

**Cheektowaga-Sloan
Union Free School District**



**ANNUAL PROFESSIONAL PERFORMANCE REVIEW
APPR 3012-d
CLASSROOM TEACHER GUIDEBOOK
Effective February 22, 2021**

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CSUFSD Statement of Purpose

The purpose of this document is to present a complete APPR plan for the Cheektowaga-Sloan Union Free School District (CSUFSD) which is consistent with Education Law § 3012-d and the NYS Commissioner of Education's Regulations, as amended in 2019. This plan is set forth by the Cheektowaga-Sloan Union Free School District (CSUFSD) in order to comply with the mandates of the law and regulations.

The amended law retains the requirement from the original §3012-d that teachers and principals be evaluated based on two categories: the Student Performance category and the Observation/School Visit category, each of which are explained in further detail throughout this document. Under the amended law, New York State continues to differentiate teacher and principal effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective (HEDI). Education Law §3012-d requires Annual Professional Performance Reviews (APPR) to result in a single overall teacher or principal effectiveness rating that incorporates multiple measures of effectiveness. As in the past, the results of the evaluations shall be a significant factor in employment decisions, including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, as well as teacher and principal professional development (including coaching, induction support, and differentiated professional development).

The intent and rationale of this document is to foster ongoing professional growth and development, reflection, and refinement of professional practice in order to improve teaching and learning for our community's students. CSUFSD will use the Danielson 2011 Rubric for classroom teachers. All rubrics, forms and processes included in this document are intended to be used collectively in a cycle of continuous improvement for the Cheektowaga-Sloan UFSD.

[Resource:](#) *Annual Professional Performance (APPR Guidance) to Implement Education Law 3012d as amended by the laws of 2019 and the Commissioner's Regulations.*

DISTRICT VISION

Educating the **Whole Child** by supporting academic, social and emotional growth—respecting and appreciating that all students are worthy of intellectual respect, that the life and mind of each child is precious, that together, we achieve more, and that differences should be valued and appreciated

GUIDING PRINCIPLES

- The purpose of teacher appraisal is to promote improvement of instruction and professional growth.
- Teacher appraisal encourages collaboration among teachers, as well as among teachers and administrators, for the purpose of improvement of instruction and professional growth.
- The appraisal process is designed to encourage continuous improvement, which will lead to students meeting and/or exceeding District and state standards.
- The awarding of tenure should not be taken lightly nor assumed to be a routine occurrence. Tenured status should be granted only to those who meet the highest levels of performance.

PHILOSOPHY AND GOALS

Annual Professional Performance Review is a constructive approach to the appraisal of educators and their teaching. It is designed to encourage growth and learning through a productive dialogue and collaboration.

The goals of the Annual Professional Performance Review are:

- ★ to encourage improvement of instruction and professional growth.
- ★ to actively involve teachers in the appraisal of professional performance.
- ★ to recognize and cultivate positive teaching practices.

NEGOTIATING TEAM:

Mrs. Andrea L. Galenski, Superintendent
Mrs. Janelle Finn, Executive Director of Curriculum,
Accountability and Professional Development

Mr. Colin Brinson, TAC President
Mrs. Michelle Struzik, Teacher
Mrs. Krista Mendoza, Teacher
Mr. Mark Gedeon, Teacher
Mrs. Amy Overs, Teacher

LOCAL ASSURANCES AND DEFINITIONS:

- A. CSUFSD utilizes a student management system which will ensure that SED receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course and teacher/student linkage data necessary to comply with the State APPR requirements. It is incumbent upon teachers to ensure that student data is accurate and timely in the system.
- B. The Chief Information Office (CIO) shall be in charge of gathering and collecting the required data, overseeing changes in and maintenance of the local data management systems, and will work collaboratively with the Superintendent and lead evaluators to ensure the accuracy of the data. The CIO shall be responsible for reporting to SED the individual subcomponent scores and the total composite effectiveness score for each covered classroom teacher in the District, and shall do so in a format and timeline prescribed by the Commissioner. The CIO shall communicate tasks and deadlines, as required.
- C. The CIO, in collaboration with the building principals, will have procedures in place to allow for quarterly (or trimester) monitoring of student attendance as it relates to the teacher of record.
- D. The District is a component of the Regional Information Center (RIC) at the Erie 1 BOCES, known as WNYRIC. The WNYRIC establishes timelines for the uploading of student, teacher, building, course, and attendance data from the District's student information system (e-school). The District's CIO is responsible for the accuracy, timeliness, and correction of errors for the information that is uploaded by the WNYRIC.
- E. The entire Annual Professional Performance Review shall be completed and provided to the teacher as soon as practicable but no later than around September 1st of the next school year. Once available, the teacher must review the overall composite score in edocrina and sign off. The Chief Information Officer (CIO) will provide a due date where all concerns related to scores must be addressed prior to final submission to the NYSED. If a teacher has any concerns related to his/her score(s), do not sign the APPR form and email the Chief Information Officer before the NYSED due date shared by the CIO.
- F. The following items are prohibited elements set forth in Section 30-3.7 of Education Law §3012-d and therefore, cannot be used as part of a teacher's and/or principal's evaluation:
 - evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the department;
 - use of an instrument for parent or student feedback;
 - use of professional goal-setting as evidence of teacher or principal effectiveness;
 - any district or regionally-developed assessment that has not been approved by the department; and
 - any growth or achievement target that does not meet the minimum standards as set forth in regulations of the commissioner adopted hereunder.

Definitions:

- A. **LEAD EVALUATOR** - The primary person responsible for conducting and completing a teacher evaluation. The role of lead evaluator is filled primarily by the building principal but can be any CSUFSD certified evaluator as designated by the Superintendent.
 - Each year, all evaluators, including lead evaluators, evaluators and impartial and independent observers, will attend yearly training sessions with Erie 1 BOCES. Erie 1 BOCES assists the District in re-certifying evaluators each year. This training will cover the 9 required elements in the Regent's rule 30-3.10 and promote a consistent approach and application of observations, ensuring inter-rater reliability.
- B. **INDEPENDENT EVALUATOR** - The person responsible for conducting and completing the unannounced walkthrough evaluation. If a waiver is approved by the NYSED, the role of the independent evaluator will be fulfilled by the lead evaluator.
- C. **TIP-** Teacher Improvement Plan (Appendix C, pages 18-20)
- A. **SHARED STAFF-** Staff assigned to more than one building will have a lead evaluator determined by September 30th each school year. In the case of shared staff, the lead evaluator will change yearly.
- B. **CLASSROOM TEACHER-** Commissioner's regulations define the term "classroom teacher" to mean a teacher in the classroom teaching service who is certified pursuant to Part 80.1 of the Commissioner's regulations, except an evening adult education teacher and supplemental school personnel (8 NYCRR §§30-3.2(c), 80.1).
- C. **TEACHER OF RECORD-** Refers to a classroom teacher who is "primarily and directly responsible for a student's learning activities that are aligned to the performance measures for a course" (8 NYCRR §30-3.2(w)).

CSUFSD COMPOSITE SCORE

The APPR procedures will result in teachers of the District, represented by the Teachers Association of Cheektowaga-Sloan (TAC) receiving a composite score and rating of Highly Effective, Effective, Developing, or Ineffective. The District must provide for the Annual Professional Performance Review (APPR) of all classroom teachers of record and principals (§ 3012-d (1); 8 NYCRR §30-3.1(a)), based on multiple measures of effectiveness (§ 3012-d (4), 8 NYCRR §30-3.4(a)). This includes classroom teachers and principals who plan on retiring during the school year.

In this context, Commissioner's regulations define the term "classroom teacher" to mean a teacher in the classroom teaching service who is certified pursuant to Part 80.1 of the Commissioner's regulations, except an evening adult education teacher and supplemental school personnel (8 NYCRR §§30-3.2(c), 80.1). Subject to change by the Commissioner of education, the term "teacher of record" refers to a classroom teacher who is "primarily and directly responsible for a student's learning activities that are aligned to the performance measures for a course" (8 NYCRR §30-3.2(w)). CSUFSD requires all information on the Teacher of Record be included in the Student Management System.

- "Enrollment linkage" is defined as the amount of time (prior to the administration of the assessment to be used for evaluation purposes) that a teacher is assigned to the class and a student is enrolled in that class.
- "Attendance linkage" is defined as the amount of time (prior to the administration of the assessment to be used for evaluation purposes) that a teacher is assigned to a class, the student is enrolled in the class, and the student attends the class.

CSUFSD "classroom teachers" required to have a composite APPR score shall mean:

- Kindergarten through grade 12 classroom teachers of record, ENL teachers, special areas teachers, all special education teachers, AIS/RTI Teachers. This includes school librarians, technology, and career and technical teachers. If a substitute or interim staff member is serving as the teacher of record, he/she is subject to §3012-d.

CSUFSD employees who are not required to have a composite score for APPR will complete the observation portion of this process only. The number of observations will be consistent with what is required of the teachers (Tenured: minimum of 1 announced and minimum of 1 unannounced and Probationary (non-tenured): minimum of 2 announced observations and minimum of 1 unannounced):

- Pre-Kindergarten teachers; student support specialists*; TOSA *; school psychologists *; counselors *; school social workers *; Occupational Therapy *

NOTE: Where appropriate, specialized rubrics* will be used as an alternative to the Danielson 2011 rubric.

The composite score is equally weighted and comprised of:

1. Student performance, and
2. Observations.

Student Performance:

An SLO worth 100% will be created based on a composite proficiency percentage of eight (8) Regents Exams and will be weighted in the manner below. This SLO will be used for the student performance section of the composite score.

- ELA Regents (25%)
- Algebra I Regents (12.5%)
- Algebra II Regents (12.5%)
- Living Environment (8.33%)
- Earth Science Regents (8.33%)
- Chemistry Regents (8.33%)
- Global History Regents (12.5%)
- US History Regents(12.5%)

The targets for the SLOs will be created by the Regents Teachers who teach the eight (8) Regents listed above. The following items are required to be a part of the SLO:

- All SLOs must be compliant with the goal-setting process determined by the Commissioner.
- Assure that all student growth targets represent a minimum of one year of expected growth, as determined locally in a manner consistent with the Commissioner's goal-setting process. Such targets may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- Assure that all student growth targets shall measure the change in a student's performance between the baseline and the end of the course.
- Assure that processes are in place for the Superintendent to monitor SLOs.
- The June Regents assessments will be used as evidence for the SLOs and will encompass four score bands (45¹, 55, 65, 80).
- For each student set at a 55 and lower, a rationale must be provided by the teacher in edoctrina that includes student data (ex. Past performance on regents exams). When setting final targets at 55 or lower, NYSED allows the following characteristics to be provided in the rationale: prior poor academic history poverty, students with disabilities, ELL ONLY- ATTENDANCE CANNOT BE A FACTOR WHEN SETTING TARGETS.
- The percentages of students in each band will be based on the average aggregate data (over the past three years) from the results of their respective Regents examinations. This is locally known as the "Historical Data Charts." The District will advise the departments of the percentages of students to be placed in each band. The Department Chair will lead their department in reflecting on the percentages across the cohort prior to submission. Teachers will have all students placed into bands by November 1st for review by the Chief Information Officer. All SLOs final approval will be completed by the Superintendent.
- The "student population" section of the SLO must be completed by teachers. Please provide general information that provides a description of the student population including total number of students, how many IEP, 504 or ELL students in the class, and other special circumstances that may impact success such as poverty.

¹ If a teacher desires to set a student below a 45, each situation will be reviewed by administration for approval based on data/rationale provided by teachers and results of past respective Regents examinations.

TEACHER OBSERVATION:

For the purposes of evaluation, observations will generally occur beginning October 1st and ending June 1st. Turnaround time for discussion of reviews will generally be within 2 weeks.

Observation Procedures for Tenured and Probationary (AKA: NON-TENURED) Teachers:

Tenured Teachers:

- Minimum of one (1) announced observation² conducted by the lead evaluator. This observation will account for 90% of the Observation category - based on scores using the Danielson 2011 rubric Domains 2 and 3 and weighted equally.
 - All announced observations will require teachers to submit the Pre-Observation Form (Appendix A, page 16) and a lesson plan to the lead evaluator within 24 hours of the lesson to be observed. A pre-observation meeting may be established at the request of the lead evaluator or the teacher.
 - For each announced observation, tenured teachers must complete a post-observation form (Appendix B, page 17) and email it to the lead evaluator within 48 hours after the observation is completed. A post-observation meeting may be established at the request of the lead evaluator or the teacher, but it is not required. If the overall score on the observation results in a developing or ineffective rating, there must be a post-observation meeting.
 - An announced observation consists of one full period or one lesson in its entirety but may be completed in a minimum of 20 minutes at the discretion of the lead evaluator.
 - Teachers will attach the lesson plan, the pre-observation form, and the post observation form to the completed observation in edoctrina. After all the necessary attachments are included, the completed observation needs to be electronically signed by the teacher in edoctrina. The lead evaluator will sign the observation in edoctrina after the teacher signs off.
- Minimum of one (1) unannounced observation conducted by the lead evaluator. This will account for 10% of the total score- based on scores using the following components of the Danielson 2011 rubric: 2d, 3a, 3b, 3c, and 3d, weighted equally. (1) no previous or prior arrangement (2) The goal is for the lead evaluator to identify evidence in the targeted Danielson components and therefore, the length of the lesson is flexible.
 - In the event a post-observation meeting is requested by the administrator, the teacher will complete the post-observation reflection form and hand it in at the time of the post-observation meeting. If the overall score on the observation results in a developing or ineffective rating, there must be a post-observation meeting.
 - Teachers need to electronically sign the completed observation in edoctrina. The lead evaluator will sign the observation in edoctrina after the teacher signs off.

² Unless a Teacher Improvement Plan (TIP) specifies otherwise

Probationary Teachers:

- Minimum of Two (2) announced observation³ conducted by the lead evaluator. This observation will account for 90% of the Observation category - based on scores using the Danielson 2011 rubric Domains 2 and 3 and weighted equally.
 - All announced observations will require teachers to submit the Pre-Observation Form (Appendix A, page 16) and a lesson plan to the lead evaluator within 24 hours of the lesson to be observed. All probationary teachers will have a pre-observation meeting before the observed lesson.
 - For each announced observation, probationary teachers must complete a post-observation form (Appendix B, page 17) and email it to the lead evaluator within 48 hours after the observation is completed. In addition, a post-observation meeting will be held with the lead evaluator.
 - An announced observation consists of one full period or one lesson in its entirety but may be completed in a minimum of 20 minutes at the discretion of the lead evaluator.
 - Teachers will attach the lesson plan, the pre-observation form, and the post observation form to the completed observation in edoctrina. After all the necessary attachments are included, the completed observation needs to be electronically signed by the teacher in edoctrina. The lead evaluator will sign the observation in edoctrina after the teacher signs off.
- Minimum of one (1) unannounced observation conducted by the lead evaluator. This will account for 10% of the total score- based on scores using the following components of the Danielson 2011 rubric: 2d, 3a, 3b, 3c, and 3d. (1) no previous or prior arrangement (2) The goal is for the lead evaluator to identify evidence in the targeted Danielson components and therefore, the length of the lesson is flexible.
 - In the event a post-observation meeting is requested by the administrator, the teacher will complete the post-observation reflection form and hand it in at the time of the post-observation meeting. If the overall score on the observation results in a developing or ineffective rating, there must be a post-observation meeting.
 - Teachers need to electronically sign the completed observation in edoctrina. The lead evaluator will sign the observation in edoctrina after the teacher signs off.

PLEASE NOTE: ALL completed observations need to be electronically signed in edoctrina by the teacher and the principal. All documents must be attached prior to signing off. The lead evaluator will sign off on the observation after the teacher has signed.

<u>Tenured Teachers</u>	<u>Probationary Teachers (Non-Tenured)</u>
1. Minimum of 1 announced observation 2. Minimum of 1 unannounced observation 3. Pre-observation form (form submitted 24 hours prior). A pre-observation meeting can be requested by the lead evaluator or the teacher. 4. Post-observation form (form submitted 48 hours after lesson) and post-observations meeting can be requested by the lead evaluator or the teacher.	1. Minimum of 2 announced observations 2. Minimum of 1 unannounced observation 3. Pre-observation meeting and form (form submitted 24 hours prior) 4. Post-observation meeting and form (form submitted 48 hours after lesson)

³ Unless a Teacher Improvement Plan (TIP) specifies otherwise

TEACHER STUDENT PERFORMANCE AND OBSERVATION TABLES

Teacher Student Performance Scoring Ranges: SLO

Each performance measure (Student Learning Objectives) must result in a score between 0-20. Multiple measures will be combined using a weighted average to produce an overall Student Performance category score between 0-20.

NYSED-Approved HEDI Scale for Calculating SLO Score out of 20 points (not negotiable)

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

The overall Student Performance score will be converted into a HEDI rating based on the ranges listed below:

	Minimum	Maximum
H	18	20
E	15	17
D	13	14
I	0	12

Teacher Observations:

Each set of observations will be completed using the 2011 Danielson Rubric⁴ with categories that are aligned to HEDI ratings and 1-4 levels. The 1-4 score for each set of observations will incorporate evidence collected and observed over the course of the school year. Once all evaluations are complete, the different types of observations will be combined using a weighted average, producing an overall observation category score between 1-4. For the purposes of evaluation, reviews (announced and unannounced observations) will generally occur beginning October 1st and ending June 1st. Turnaround time for discussion of reviews will generally be within 2 weeks.

NOTE: The overall observation score will be converted into a HEDI rating based on locally determined ratings. At Cheektowaga-Sloan, these are:

NYSED-DETERMINED SCALE		
H: HIGHLY EFFECTIVE	3.5 – 4.0	87.5 - 100
E: EFFECTIVE	2.5 – 3.49	62.5 - 87.25
D: DEVELOPING	1.5 – 2.49	37.5 - 62.25
I: INEFFECTIVE	0 – 1.49	0 – 37.25

Footnote 10: In the event that an educator earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

⁴ All teachers defined as “classroom teachers” will use Danielson 2011 rubric. However, school counselors, school psychologists, social workers, and speech language pathologists will be observed using their specialized documents. Announced and unannounced observations will be the same as teachers, and conducted within the same framework as the APPR agreement designates for teachers.

OVERALL RATING AND EDUCATORS MATRIX

Teacher and principal APPR scores are determined using the **NYSED-Approved HEDI Matrix**, which is made up of two (2) categories:

1. **Student Performance**
2. **Observation**

Each category's effectiveness rating is put into the HEDI Matrix to determine the overall effectiveness rating. This will result in an overall designation of Highly Effective, Effective, Developing or Ineffective.

		Observations/School Visits			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

APPEALS PROCESS CHEEKTOWAGA-SLOAN UFSD

This Agreement is made by and between the Cheektowaga-Sloan Union Free School District ("District") and the Teachers' Association of Cheektowaga-Sloan ("Association"), collectively referred to herein as the "Parties". In order to implement the requirements of N.Y. Education Law § 3012-d, and notwithstanding any other current bargaining obligation or agreement, the District and the Association hereby agree as follows with regard to classroom teachers who are covered by Section 3012-d.

1. Where and to the extent applicable, the Annual Professional Performance Review of classroom teachers shall be a significant factor for employment decisions and teacher development as determined by the District, and will be subject to any procedures which may in the future be negotiated by the District and the Association.
2. Appeals of Annual Professional Performance Reviews shall be limited to only those that rate a classroom teacher as "ineffective." A unit member holding the position of classroom teacher may challenge only the substance of the Annual Professional Performance Review, the District's adherence to the standards and methodologies required for such Annual Professional Performance Review, the District's compliance with its procedures for conducting the Annual Professional Performance Review, or its issuance and/or implementation of the terms of the Teacher Improvement Plan.
3. Such challenges must be submitted in writing to the Administrator performing the Annual Professional Performance Review or Teacher Improvement Plan. There may be only one appeal submitted in relation to any particular Annual Professional Performance Review or Teacher Improvement Plan. The writing must explain in detail the specific basis for the challenge, and should provide any relevant supporting documentation. The appeal must be submitted within six business days of the issuance of the Annual Professional Performance Review overall score or Teacher Improvement Plan or it is deemed waived. The teacher has the burden of demonstrating a clear right to the relief requested and the burden of establishing the facts upon which such relief is sought.
4. Within six business days of receipt of the challenge, the Administrator conducting the Annual Professional Performance Review or Teacher Improvement Plan shall meet with the teacher and his/her union representative to discuss the appeal. Any grounds not raised in the appeal by this point shall be deemed waived for this procedure. Within six business days of such a meeting, the Administrator shall submit a written determination on the appeal.
5. If the teacher received an "ineffective" rating and disagrees with the determination, the teacher may submit a copy of the challenge, the determination, and a written statement explaining in detail the basis for disagreement with the determination, with any relevant supporting documentation, to the Superintendent of Schools within six business days of the date of the determination. Within six business days of receipt of the challenge, the Superintendent shall meet with the teacher and his/her union representative to discuss the appeal. Within six business days of such a meeting, the Superintendent shall submit a written determination on the appeal. Such a decision will be final and binding. All appeals will be timely and expeditious pursuant to Education Law 3012-d.

6. A unit member shall be entitled to representation by the T.A.C. during the course of any appeal authorized by this paragraph. The District shall maintain a record of all documents and materials submitted by either party during such an appeal, which shall thereafter be available for inspection by the unit member and/or the T.A.C. The teacher may present any mitigating circumstances that he/she believes relevant during the course of an appeal (including, but not limited to, Class Size, Students and Classes Assigned, Student Attendance, Teacher Leave, Time or Personal Life, New Initiatives/Requirements and Physical Environment, administrative relationships), which shall be considered by the District along with all other information submitted during the appeal. The presentation or consideration of any such information presented by a teacher shall not prejudice the position that either the teacher, Association or District may take in an appeals hearing.
7. A challenge or determination under this section shall be exempt from the grievance and arbitration provisions in the collective negotiations agreement between the Parties, and an Annual Professional Performance Review or Teacher Improvement Plan may not be challenged in any other forum.
8. Based on Subpart 30-3 of the Rules of the Board of Regents, nothing in this Memorandum of Agreement shall be construed to alter or diminish the authority of the governing body of a District to grant or deny tenure to or terminate probationary teachers during the pendency of an appeal pursuant this section for statutorily and constitutionally permissible reasons, including the teacher's performance that is the subject of appeal.
9. Unit members receiving a mandated TIP will have the right to T.A.C. representation during the development of said TIP.
10. Nothing in this Memorandum of Agreement shall be construed to limit the defenses that the employee may place before a hearing officer in a proceeding pursuant to Education Law 3020-a or 3020-b, or a collectively bargained alternative procedure.
11. The Parties agree that they will further conduct negotiations concerning the APPR Regulations adopted by the Board of Regents, and to the extent necessary to comply with said Regulations and N.Y. Education Law § 3012-d. Any changes to this APPR agreed upon by all parties will be submitted to NYSED as part of a Materials Change Request and will be implemented upon approval by the NYSED Commissioner.

TIP PROCEDURE

This Agreement is made by and between the Cheektowaga-Sloan UFSD ("District") and the Teachers' Association of Cheektowaga-Sloan ("Association"), collectively referred to herein as the "Parties". In order to implement the requirements of NY Education Law §3012-d, and notwithstanding any other current bargaining obligation or agreement, the District and the Association hereby agree as follows:

ELEMENTS OF A TIP

The exclusive purpose of a TIP is the improvement of teaching practice and the issuing of a TIP is not a disciplinary action. Use of a TIP shall be limited only to instances where the teacher has received an overall rating of "ineffective" or "developing" based on his or her single composite effectiveness score.

The TIP will define specific standard based goals that a teacher must make progress toward attaining within a specific period of time. A timeline for achieving improvement, the manner in which improvement will be assessed, and where appropriate, differentiated activities to support improvement in these areas will be developed.

The plan will clearly describe the professional learning activities that the educator must complete including how improvement will be measured and monitored and provide for periodic reviews (no less than five weeks; no more than ten weeks) with the teacher, principal, and union representative. The activities should be connected directly to the areas needing improvement. The artifacts that teachers must produce that can serve as benchmarks of their improvement and as evidence for the final stage of their improvement plan should be described and could include items such as lessons, student work, or unit plans. The principal must clearly state in the plan the additional support and assistance that the educator will receive.

The teacher, principal and a union representative will meet to discuss the contents of the TIP before implementation. The teacher, principal, and union representative will agree to the final TIP's contents; if no agreement is reached by the deadline for implementation of the TIP, the Superintendent will examine the issues that are in dispute and determine what is the most appropriate corrective action for the disputed items. Her decision shall be final and included in the final version of the TIP that is to be implemented.

The TIP must be implemented no later than ten school days after the teachers are required to report at the beginning of the next school year and must be implemented by October 1st. If there continues to be areas that need improvement during the year in which the TIP is in effect, the plan will be reviewed and to the extent warranted modified not more frequently than once every five –week period in an effort to make the teacher successful.

A teacher who believes that the District has failed to meet its obligation to properly implement the terms of a TIP may seek relief through an appeal.

APPEALS

A teacher may appeal the implementation of the improvement plan in accordance with the appeals process procedure included in the APPR. Nothing in this Memorandum of Agreement shall in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher, and any such termination or denial shall not in any way be subject to challenge through the grievance and arbitration provisions of the collective negotiations agreement between the Parties or in any other forum.

APPENDIX

Cheektowaga Sloan UFSD Pre-Observation Reflections

Teacher Name: _____ Curriculum Area: _____ Date: _____

1. To which part of your curriculum does this lesson relate?

2. How does this learning "fit" in the sequence of learning for this class?

3. Briefly describe the students in this class, including those with special needs.

4. What are your learning outcomes for this lesson? What do you want the students to understand?

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.

6. How will you differentiate instruction for different individuals or groups of students in the class?

7. How and when will you know whether the students have learned what you intend?

8. Is there anything that you would like me to specifically observe during the lesson?

Cheektowaga Sloan UFSD Post-Observation Reflections

Teacher Name: _____

Curriculum Area: _____ Date: _____

Observation Date: _____ Grade/Subject Observed: _____

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of students work, what do those samples reveal about those students' levels of engagement and understanding?

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how, and why?

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

*Based on Charlotte Danielson's **The Framework for Teaching***



Cheektowaga-Sloan Union Free School District

Teacher Improvement Plan Form

NAME OF TEACHER: _____

NAME OF SCHOOL: _____

ADMINISTRATOR'S NAME: _____

SCHOOL YEAR: _____

PART 1: Areas in Need of Improvement (based on Danielson 2011 Framework):

Domain 1:	Domain 2:	Domain 3:	Domain 4:

TIP Start Date: _____ Anticipated Date of TIP Completion: _____

TIP Review Anticipated Meeting Dates:

1:	2:	3:	4:
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PART 2: Summary of Differentiated Activities to be provided:

PART 3: Action plan:

DOMAIN CATEGORY	ACTIONS TO BE TAKEN	PRINCIPAL'S RESPONSIBILITIES	TEACHER'S RESPONSIBILITIES	COMPLETION TIMELINE	SUCCESS INDICATORS	IMPROVEMENTS MADE DOCUMENTATION

INITIAL PLANNING SESSION:

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

ACCEPTANCE OF TIP PLAN:

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

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ADMINISTRATOR SIGNATURE DATE

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SUPERINTENDENT SIGNATURE DATE

REVIEW SESSION 1:

_____/_____
TEACHER SIGNATURE DATE

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ASSOCIATION REPRESENTATIVE DATE

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SUPERINTENDENT SIGNATURE DATE

REVIEW SESSION 2:

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TEACHER SIGNATURE DATE

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ASSOCIATION REPRESENTATIVE DATE

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ADMINISTRATOR SIGNATURE DATE

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REVIEW SESSION 3:

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TEACHER SIGNATURE DATE

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ASSOCIATION REPRESENTATIVE DATE

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REVIEW SESSION 4:

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ADEQUATE IMPROVEMENT:

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APPENDIX D: 2011 Danielson Rubric Domains 2 and 3

Domain 2: The Classroom Environment

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

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

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

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

Component	2c: Managing Classroom Procedures
<i>2c: Managing classroom procedures</i>	A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.” Elements of Component 2c are: • Management of instructional groups <i>Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher</i> • Management of transitions <i>Many lessons engage students in different types of activities – large group, small group, independent work. It’s important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly</i> • Management of materials and supplies <i>Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction</i> • Performance of non-instructional duties <i>Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.</i> Indicators include: • <i>Smooth functioning of all routines</i> • <i>Little or no loss of instructional time</i> • <i>Students playing an important role in carrying out the routines</i> • <i>Students know what to do, where to move</i>

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

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

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

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

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

Domain 3: Instruction

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

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

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

Component	3b: Using Questioning and Discussion Techniques Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves. Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught. Elements of component 3b are: • Quality of questions/prompts <i>Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students' understanding.</i> • Discussion techniques <i>Effective teachers promote learning through discussion. Some teachers report that "we discussed x" when what they mean is that "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students' views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.</i> • Student participation <i>In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.</i> Indicators include: • <i>Questions of high cognitive challenge, formulated by both students and teacher</i> • <i>Questions with multiple correct answers, or multiple approaches even when there is a single correct response</i> • <i>Effective use of student responses and ideas</i> • <i>Discussion with the teacher stepping out of the central, mediating role</i> • <i>High levels of student participation in discussion</i>
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	Unsatisfactory	Basic	Proficient	Distinguished
<i>3b: Using questioning / prompts and discussion</i>	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
<i>Critical Attributes</i>	- Questions are rapid-fire, and convergent, with a single correct answer. - Questions do not invite student thinking. - All discussion is between teacher and students; students are not invited to speak directly to one another. - A few students dominate the discussion.	- Teacher frames some questions designed to promote student thinking, but only a few students are involved. - The teacher invites students to respond directly to one another's ideas, but few students respond. - Teacher calls on many students, but only a small number actually participate in the discussion.	- Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. - The teacher makes effective use of wait time. - The teacher builds on uses student responses to questions effectively. - Discussions enable students to talk to one another, without ongoing mediation by the teacher. - The teacher calls on most students, even those who don't initially volunteer. - Many students actively engage in the discussion.	<i>In addition to the characteristics of "proficient,"</i> - Students initiate higher-order questions. - Students extend the discussion, enriching it. - Students invite comments from their classmates during a discussion.
<i>Possible Examples</i>	- All questions are of the "recitation" type, such as "What is 3 x 4?" - The teacher asks a question for which the answer is on the board; students respond by reading it. - The teacher only calls on students who have their hands up.	- Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" - The teacher asks: "Who has an idea about this?" but the same three students offer comments. - The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.	- The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?" - The teacher uses plural the form in asking questions, such as: "What are some things you think might contribute to...?" - The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary. - The teacher asks a question and asks every student to write a brief response, then share with a partner before	- A student asks "How many ways are there to get this answer?" - A student says to a classmate: "I don't think I agree with you on this, because..." - A student asks of other students: "Does anyone have another idea as to how we might figure this out?" - A student asks "What if...?"

	Unsatisfactory	Basic	Proficient	Distinguished
			<i>inviting a few to offer their ideas to the entire class.</i>	

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

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

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

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

	• The teacher says: "good job, everyone."	correct response from one student, continues, without ascertaining whether all students understand the concept.	their papers to correct their errors.	• The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.
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Component	3c: Demonstrating Flexibility and Responsiveness
	“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in mid-stream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go, and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will on occasion find that either a lesson is not going as they would like, or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks. Elements of component 3c are: • Lesson adjustment <i>Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher’s store of alternate instructional strategies, and the confidence to make a shift when needed.</i> • Response to students <i>Occasionally during a lesson an unexpected event will occur which presents a true “teachable moment.” It is a mark of considerable teacher skill to be able to capitalize on such opportunities.</i> • Persistence <i>Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.</i> Indicators include: • <i>Incorporation of student interests and events of the day into a lesson</i> • <i>Visible adjustment in the face of student lack of understanding</i> • <i>Teacher seizing on a “teachable moment”</i>

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

APPENDIX E: Unannounced Observations for Cheektowaga-Sloan UFSD

Domain and Component	Description
2d Managing Student Behavior	In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.
3a Communicating with Students	Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, clarity, and imagination; when expanding upon the topic is appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry-based science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher's use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students.
3b Questioning and Discussion Techniques	Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this fact reflects their central importance to teachers' practice. But in the framework it is important that questioning and discussion are used as techniques to deepen student understanding are being used rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building upon student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non formulaic, is likely to promote thinking by students. Class discussions are animated,

	engaging all students in important issues and in using their own language to deepen and extend their understanding. These discussions may be based on questions formulated by the students themselves. Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if the questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.
3c Engaging Students in Learning	Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussing, debating, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement. A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and then encourages students to reflect on what they have done and what they have learned. That is, the lesson has closure, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is "What are the students being asked to do?" If the answer to that question is that they are filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged. In observing a lesson it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.
3d Using Assessments in Instruction	Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what was intended), assessment for learning has increasingly come to play an important role in

	classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a “finger on the pulse” of a lesson, monitoring student understanding and, where appropriate, offering feedback to students. Of course, a teacher’s monitoring of student learning, though the action may superficially appear to be the same as that of monitoring student behavior, has a fundamentally different purpose in each case. When teachers are monitoring behavior, they are alert to students who may be passing notes, or bothering their neighbors; when teachers are monitoring student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations. Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, teachers are alert to students’ revealed misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. For the purpose of monitoring, many teachers create questions specifically to determine the extent of student understanding and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component.
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