inform instruction.	Teacher always designs and selects appropriate, accessible diagnostic and ongoing formative assessment and grading procedures to align learning goals and inform instruction.
B.	*Measures and records student achievement.*	Teacher does not use multiple measures to determine a summative assessment of student achievement. Teacher rarely and/or ineffectively uses multiple formats, to document student performance.	Teacher uses limited measures to determine a summative assessment of student achievement. Teacher inconsistently uses multiple formats, to document student performance.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, to document student performance.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, to document student performance. Students participate in documenting their own performance.

Element V.2: Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

NYSED Indicators: *Analyze data accurately. Provide timely feedback to students to engage them in self-reflection and self-improvement. Use assessment data to set goals and design and differentiate instruction. Engage students in self-assessment of their learning goals, strategies, and outcomes.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Uses assessment data as feedback to set goals with students.*	Teacher does not use assessment data as formative feedback to set goals with students or to design differentiated instruction.	Teacher occasionally uses assessment data as formative feedback to set goals with students and to design differentiated instruction.	Teacher frequently uses assessment data as formative feedback to set goals with students and to design differentiated instruction.	Teacher regularly uses assessment data as formative feedback to set goals with students and to design differentiated instruction; students monitor their progress towards their goals.
B.	*Engages students in self-assessment.*	Teacher does not engage students in self-assessment of their learning goals, strategies, or outcomes.	Teacher occasionally engages students in self-assessment of their learning goals, strategies, and outcomes.	Teacher frequently engages students in self-assessment of their learning goals, strategies, and outcomes.	Teacher regularly engages students in self-assessment of their learning goals, strategies, and outcomes and suggests next steps for achieving the learning goals.

Element V. 3: Teachers communicate information about various components of the assessment system

NYSED Indicators: *Provide access to information on assessments. Provide appropriate information and interpretation of various assessment data.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Accesses, analyzes and interprets assessments.*	Teacher does not analyze or provide accurate information about or interpretation of various assessment data.	Teacher analyzes data accurately, provides appropriate information; interpretation of various assessment data may be rudimentary.	Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and inform instruction.	Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and design differentiated instruction. Teacher supports students to contribute information and participate in the interpretation of data.

Element V.4: Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.

NYSED Indicators: *Demonstrate an understanding of assessment measures, grading, and procedures. Teachers develop a plan for their overall assessment system. Use their plans and assessment data to adjust teaching and assessment practices.*

Element V.5: Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

NYSED Indicators: *Communicate the purposes of the assessments they use. Prepare all students for the demands of particular assessment formats and provide accommodations, including appropriate accommodations in testing conditions for students with exceptional learning needs. Articulate assessment criteria to students and provide parameters for success. Students practice various formats of assessments using authentic curriculum. Equip students with assessment skills and strategies.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Communicates purposes and criteria.*	Teacher does not communicate purposes of assessments, the assessment criteria or the parameters for success to students.	Teacher occasionally communicates purposes of assessments, the assessment criteria or the parameters for success to students, and checks for student understanding.	Teacher frequently communicates purposes of assessments, the assessment criteria, parameters for success, and checks for student understanding.	Teacher regularly communicates purposes of assessments, the assessment criteria, and the parameters for success clearly to students and checks for student understanding. Teacher supports student explanation of purposes and criteria to others.

	Indicators	Ineffective	Developing	Effective	Highly Effective
B.	*Provides preparation and practice.*	Teacher does not prepare students for assessment formats using authentic curriculum, skills and strategies.	Teacher minimally prepares students for assessment formats by using authentic curriculum, skills, and strategies.	Teacher adequately prepares students for assessment formats by using authentic curriculum, skills, and strategies.	Teacher thoroughly prepares students for assessment formats by using authentic curriculum, skills, and strategies.
C.	*Provides accommodations.*	Teacher does not provide required accommodations/testing conditions for students with exceptional learning needs. Teacher rarely seeks out specialists to ensure accommodations meet individual student needs.	Teacher provides required accommodations/testing conditions for students with exceptional learning needs. Teacher occasionally seeks out specialists to ensure accommodations meet individual student needs.	Teacher provides required accommodations/testing conditions for students with exceptional learning needs. Teacher frequently seeks out specialists to ensure accommodations meet individual student needs.	Teacher provides required accommodations/ testing conditions for students with exceptional learning needs. Teacher consistently seeks out specialists/resources to ensure accommodations meet individual student needs.

Standard VI: Professional Responsibilities and Collaboration

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

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures.

Element VI.1: Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

NYSED Indicators: *Demonstrate a high standard for honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public. Are proactive and advocate to meet the needs of students. Use self-reflection and stakeholder feedback to inform and adjust professional behavior. Advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources. Complete training in response to State and local requirements and jurisdictions.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Demonstrates ethical, professional behavior.*	Teacher interactions with colleagues, students, families and the public are characterized by dishonesty and/or unethical, self-serving conduct. Teacher is not self-reflective and/or unreceptive to feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public are usually characterized as honest and ethical. Teacher occasionally self- reflects and/or accepts feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public are consistently characterized by high standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public consistently model the highest standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior. Teacher seeks out stakeholder feedback on his/her own initiative.
B.	*Advocates for students.*	Teacher does not advocate to meet the needs of students resulting in some students or groups being ill served.	Teacher sometimes advocates to meet the needs of students efforts.	Teacher consistently advocates to meet the students' needs.	Teacher is proactive in advocating for students' needs, and in seeking out resources when necessary.

	Indicators	Ineffective	Developing	Effective	Highly Effective
C.	*Demonstrates ethical use of information and information technology.*	Teacher does not comply with or advocate for the ethical use of information or information technology.	Teacher sometimes complies with and advocates for the ethical use of information and information technology.	Teacher consistently complies with and advocates for the ethical use of information and information technology.	Teacher consistently models ethical use of information and information technology, and ensures respect for intellectual property rights, credits sources, and adheres to safe and legal use guidelines.
D.	*Completes training to comply with State and local requirements and jurisdictions.*	Teacher does not complete trainings to meet State and local requirements.	Teacher inconsistently completes trainings to meet State and local requirements.	Teacher consistently completes trainings to meet State and local requirements.	Teacher seeks out training opportunities to meet or exceed State and local requirements, and contributes positively to student achievement.

Element VI.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.
NYSED Indicators: *Support and promote the shared school and district vision and mission to support school improvement. Participate actively as a part of an instructional team. Share information and best practices with colleagues to improve practice. Demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context. Collaborate with others both within and outside the school to support student growth, development, and learning. Collaborate with the larger community to access and share learning resources.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Supports the school as an organization with a vision and mission.*	Teacher fails to understand or acknowledge the school's historical, cultural, political or social context. Teacher does not support the school and district vision and mission and/or engages in practices that are explicitly contrary to the vision and mission.	Teacher has a general understanding of the school as an organization with an historical, cultural, political and social context, and has a general awareness of the school and district mission and vision, but is inconsistent in supporting or promoting the vision and mission.	Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy practices, and the school and district mission and vision. The teacher supports the vision and mission for the purpose of school improvement.	Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy, practices and the school and district mission and vision. The teacher is aware of and actively promotes the school and district mission and vision, and strives to help others understand them.
B.	*Participates on an instructional team.*	Teacher makes no effort to collaborate with teammates, paraprofessionals and volunteers or to share information and/or best practices with colleagues to support high expectations for student learning.	Teacher inconsistently collaborates with teammates, paraprofessionals and volunteers to fulfill duties. Teacher shares limited information and/or best practices with colleagues to support high expectations for student learning.	Teacher collaborates with teammates, paraprofessionals and volunteers to support high expectations for student learning. Teacher regularly shares information and/or best practices with colleagues to improve practice and to support high expectations for student learning.	Teacher proactively collaborates with teammates, paraprofessionals and volunteers to support high expectations for student learning. Teacher consistently shares information and/or best practices with colleagues.
C.	*Collaborates with the larger community*	Teacher does not collaborate with the larger community to access and/or share learning resources.	Teacher occasionally collaborates with the larger community to access and share learning resources when invited or required to do so.	Teacher frequently collaborates with the larger community to access and share learning resources.	Teacher regularly and willingly leads efforts to collaborate with the larger community to access and share learning resources.

Element VI.3: Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

NYSED Indicators: *Invite families, guardians and caregivers to share information to enhance and increase student development and achievement. Communicate student performance and progress in various ways and provide opportunities for discussion. Suggest strategies and ways in which families can participate in and contribute to their student's education.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Communicates student performance to families.*	Teacher does not or rarely communicates expectations, student performance, or progress, with family's guardians/caregivers to enhance student development and achievement and/or discussions are addressed in a manner that is insensitive, negative, or blaming.	Teacher occasionally communicates expectations, student performance, or progress with families, guardians/caregivers to share information and strategies to collaborate with families in the instructional program and to enhance student development and achievement. Communication may not be respectful of and sensitive to cultural norms.	Teacher frequently communicates expectations, student performance, or progress with families, guardians/caregivers to share information and strategies to collaborate with families in the instructional program and to enhance student development and achievement. Communication is respectful, and sensitive to cultural norms.	Teacher establishes processes that enable and encourage regular, two-way communication with individual families, guardians/caregivers to share information and strategies to collaborate with families in the instructional program and to enhance student development and achievement. Students contribute ideas that encourage family participation. Communication is respectful, and sensitive to cultural norms.

Element VI.4: Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

NYSED Indicators: *Collect required data and maintain timely and accurate records (e.g. plan books, lunch counts, attendance records, student records, etc.). Manage their time and attendance in accordance with established guidelines. Maintain classroom and school resources and materials. Participate in school and district events.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Maintains records.*	Teacher does not collect required data and/or records are in disarray, incomplete, or error-filled.	Teacher collects required data, monitoring is required to maintain accuracy.	Teacher collects required data that is timely and accurately maintained.	Teacher's system for collecting and maintaining required data is highly effective and accurate.
B.	*Manages time and attendance.*	Teacher does not manage his/her time and/or attendance in adherence with district guidelines, negatively impacting student learning.	Teacher usually manages his/her time and/or attendance in adherence with district guidelines. Student learning is not negatively impacted.	Teacher always manages his/her time and attendance in adherence with district guidelines. Teacher attendance is regular and professional, ensuring uninterrupted student learning.	Teacher always manages his/her time and attendance in adherence with district guidelines. Teacher attendance is exemplary; ensuring that student learning is always a priority.
C.	*Maintains classroom and school resources and materials.*	Teacher does not maintain classroom and/or school resources and materials.	Teacher usually maintains classroom and/or school resources and materials.	Teacher regularly maintains classroom and school resources.	Teacher always maintains classroom and school resources and materials. Students contribute to their maintenance as appropriate.
D.	*Participates/ in school, district events*	Teacher does not participate in school district events.	Teacher occasionally participates in school, district events or does so only when specifically asked or required.	Teacher regularly participates in school and district events.	Teacher regularly and willingly participates in school/ district and contributes to its success.

Element VI.5: Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

NYSED Indicators: *Communicate relevant regulations and policies to stakeholders. Maintain confidentiality regarding student records and information. Report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies. Adhere to board policies, district procedures, and contractual obligations. Access resources to gain information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Communicates policies.*	Teacher does not communicate relevant regulations and policies to stakeholders or is unaware of such policies.	Teacher communicates relevant regulations and policies to stakeholders, but may have limited understanding of such policies.	Teacher knowledgably communicates relevant regulations and policies to stakeholders.	Teacher is proactive and knowledgeable in communicating relevant regulations and policies to stakeholders.
B.	*Reports concerns.*	Teacher does not report instances of child abuse, safety violations, bullying or other concerns.	Teacher reports instances of child abuse, safety violations, bullying and other concerns but may not be fully aware of regulations and policies.	Teacher always reports instances of child abuse, safety violations, bullying and other concerns.	Teacher always reports instances of child abuse, safety violations, bullying and other concerns, and models appropriate reporting.
C.	*Adheres to policies and contractual obligations and accesses resources.*	Teacher does not adhere to or access information about board policies, school/district procedures, and/or contractual obligations.	Teacher usually adheres to and accesses some board policies, school/ district procedures, and contractual obligations Teacher may not be fully aware of policies, obligations and all available resources.	Teacher adheres to and accesses information about board policies, school/district procedures, and contractual obligations.	Teacher always adheres to and accesses information about board policies, school/ district procedures, and contractual obligations, and actively advocates compliance and serves as a resource to others.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.
In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Teachers use information from a variety of sources to inform their professional development and practice.

Element VII.1: Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

NYSED Indicators: *Examine and analyze formal and informal evidence of student learning. Recognize the effect of their prior experience and possible biases on practice. Use acquired information to identify strengths and weaknesses and to plan professional growth.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Reflects on evidence of student learning.*	Teacher does not examine and/or analyze formal and informal evidence of student learning to inform professional growth.	Teacher occasionally examines and/or analyzes formal and informal evidence of student learning; professional growth is only loosely aligned with the needs of students.	Teacher regularly examines and analyzes formal and informal evidence of student learning; professional growth is aligned with the needs of students.	Teacher engages in an ongoing examination and analysis of formal and informal evidence of student learning; professional growth is aligned with the needs of students. The teacher reviews the impact of professional learning on student achievement.
B.	*Plans professional growth.*	Teacher rarely uses reflection or other information to identify strengths and weaknesses or bias to plan professional growth.	Teacher occasionally uses reflection and other information to identify strengths and weaknesses or bias to plan professional growth. Teacher may need guidance selecting appropriate professional opportunities.	Teacher uses reflection and other information to identify strengths and weaknesses and bias to plan professional growth.	Teacher regularly uses reflection and other information to identify strengths and weaknesses and bias, to plan professional growth. Teacher seeks out professional growth opportunities to address areas of weakness.

Element VII.2: Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.

NYSED Indicators: *Set goals to enhance personal strengths and address personal weaknesses in teaching practice. Engage in opportunities for professional growth and development.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Sets goals.*	Teacher does not set goals to enhance strengths or address weaknesses in teaching practice.	Teacher sets goals to enhance areas of strengths or address areas of weaknesses in practice, however goals are poorly formulated and do not improve teaching and learning.	Teacher sets goals to enhance areas of strengths or address areas of weaknesses in practice. Goals are well formulated and improve teaching and learning.	Teacher sets goals to enhance areas of strengths or address areas of weaknesses in practice. Goals are well formulated with specific student learning needs.
B.	*Engages in professional growth to expand knowledge base.*	Teacher does not engage in expanding knowledge of research in curriculum, instruction, and assessment methods.	Teacher occasionally engages in acquiring minimal knowledge of research in curriculum, instruction, and assessment methods, but does not apply the knowledge to improve practice.	Teacher regularly engages in expanding knowledge of research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice.	Teacher regularly seeks out and engages in expanding knowledge of research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice. Teacher engages in research and/or provides professional development and/or support for others.

Element VII.3: Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

NYSED Indicators: *Demonstrate a willingness to give and receive constructive feedback to improve professional practice. Participate actively as part of an instructional team to improve professional practice. Receive, reflect and act on constructive feedback from others in an effort to improve their own professional practice.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Gives and receives constructive feedback.*	Teacher does not give or receive constructive feedback to improve professional practice.	Teacher inconsistently gives or receives constructive feedback to improve professional practice.	Teacher regularly gives, receives and acts upon constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner.	Teacher regularly gives, receives, and reflects upon constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner. Teacher encourages and engages in collaboration to improve professional practice.
B.	*Collaborates with peers*	Teacher does not collaborate with peers, or interactions are negative.	Teacher inconsistently collaborates with peers to improve professional practice.	Teacher regularly collaborates with peers to improve professional practice.	Teacher actively and consistently collaborates with peers to improve professional practice Teacher makes significant contributions to improve practice on the team.

Element VII.4: Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

NYSED Indicators: *Benefit from, contribute to, or become members of appropriate professional organizations. Access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning. Expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	*Accesses professional memberships and resources.*	Teacher does not belong to any relevant professional organizations. Teacher does not access and/or use professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations. Teacher occasionally accesses and/or uses professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning. Teacher shares and promotes relevant resources.

LONGWOOD CENTRAL SCHOOL DISTRICT

A.P.P.R.

APPENDIX B

2003 APPR
(Revised November 2016)

LONGWOOD CENTRAL SCHOOL DISTRICT

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

June 2003
Reviewed and Amended
June 2006, May 2009, August 2011, November 2016

LONGWOOD CENTRAL SCHOOL DISTRICT

Annual Professional Performance Review

Revised November 2016

Central Administration

Superintendent .....Michael Lonergan, D.S.W.

Assistant Superintendent Instruction & Learning.....Maria Castro Ed.D.

Assistant to the Superintendent for Administration.....Mary D. Richardson

Middle Island Administrators Association

President.....Lisa Mato

Middle Island Teachers Association

President.....Vincent Giglio Sr.

1st Vice President.....Patricia Cassella

2nd Vice President.....Josephine Libassi

LONGWOOD CENTRAL SCHOOL DISTRICT
ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

Revised August 2011

Dr. Allan Gerstenlauer, Superintendent of Schools
35 Yaphank Middle-Island Road
Middle Island, NY 11953

AUGUST 2011 REVIEW COMMITTEE

Allan Gerstenlauer	Superintendent
Michael Lonergan	Deputy Superintendent
Phyllis Sterne	Assistant Superintendent for Instruction and Learning
Vincent Giglio	M.I.T.A. President
Patricia Cassella	M.I.T.A. Vice President

LONGWOOD CENTRAL SCHOOL DISTRICT
ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

Revised May 2009

Dr. Allan Gerstenlauer, Superintendent of Schools
35 Yaphank Middle-Island Road
Middle Island, NY 11953

MAY 2009 REVIEW COMMITTEE

Ralph Alfieri	M.I.T.A. President
Patricia Cassella	Teacher, Middle School
Vincent Giglio	Teacher, Ridge Elementary
Michael Lonergan	Assistant Superintendent for Pupil Personnel Services
Tracy Poulton	Director of Secondary Education
Phyllis Sterne	Assistant Superintendent for Instruction and Learning

LONGWOOD CENTRAL SCHOOL DISTRICT
ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

Revised April 2006

Dr. Allan Gerstenlauer, Superintendent of Schools
35 Yaphank Middle-Island Road
Middle Island, NY 11953

APRIL 2006 REVIEW COMMITTEE

Bill Fremont	Teacher, Middle School
Vincent Giglio	Teacher, Coram Elementary
Barbara Governale	M.I.T.A. President
Michael Lonergan	Assistant Superintendent for Pupil Personnel Services
Tracy Poulton	Director of Secondary Education
Donna Watkins	Assistant Superintendent for Instruction and Learning

LONGWOOD CENTRAL SCHOOL DISTRICT
ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN

June 2003

Dr. Candee A. Swenson, Superintendent of Schools
35 Yaphank Middle-Island Road
Middle Island, NY 11953

ANNUAL PROFESSIONAL PERFORMANCE REVIEW COMMITTEE

Barbara Collins	Teacher, Coram Elementary
Frank DiGregorio	Teacher, Senior High School
Tina Dillon	Teacher, Senior High School
Bill Fremont	Teacher, Middle School
Allan Gerstenlauer	Assistant Superintendent for Instruction and Learning
Vincent Giglio	Teacher, Coram Elementary
Barbara Governale	M.I.T.A. President
Michael Lonergan	Assistant Superintendent for Pupil Personnel Services
Barbara Merkle	Teacher, Senior High School
Joseph Militscher	Associate Principal, Senior High School
George O'Donnell	Teacher, Ridge Elementary
Roni Robbins	Principal, Coram Elementary
Kenneth Rosenblatt	Teacher, Senior High School
Donna Watkins	Director of Secondary Education

Annual Professional Performance Review

I. Introduction

The purpose of supervision and evaluation efforts, and specifically of the Annual Professional Performance Review process, is to enhance the abilities of professional staff and to ensure that all students receive the best instruction possible. To accomplish these purposes, the Annual Professional Performance Review process is based upon the following principles:

1) Participants are committed to continuous improvement of professional performance in order to enhance student achievement.
2) Evaluation processes and procedures shall foster open communication and cooperation.
3) The evaluation process shall be positive, emphasizing excellence, identifying strengths and weaknesses and prescribing appropriate professional development.
4) The process should provide opportunity for feedback, promote self-reflection, and lead to professional growth.
5) Evaluation procedures shall include observation formats and models for non-classroom teachers (i.e., pupil personnel service providers and nurses).
6) Professional evaluation shall be based upon objectives criteria that are clearly defined.
7) Administrators shall be freed to work more intensively with teachers who need more time for improvement.
8) Processes and procedures shall focus on growth and learning and seek to enhance professional competencies.

II. Annual Professional Performance Review Criteria for Evaluation of Teachers

Note: The following bullets are examples of review criteria.

1) **Content Knowledge** – The teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum.
   - Possesses and demonstrates thorough knowledge of content.
   - Aligns curriculum and instruction with district/State standards.
2) **Preparation** – The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.
   - Established valuable goals that reflect important learning, represent high expectations for students, and relate to learning standards and performance indicators.
   - Plans and uses a variety of teaching strategies to address diverse needs of students.

- Shows evidence of long range planning, providing continuity of instruction, linking prior instruction to future instruction.
- Organizes instructional activities in a clear coherent fashion to support instructional goals.
- Uses student data/progress/needs as a basis for lesson/program planning.
- States instructional goals clearly and in terms of student learning.

3) **Instructional Delivery** – The teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning.
   - Engages students and provides for frequent student interaction.
   - Sets clear instructional goals.
   - Communicates clearly and effectively.
   - Uses effective question techniques with appropriate follow-up.
   - Presents instructional content that is learner-centered.
   - Engages students in problem solving decision-making, critical thinking and creativity.
   - Monitors student learning checks for understanding, provides feedback and adjusts instruction accordingly.
   - Effectively manages transitions between activities.
4) **Classroom Management** -- The teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning.
   - Establishes classroom procedures/'rules for student interaction that are clearly presented and consistently applied
   - Supports the district's Code of Conduct.
   - Maintains an instructional climate conducive to learning and student safety.
   - Implements positive, supportive, and respectful classroom management techniques.
   - Establishes a classroom environment of mutual respect and dignity.
   - Communicates high expectations for student achievement.
5) **Student Development** – The teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.
   - Demonstrates an understanding of the developmental stages of the student by using a variety of appropriate instructional strategies.
   - Demonstrates sensitivity to the needs of children.
   - Demonstrates and fosters respect for diversity and individual differences.

6) **Student Assessment** – The teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.
   - o Consistently uses a variety of effective strategies for monitoring, assessing, and/or providing feedback on student progress.
   - o Consistently aligns standards, instruction and assessments.
   - o Maintains assessment records of his/her students' performance.

7) **Collaboration** The teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students.
   - o Works collaboratively and constructively with colleagues and other professionals.
   - o Seeks to maintain effective working relationships with administrators, school staff, parents, and students.
   - o Is willing to share ideas, suggestions and resources with others.
   - o Utilizes the expertise of other professionals in benefit students.

8) **Reflective and Responsive Practice** – The teacher shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.
   - o Uses reflection and feedback to enhance student learning.
   - o Uses assessment data to move from one stage of instruction to the next and to plan new instruction.
   - o Reviews lesson development on a regular basis and makes necessary adjustments.
   - o Takes responsibility for self-growth, professional improvement, and ongoing self-evaluation.
   - o Establishes professional goals and pursues opportunities to grow professionally.

III. Annual Professional Performance Review Process

The Annual Professional Performance Review process will be conducted in accordance will all contractual agreements, including the following:

A. Total Professional Evaluation

1) Evaluation of teachers shall be for the purpose of improving the instructional program as well as the total professional performance exclusive of lunch, preparation, and the period of time known as professional planning periods.
2) Classroom observations shall be conducted openly. No eavesdropping, public address, audio system or similar surveillance devices shall be used for such observations.
3) A copy of classroom observation reports and/or any observation of professional performance during the work day shall be given to the teacher

observed before it is submitted to the Central Office or placed in the teacher's personnel file.

4) Classroom observations for the purpose of evaluation need not be announced to the teacher in advance.
5) Classroom observations shall be of a duration to be meaningful and shall be performed by supervisory personnel.
6) Any written report or observation of a teacher's professional performance during the work day shall be discussed with the teacher observed within five (5) school days after the observation unless such discussion is prevented by illness, absence, or is determined unnecessary by both the principal and teacher. The reports and conferences should be of a constructive nature, i.e., suggestions for improvement, etc.
7) Any written observation which included a statement of unsatisfactory professional performance shall also include recommendations for the improvement of this unsatisfactory performance. Subsequent observations should include, but not be limited to correction or lack of correction of this unsatisfactory performance.
8) A teacher shall have the right to record any responses he/she wishes on any written observation/evaluation form before the form is in the teacher's file. The required teacher's signature on any observation/evaluation form is for the purpose of indication receipt of the form. A copy of the observation/evaluation form shall subsequently be filed in the Central Office.
9) A teacher shall have the right to see his/her official file pertaining to his/her professional status at the Central Office in the presence of one of the personnel of the Central Administration Office, except for confidential material such as college transcripts and references, upon two (2) days notice to the Central Administration Office. Viewing the official file shall take place on the teacher's free time.
10) No tenured teacher will be disciplined, dismissed, reduced in rank or compensation, or deprived of any professional advantages without just cause.
11) Material will be removed from the files when a teacher establishes that it is inaccurate, untrue, or unproven.
12) Any computer presently installed or to be installed in the future shall not be used for the purpose of teacher evaluation.
13) Observations and evaluations may be performed by administrators and department chairpersons. Evaluation may specifically reference observations done by other administrators and/or department chairpersons during that current year.
14) All teachers shall receive their annual evaluations on or before May 1st.

B. **Annual Professional Performance Review Process for Non-Tenured Teachers:**

1) Non-tenured teachers shall be observed at least three (3) times each year except during September and June. The only exception to this will be teachers hired after March 1st of that school year.
2) Formal classroom observations should be conducted throughout the school year, with the first observation being completed by December 15th, the second by February 15th, and the third prior to May 1st. Observations shall be appropriately spaced to allow reasonable time for improvement.
3) A pre-observation conference may be held before a scheduled classroom observation.
4) A post-observation conference shall be scheduled within five (5) school days after the observation. The post-observation conference may be waived only by mutual agreement.

C. **Annual Professional Performance Review Process for Tenured Teacher:**

1) Tenured teachers shall be observed at least once per year, except during September and June. However, on alternating years, eligible tenured teachers may choose to opt-out of the formal annual classroom observation by selecting from among the evaluation approaches outline below. This cycle shall apply to those whose positions do not result in tenure in year four or higher.
2) To become eligible to participate in the alternating year APPR evaluation options, a teacher may not have received an unsatisfactory rating on an observation or evaluation during the previous year. The teacher must have had a minimum of two (2) years in the assignment.

Action Research

Defined: Action Research is a teacher-designed response to a problem or question the teacher might have in regard to classroom performance, student needs, or the impact of various teaching methods on learning. The recognition of the problem may come from the teacher or from an outside source. The response should include a review of relevant research and literature, appropriate experimentation the collection and interpretation of data, and a conclusion.

Procedure: The responsibility of the teacher is to focus upon a stated hypothesis related to the problem, then to take action leading to some conclusion and apply that conclusion to the improvement of instruction and/or practice. The proposal must be submitted to the immediate supervisor(s) by October 1st of the year for which it is to be approved. Decisions on approval shall be made by October 30th.

Requirements/Limitation: Action Research may involve one or more teachers who have a common interest/question to be researched. Action members must be tenured teachers. If there are two teachers involved, they need not be from the same department, school or grade. A written report will be submitted at the conclusion of the project. Projects must be completed by April 1st of approval year.

Portfolio Developoment

Defined: Portfolio development is designed for teachers to better understand, evaluate, reflect and improve upon their practice. Teachers will document their own work and and their students' work. In their search for their own meaning of good teaching, teachers will collect evidence and compare it with the teacher's view of good teaching.

Procedure: It is the responsibility of the teacher to organize his/her own teacher portfolio. The teacher will submit a proposal to a supervisor responsible for approval. The proposal must be submitted by October 1st of the year for which it is being approved. Decisions on approval must be made by October 30th.

Format: The proposal shall consist of the following components:

1) The purpose of the portfolio
2) A list of the types of documentation and/or evidence which will be organized
3) A description of how the teacher would like to go about engaging in a professional dialogue regarding the portfolio

Requirements/Limitations: Portfolio assessments may involve one or more teachers who need not be from the same department, school or grade. Included in the portfolio will be a response to the following questions:

1) What do I value in teaching and what are my goals?
2) What evidence have I gathered regarding the way I teach?
3) What evidence have I gathered about the results of my teaching?
4) How does this evidence reflect my values and goals?
5) What are my strengths and needs?
6) What are my future goals for professional growth?

Projects must be completed by March 15th of the approval year.

Self-Evaluation

Defined: Self-evaluation encourages teachers to assess their own practice, identify areas of strength and relative weakness, and concentrate their efforts at professional growth in those areas in which they have greatest need. Using this option, teachers should reflect on their own teaching skills and set goals to enhance their practice.

Procedure: The teacher shall, upon assessment of strengths and relative weaknesses, develop goals, strategies and assessment criteria for the school year. The proposal must be submitted to supervisor by October 1st, with decisions on approval made by October 30th.

Format: Based upon teachers' evaluation of strengths and weaknesses, the proposal shall consist of the following components:

1) Goals for the school year
2) Strategies for achieving the goals
3) Criteria for assessing the achievement of goals
4) Teacher evaluation of achievement of goals
5) Evaluator's comments upon completion

Requirements/Limitations: This option is available for individual teachers. A written summary must be submitted to supervisor by March 15th and an evaluation conference between teacher and supervisor held before May 1st.

3) The teacher may elect to be observed in lieu of opting for the alternative evaluation procedures above, and the supervisor shall not encourage or dissuade an eligible teacher from participating in an alternate evaluation.

IV. Teacher Improvement Plan

In the event that a teacher's performance is less that satisfactory, the administration and teacher shall collaboratively develop an Improvement Plan to address the deficiencies in performance. The following procedures are designed to support staff in need of improvement:

- Any written observation which included a statement of unsatisfactory performance shall also include recommendations for the improvement of this unsatisfactory performance.
- Within two weeks of the unsatisfactory observation(s), the teacher and principal/observer meet to develop the support plan at a mutually agreed upon time. The teacher and/or administrator may choose to include other district support staff including but not limited to curriculum specialists, subject area coordinators, department representatives, union representatives, etc.

- The individual observed shall have a reasonable period of time to work with the observer to correct the unsatisfactory rating.
- A program of correction of unsatisfactory performance shall not include more than three (3) unsatisfactory areas.
- Subsequent observations should include, but not be limited to correction or the lack of correction of this unsatisfactory performance.

V. Plan for Training of Supervisors and Teachers

The following time line will serve as a guide for the training of supervisors and teachers to be used in the implementation of the Annual Professional Performance Review Plan.

- The Superintendent of Schools will distribute the plan to supervisors in August, along with the customary informational packet for the opening of the school year.
- Teachers shall receive the Annual Professional Performance Review Plan at the opening of school in September.
- Building Principals in conjunction with members of the Annual Professional Performance Review Committee will convene faculty meetings in the individual schools during the month of September to present the plan to staff.

VI. APPR Plan Review

During the third year of the implementation of this Annual Professional Performance Review Plan (2005-2006), representatives from MITA and the District shall meet to review the plan's implementation, make necessary modifications to the plan and determine whether to sign to continue the plan. Henceforth, the Plan shall be reviewed annually during the spring.