



Pages of Importance:

1. Self-Reflection Sheet: p. 5
2. Sample Lesson Plan: pg. 6
3. Analysis of Artifacts- Pre Conference Form: pg. 7-8
4. Review of Student Work- Post Conference: pg. 18
5. Professional Learning Plan/Review of Year: pg. 25-26

Content Overview and Guide to the Forms

(T) Teacher (E) Evaluator (D) District

Page #	Purpose	Relevant Notes	Timeline
2	Introduction (D)		Orientation
3-4	The Teacher Evaluation and Development (TED) system (D)	Scoring guidelines and measures selection options	Orientation
5	Required (T) Self-Reflection	To be completed by teacher	Prior to pre-conference
6	Required (T) Lesson Plan Template	Teacher must submit this form to evaluator	Prior to pre-conference
7	(T) (E) Pre-Conference Overview		At the pre-conference
8	(T) (E) Pre-Conference Agenda and Meeting Notes	Evaluator uses this form to review lesson plan and collect basic evidence of teacher practice	Prior to pre-conference
9-10-11	Required (E) Pre-Conference Analysis of Teacher Practice Evidence Collection	Evaluator uses this form to collect detailed evidence of teacher practice (analysis of teaching artifacts)	During the pre-conference
12	(T) (E) Observation Overview	Both teacher and evaluator learn what kinds of evidence will be collected	Before the observation
13-14-15	Required (E) Observation Observation Evidence Collection		Observation
16	(T) (E) Post-Conference Overview		After the observation
17	(T) (E) Post-Conference Agenda and Meeting Notes		
18	Required (T) Reflection Questions	Teacher may review these questions to prepare for the post-conference	After the observation but prior to the post-conference
19-20	Required (E) Post-Conference Review of Student Work Evidence Collection		Post-conference
21	(T) (E) Summative Evaluation to Inform Goal Setting	An opportunity to discuss evidence from each subcomponent	Summative evaluation
22	(T) 4A Multiple Measures: Goal Setting		After summative conference
23	(T) Professional Learning Plan	Customized, individual learning plan	After summative conference
24	(T) Professional Learning Plan/APPR Choice		After summative conference
25	PLP- Optional Mid Year Review/Progress Checkpoint (T) (E)	Review progress towards goals	At mid-year
26	PLP- Evaluation and Progress Report (T) (E)		After the post-conference
27	Overview/agenda and meeting notes/ Professional Responsibilities (T) (E)	Collect additional evidence, especially for Standards 6 and 7	Before additional evidence collection
28-29	Additional Evidence Collection/Professional Responsibilities and Collaboration		
30-31	Calculating the Score of Professional Practice	How to calculate the 60-point portion of the composite score	After summative conference
32	Composite Score of Teacher Effectiveness	How to calculate the composite score	After summative conference

The Annual Evaluation

A Cyclical Teacher Evaluation and Development Process

Introduction to the Handbook forms

These pages are designed to guide both teachers and evaluators through the preparation for and collaboration in the four phases of evaluation. For each phase, teachers and evaluators share responsibilities for preparation, discussing evidence, and assessing teacher effectiveness in light of the NYS Teaching Standards.

In the first phase, *Self-Reflection*, teachers use a series of questions to assess their readiness for the school year ahead, particularly in the context of changes that may have occurred in their professional lives, or in the school community during the previous summer and academic year. Self-reflection bridges the previous year's goal setting and professional learning plan with the challenges of the year ahead.

Utilizing the TED Teacher Practice Rubric as a unique window on "what teachers should know and be able to do," the second phase of evaluation stretches from the

Analysis of Teaching Artifacts (which occurs in the pre-conference), through *Observation & Evidence Collection*, and concludes with a *Review of Student Work* (post-conference). Across these three major activities, teacher and evaluator collect evidence of teacher effectiveness, exchange ideas, analyze artifacts, and reflect on student work.

The *Summative Evaluation* ties together evidence of teacher professional practice with evidence of student achievement in the Composite Score. Recommendations for growth areas are identified.

Goal setting and a *Professional Learning Plan* provide teachers and administrators with the opportunity to address growth areas with creative interventions aligned with school and district goals, and establishes the groundwork for succeeding years' teacher evaluation and development.

1

Self-Reflection

Early in the school year

Self-reflection allows teachers to share their perspectives on their professional and instructional practices.

2

Multiple Measures: Analysis of Teaching Artifacts, Observations, Review of Student Work

Sept./Oct.

2A: In the pre-conference, the teacher and evaluator prepare for the evaluation measure(s). The conference includes identifying the measure, the expectations of both parties, and the provision of any relevant documentation.

Mid-Year (Nov. - Mar.)

2B: Evidence is collected during a scheduled classroom observation or other planned activity.

2C: In the post-conference, the teacher and evaluator assess student work; make preliminary ratings; and discuss next steps for teacher's professional growth.

3

Summative Evaluation

April-May

The summative evaluation contains a teacher's rating of effectiveness, and the rationale supporting conclusion.

The summative evaluation should note both strengths and areas in need of improvement, and make specific recommendations to improve a teacher's effectiveness.

4

Goal Setting and Professional Learning Plan

May/June

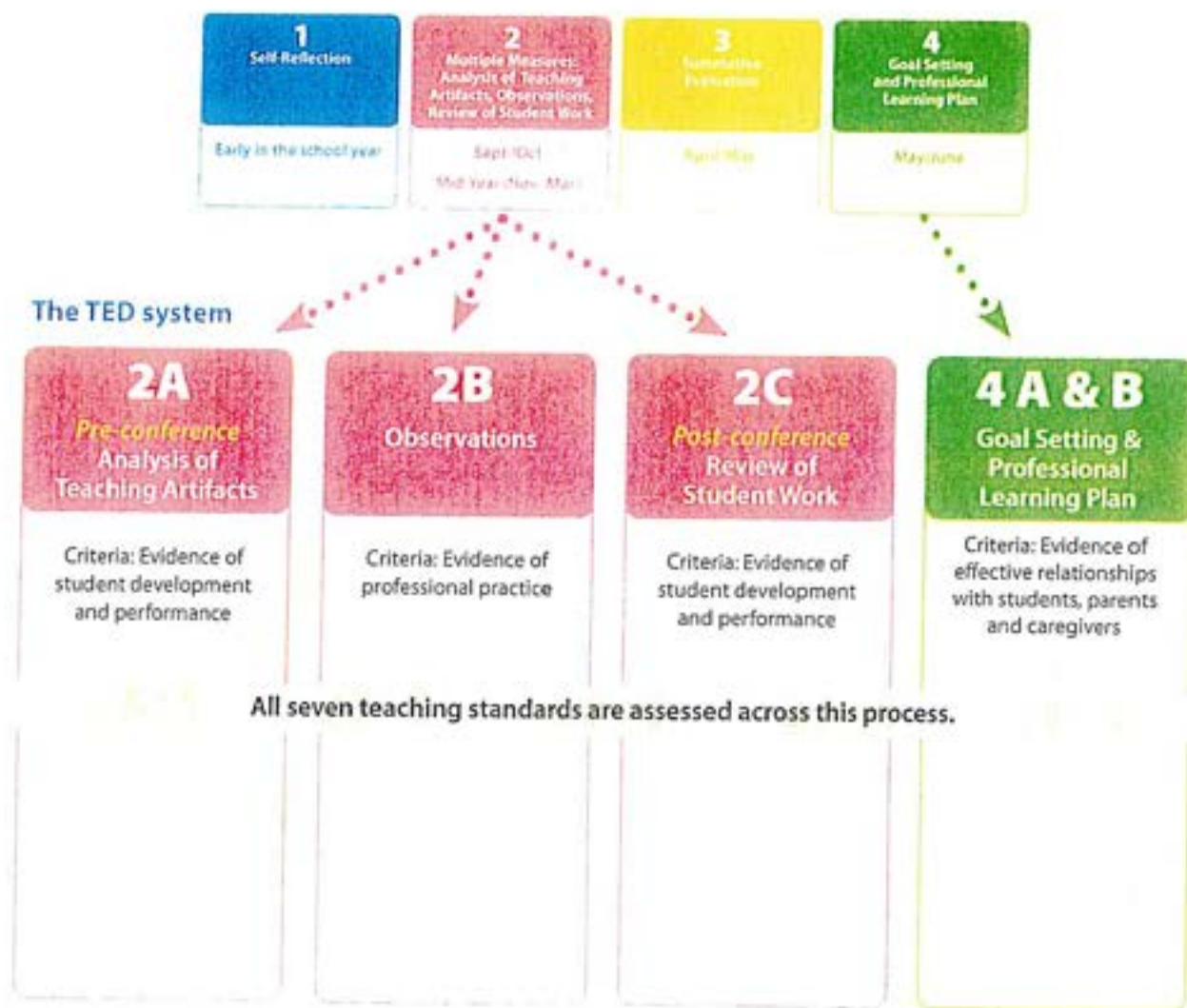
4A: In goal setting, teachers have the opportunity to identify ways to enhance instructional practice and student achievement, and to tie their individual goals to the attainment of school and district goals.

4B: Professional learning plans are, in effect, customized, multi-phase strategies to support individual teachers to improve effectiveness and student learning.

Plans are informed by the summative evaluation and other inputs. Plans will vary widely in their approaches to teacher growth and development.

Dates are approximate

TED: Teacher Evaluation and Development



The NYS Teaching Standards:

Scoring Guidelines

The following pages provide guidance for scoring the 60-point sub-component of the teacher's evaluation. This sub-component, referred to as the *measures of professional practice*, calls for a minimum of two observations.

Local negotiations determine many options regarding scoring, such as the distribution of points per measure or per standard; the number of indicators required to meet the standard, and the range of points assigned to each effectiveness rating (the "scoring bands").

No matter what option a district chooses, a teacher's performance must be measured annually against all seven NYS Teaching Standards. In the TED system, (depicted above), teachers' practice across all of the standards is fully integrated across four measures. Because

teaching is complex, evidence for professional practice may be found in many standards. The *Evidence Collection* sheets in these pages suggest—rather than prescribe—where evidence may be found for each indicator. Space is provided at the end of each *Evidence Collection* sheet for additional indicators and notes not covered in the form.

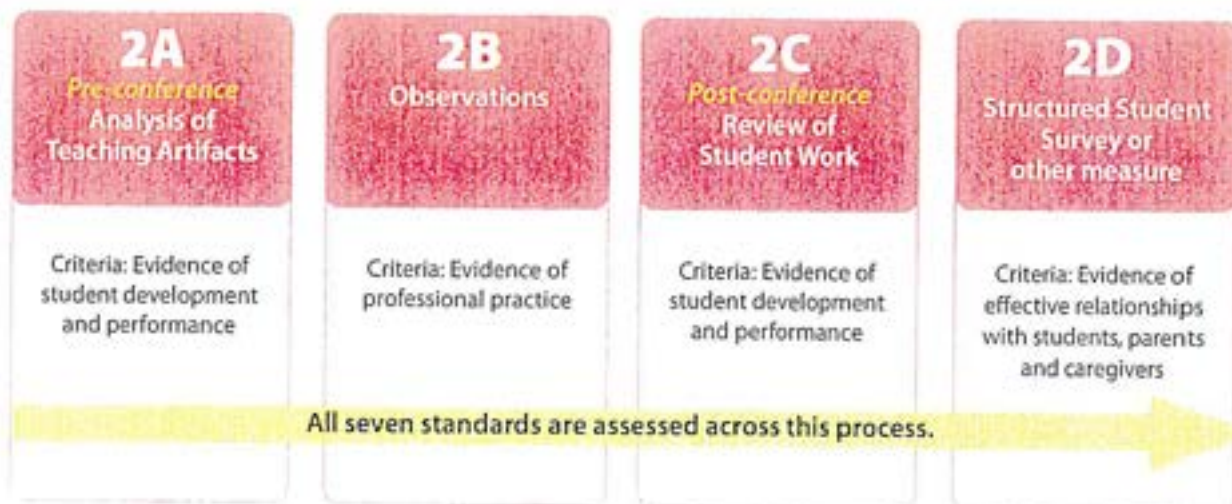
For each measure, the sheets encourage evaluators to take detail-rich notes to provide compelling justification before assigning scores. Scoring forms are provided (on pp 30-1). Some teachers will provide supplementary evidence (particularly regarding Standards 6 and 7) through the discussions and processes related to Goal Setting and Professional Learning.

Get to Know the TED Teacher Practice Rubric

In clear and concise language, the TED Teacher Practice Rubric's Elements and Indicators create both the language and expectations that describe what a teacher should know and be able to do. Teachers and evaluators who are familiar with the TED Teacher Practice Rubric (closely aligned with the NYS Teaching Standards) will find the process of evaluation smooth, straightforward, and accessible.

Flexible Selection of Measures

In this example, the district chose both formal (30 pts) and informal observations (10 pts), and supplements the score with points from a structured student survey.



1. Self-reflection (to be completed by the teacher)

At the beginning of each school year, teachers self-reflect by reviewing the NYS Teaching Standards and the TED Teacher Practice Rubric in consideration of the needs of their incoming student population, changes in curriculum, and developments in content area, assessments, and school and community contexts.

Self-reflection bridges the goal setting from the previous year's evaluation to a new school year context.

1. How do my plans for this year reflect the specific needs of my incoming students? (e.g., Does my class include English language learners and/or students with disabilities? Does any student need special supports?)

2. How will changes in curriculum or developments in my content area affect my planning, teaching or assessments?

3. How has any recent professional learning informed my understanding of teaching and learning for this year? Are there any professional development strategies or opportunities that might be especially appropriate for my professional growth needs in this academic year?

4. What factors in the school climate or community context (e.g. leadership, prep time, safety, etc.) are likely to influence or play a role in my teaching and professional performance this year?

5. Based on my self-reflection, what adjustments do my goals or Professional Learning Plan require?

Sample Lesson Plan Template (part of 2A)

(submitted by the teacher prior to pre-conference)

Unit:

Lesson:

Date:

Curriculum Standard(s) Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline.	
Student/Class Profile Identify any accommodations in instruction to meet student learning needs.	
Learning Outcomes Identify the important concepts and skills that students will be expected to learn.	
Assessments Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson.	
Cognitive Engagement Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity.	
Adjustments/Modifications Identify ways in which you may adjust the lesson if formative assessments warrant modification.	
Groups How will students be grouped for each activity of the lesson?	
Resources Identify resources and materials needed for lesson.	

2A Multiple Measures: Analysis of Teaching Artifacts/Pre-conference

Overview

Teacher Role:

Artifact preparer
Primary presenter

Evaluator Role:

Listener, discussant, collaborator
Evidence collector

Estimated Time:

20-30 minutes in conference

Activity purpose:

For the teacher to provide evidence of student development and performance through the analysis of artifacts of teacher practice, such as the lesson plan for the upcoming lesson (to be observed in 2B), materials, assessments, and other artifacts.

Activity description:

Prior to the conference, teacher prepares presentation and submits a unit/ lesson plan (or other artifacts of teacher practice) for evaluator. Between the two activities the teacher should address the questions and evidence below.

At the conference, teacher presents and shares data with evaluator who collects evidence.

Standards to be assessed:

Evidence of teacher professional practice, and of meeting any Standard, may be assessed in many measures. In this measure, evidence is most likely to support Standards 1,2, and 5, although any other Standard may be indicated.

Other Standards:

Evidence to prepare/gather:

- What instructional objectives and standards-based learning outcomes form the focus of this lesson? What will students learn?
- How were the objectives established; what data and sources informed their selection?
- How will the teacher know if students have achieved the instructional objective?
- How will students demonstrate what they have learned?

- How is the lesson organized to promote standards-based, cognitively engaged learning and to ensure that students achieve the desired objectives?
- How does the lesson plan connect other learning opportunities?
- What instructional strategies will be employed?
- How do those strategies promote high levels of cognition?
- How is this lesson organized to address short - and long-term learning objectives?
- How will the teacher allocate time for learning activities during the lesson?
- How has student achievement data informed the instruction, and how does this lesson specifically address the identified student?
- How will instruction be differentiated to meet the needs of all students?
- What is the pre- and prerequisite knowledge related to this lesson?
- What misconceptions may students have related to this topic?
- Where might students get "stuck" in this learning sequence?
- How might these obstacles to learning be addressed?
- How are the assessments aligned with the lesson objectives?
- How will student learning be assessed, including both formative and summative assessments?
- What methods will be used to check for understanding during the lesson?
- How might instruction be modified if students have not demonstrated the expected level of understanding during the lesson?
- How has achievement data been used to inform instructional decisions/lesson design?

2A Multiple Measures: Analysis of Teaching Artifacts/Pre-conference

Agenda and Meeting Notes

Both evaluator and teacher should review the following questions prior to the pre-conference. For the teacher, the "preview" will spur more informed preparation of the lesson plan and other artifacts, and set the stage for what to expect during the pre-conference. For the evaluator, the questions help to frame the range of evidence one might expect to collect through the review of the lesson plan, other artifacts of teacher practice, and in conversation with the teacher being evaluated.

- Identify the curriculum standards to be taught and how they connect to other standards within or outside of the discipline. (2.4)
- How has student achievement data informed your instruction, and how does this lesson specifically address the needs identified from a review of the data? (1.3, 2.5, 5.2)
- What do you want students to learn as a result of this lesson? (2.1, 2.2, 2.3, 2.4, 2.5)
- How will you know if students are learning the expected outcome? (5.1, 5.2)
- How do you plan to cognitively engage students in the content? What will you do? What will the students do? (2.2, 2.3, 2.5, 2.6)
- How will differentiation be used to meet student needs? (2.3, 2.4, 2.6, 5.1, 5.2)
- What assessments will be used? (5.1)
- How will you use the results of assessment to adjust instruction? (5.2)
- On what areas would you like specific feedback?

Schedule date / time for the class observation

Observation Date: _____ Time: _____

Educator: _____ Grade Level/Subject Taught: _____

Evaluator: _____ Date: _____



2A Multiple Measures: Analysis of Teaching Artifacts/Pre-conference

Evidence Collection

Teacher _____ Observer _____ Date: _____

(to be completed by the evaluator)

Elements	Performance Indicators	Evidence/Notes
1.1 Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.	a. Describes developmental characteristics of students b. Creates developmentally appropriate lessons	
1.2 Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.	a. Uses strategies to support learning and language acquisition b. Uses current research	
1.3 Teachers demonstrate knowledge of and are responsive to diverse learning needs, interests, and experiences of all students.	a. Meets diverse learning needs of all students b. Plans for student strengths, interests, and experiences	
1.4 Teachers acquire knowledge of individual students, families, guardians, and/or caregivers to enhance student learning.	a. Communicates with parents, guardians, and/or caregivers	
1.5 Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.	a. Incorporates the knowledge of school community and environmental factors b. Incorporates multiple perspectives	
1.6 Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.	a. Understands technological literacy	

2A Multiple Measures: Analysis of Teaching Artifacts/Pre-conference

Evidence Collection

Elements	Performance Indicators	Evidence/Notes
2.1 Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).	a. Understands key concepts and themes in the discipline b. Understands key disciplinary language c. Uses current developments in pedagogy and content d. Understands learning standards	
2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts.	a. Incorporates diverse social and cultural perspectives b. Incorporates individual and collaborative critical thinking and problem solving c. Incorporates disciplinary and cross-disciplinary learning experiences	
2.3 Teachers use a broad range of instructional strategies to make subject matter accessible.	a. Designs instruction to meet diverse learning needs of students b. Designs learning experiences that connect to students' life experiences c. Designs self-directed learning experiences	
2.4 Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.	a. Aligns learning standards b. Articulates learning objectives/goals with learning standards	

2A Multiple Measures: Analysis of Teaching Artifacts/Pre-conference

Evidence Collection

Elements	Performance Indicators	Evidence/Notes
2.5 Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.	a. Designs instruction using current levels of student understanding b. Designs learning experiences using prior knowledge	
2.6 Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.	a. Organizes physical space b. Incorporates technology c. Organizes time d. Selects materials and resources	
5.1 Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth.	a. Uses assessments to establish learning goals and inform instruction b. Measures and records student achievement c. Aligns assessments to learning goals d. Implements accommodations and modifications	
5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.	a. Analyzes assessment data b. Uses assessment data to set goals and provide feedback to students c. Engages students in self-assessment	

Questions for the teacher:

2B Multiple Measures: Observation

Overview

Teacher Role:	Evaluator Role:	Estimated Time:
Teach lesson Collect student work	Evaluator Evidence collector	20-60 minutes

Activity purpose:

For the evaluator to observe a teacher's lesson to understand how the teacher creates and maintains the classroom environment and delivers instruction by noting both student and teacher experiences related to delivery of instruction.

Activity overview:

- 1) Teacher facilitates learning
- 2) Evaluator collects evidence by observing teacher and students
- 3) Evaluator may speak with students to gather additional evidence
- 4) Teacher collects student work samples for analysis

Standards to be assessed:

Evidence of teacher professional practice, and of meeting any Standard, may be assessed in many measures. In this measure, evidence is most likely to support Standards 1,3,4 and 5, although any other Standard may be indicated.

Other Standards:

Evidence to gather:

- Value of effort and challenge
- Collaborative learning
- Communication of behavioral expectations
- Monitoring and responding to behavior
- Teacher interactions with students
- Student-student interactions
- Respect and rapport
- Interactions among students
- Routines and procedures, managing the environment
- Instructional pacing
- Communication of the learning objectives
- Connections to prior and future learning experiences
- Criteria for success
- Learning experiences and activities
- Questioning and discussion strategies
- Conversation techniques
- Responses to students' questions
- Resources and instructional materials
- Checking for students' understanding
- Feedback to students
- Student self-assessment

2B Multiple Measures: Observation

Evidence Collection

Teacher _____ Observer _____ Date _____

Elements	Performance Indicators	Evidence/Notes
1.1 Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.	a. Describes developmental characteristics of students b. Creates developmentally appropriate lessons	
3.1 Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.	a. Aligns instruction to standards b. Uses research-based instruction c. Engages students	
3.2 Teachers communicate clearly and accurately with students to maximize their understanding and learning.	a. Provides directions and procedures b. Uses questioning techniques c. Responds to students d. Communicates content	
3.3. Teachers set high expectations and create challenging learning experiences for students.	a. Establishes high expectations b. Articulates measures of success c. Implements challenging learning experiences	
3.4 Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.	a. Differentiates instruction b. Implements strategies for mastery of learning outcomes	
3.5 Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking and use of technology.	a. Provides opportunities for collaboration b. Provides synthesis, critical thinking, and problem-solving	

2B Multiple Measures: Observation

Evidence Collection

Teacher _____ Observer _____ Date _____

Elements	Performance Indicators	Evidence/Notes
3.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.	a. Uses formative assessment b. Provides feedback during and after instruction c. Adjusts pacing	
4.1. Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.	a. Interacts with students b. Supports student diversity c. Reinforces positive interactions among students	
4.2 Teachers create an intellectually challenging and stimulating learning environment.	a. Establishes high expectations for achievement b. Promotes student curiosity and enthusiasm c. Promotes student pride in work and accomplishments	
4.3 Teachers manage the learning environment for the effective operation of the classroom.	a. Establishes expectations for student behavior b. Establishes routines, procedures and transitions c. Establishes instructional groups	
4.4 Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.	a. Organizes the physical environment b. Manages volunteers and paraprofessionals c. Establishes classroom safety	

2B Multiple Measures: Observation

Evidence Collection

Elements	Performance Indicators	Evidence/Notes
5.1 Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth.	a. Use assessments to establish learning goals and inform instruction b. Measures and records student achievement c. Aligns assessments to learning goals d. Implements accommodations and modifications	
5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.	a. Analyzes assessment data b. Uses assessment data to set goals and provide feedback to students c. Engages students in self-assessment	
5.3 Teachers communicate information about various components of the assessment system.	a. Accesses and interprets assessments	
5.4 Teachers reflect upon and evaluate the effectiveness of their integrated assessment system to adjust assessment and plan instruction accordingly.	a. Understands assessment measures and grading procedures b. Establishes an assessment system	
5.5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.	a. Communicates purposes and criteria b. Provides preparation and practice c. Provides assessment skills and strategies	
7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	a. Reflects on evidence of student learning b. Reflects on biases c. Plans professional growth	
Evidence for other standards/elements		

Questions for the teacher:

2C Multiple Measures: Review of Student Work/Post-Conference

Overview		
Teacher Role:	Evaluator Role:	Estimated Time:
Present student work and reflections on lesson observed	Listener Evidence collector Presenter	45-60 minutes in conference

Activity Purpose:

First, the teacher will share with the evaluator his or her assessment of student work and reflection on the success of the lesson observed to develop additional evidence related to the lesson and reflection.

Activity Overview:

Part 1: Teacher submits student work and reflection prior to conference; evaluator reviews student work and reflection, collecting additional evidence.

Part 2: Teacher and evaluator discuss and finalize ratings; evaluator and teacher discuss next steps for the teacher's professional growth.

Standards to be assessed:

Evidence of teacher professional practice, and of meeting any Standard, may be assessed in many measures. In this measure, evidence is most likely to support Standards 3,4,5, and 7, although any other Standard may be indicated.

Other Standards:

Preparation:

- In what ways does the assignment/assessment align to the learning objectives?
- What types of assessment are used in this work sample?
- How does the quality of teacher feedback on the student work support students in improving their work?
- How do student work samples demonstrate that students have or have not achieved the learning objectives?
- What next steps will the teacher take to support students in achieving mastery or revising their work?
- What evidence exists that students have revised or improved their work?
- How does this student work inform the teacher's overall assessment of the student's progress?
- How does the information gleaned from this work sample align with the work of this student in other arenas (other work, class participation, etc.)
- Which standards or indicators were examples of strengths in the lesson and what evidence supports this?
- Which standards or indicators were areas that could be improved to support student learning and what evidence supports this?
- How accurate was the reflection on the effectiveness of the lesson?
- How does the teacher intend to improve practice moving forward?
- What are the plans for improving practice based on this observation?
- What supports does the teacher need to implement the improvement plans?
- What recommendations do the teacher and evaluator have for improving instructional practice?

2C Multiple Measures: Review of Student Work/Post-conference

Agenda and Meeting Notes

Educator: _____ Grade Level/Subject Taught: _____
Evaluator: _____ Date: _____

Review / discuss reflection questions (such as 5.1, 5.2, 7.1) (p. 18)

- Teacher will have the reflection form and evidence to review prior to the conference
- Lesson artifacts (student work, assessments, etc.) will be presented by the educator

Review / discuss evidence collected in the lesson and collaboratively identify levels of performance for the observed lesson.

Review / discuss areas for growth and any applicable recommendations

Discussion

- What strategies might help the educator achieve his/her goals?
- What strengths were observed in the lesson that presents opportunities for additional growth?
- What resources or supports would help students achieve or support the teacher's work?

Other:

2C Multiple Measures: Review of Student Work/Post-conference

Reflection Questions

Educator: _____ Date: _____

Date of observation: _____

Educator should complete reflection questions prior to the post-observation conference.

As you reflect on the lesson, were the students cognitively engaged in the work? How do you know? (such as 7.1)

How did you ensure that all students, including students who are culturally and linguistically diverse, have special needs, have low SES, or are ELL, are identified in lower achievement groups, or are exceptional, were engaged in the lesson? (such as 7.1; 5.1)

Did the students learn what you expected them to learn? How do you know? If you do not know at this point, when will you know, and what will be evidence of their learning? (such as 7.1; 5.1; 5.2)

How did the instructional strategies you chose support student learning? How do you know? (such as 7.1; 5.1)

What have you done to promote a culture for learning in your classroom? (such as 7.1)

Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how, and for what reason? (such as 5.1; 5.2)

If you taught this lesson again to the same group of students, would you do anything differently?

Are there other thoughts or evidence related to the lesson that you would like to share?

2C Multiple Measures: Review of Student Work

Evidence Collection

Teacher _____ Observer _____ Date _____

Elements	Performance Indicators	Evidence/Notes
5.1 Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth.	a. Uses assessments to establish learning goals and inform instruction b. Measures and records student achievement c. Aligns assessments to learning goals d. Implements accommodations and modifications	
5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.	a. Analyzes assessment data b. Uses assessment data to set goals and provide feedback to students c. Engages students in self-assessment	
5.3 Teachers communicate information about various components of the assessment system.	a. Accesses and interprets assessments	
5.4 Teachers reflect upon and evaluate the effectiveness of their integrated assessment system to adjust assessment and plan instruction accordingly.	a. Understands assessment measures and grading procedures b. Establishes an assessment system	
5.5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.	a. Communicates purposes and criteria b. Provides preparation and practice c. Provides assessment skills and strategies	

2C Multiple Measures: Review of Student Work

Evidence Collection

Teacher _____ Observer _____ Date _____

Elements	Performance Indicators	Evidence/Notes
7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	a. Reflects on evidence of student learning b. Reflects on biases c. Plans professional growth	
Evidence for other standards/elements		

Questions for the teacher:

3 Summative Evaluation Conference to Inform Goal Setting and the Professional Learning Plan

Summary

(completed by the evaluator)

Educator: _____ Grade Level/Subject Taught: _____

Evaluator: _____ Date: _____

Dates: Pre-conference (2A) _____ Observation (2B) _____ Post-conference (2C) _____

Areas of Strength:

Areas for Growth:

Educator signature _____ Date _____

Evaluator signature _____ Date _____

4A Multiple Measures: Goal Setting

Goals describe results, impact or outcomes on teacher practice or student learning.
Goals should be specific, measurable, attainable, relevant or realistic and timely.

What data informs these goals (e.g. summative evaluation, measures of student learning, etc.)?

These goals are aligned with: (Identify teaching standards and other building/district goals)

Teacher _____ Evaluator _____ Date _____

(to be submitted by the teacher)

Objective(s):

In order to accomplish my objectives, I agree to complete the following activities:

Activity

Resources

Team Members

Due date

Activity

Resources

Team Members

Due date

Activity

Resources

Team Members

Due date

Teacher _____ Evaluator _____ Date _____

4B Professional Learning Plan/APPR Choice

APPR Choice (select the measures for assessing teaching practice)

- ☒ TED system
 - ☐ Analysis of teaching artifacts
 - ☐ Formal observation
 - ☐ Informal observation
 - ☐ Review of student work
 - ☐ Individual professional growth goals w/ self-reflection
- ☒ Other
 - ☐ Student Survey
 - ☐ Peer observation
 - ☐ Self-assessment
 - ☐ Portfolios

Professional Development Options (select the strategy for professional learning)

Formal

- ☐ Academic coursework; degree, professional certification awarded at completion
- ☐ Workshops/sessions; in-services, conferences, institutes and seminars
- ☐ Formal research; publish, participate in or apply research to particular teaching situations
- ☐ Action research
- ☐ Sabbaticals
- ☐ Fellowships, internships and shadowing experiences
- ☐ Professional service on boards or committees

Curricular

- ☐ Textbook review
- ☐ Curriculum development
- ☐ Grant development

Staff support

(through specialists, coaches, mentors)

- ☐ Peer coaching
- ☐ Shadowing
- ☐ Coaching by subject matter specialists
- ☐ Mentoring

Collegial community

- ☐ Critical Friends Groups
- ☐ Study groups
- ☐ Professional Learning Communities
- ☐ Portfolios
- ☐ Examining student work/tuning protocol
- ☐ Data teams/assessment
- ☐ Student/parent/caregiver surveys
- ☐ Dialogue journals
- ☐ Development of case discussions

4B Professional Learning Plan

Optional Mid-Year Review/Progress Checkpoint

What activities are working?



What needs to be revised?



What, if any, adjustments need to be made to the Professional Learning Plan?



What additional support is needed to accomplish goals?



Teacher _____ Evaluator _____ Date _____

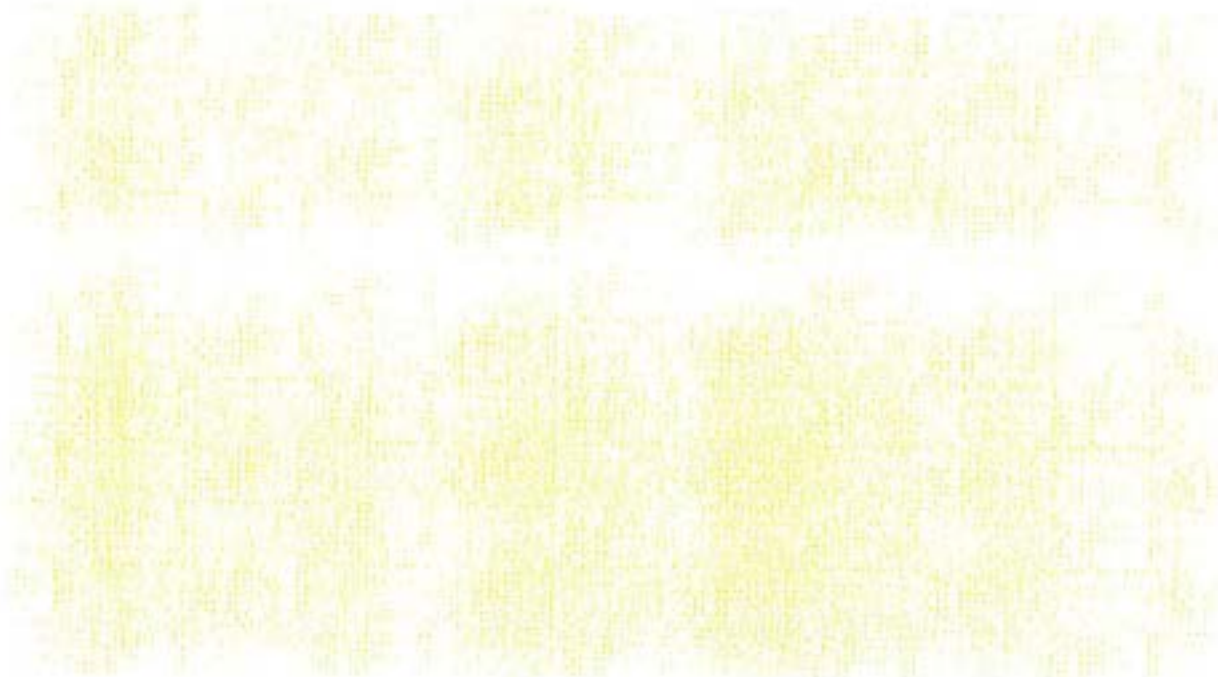
Next review date: _____

4B Professional Learning Plan

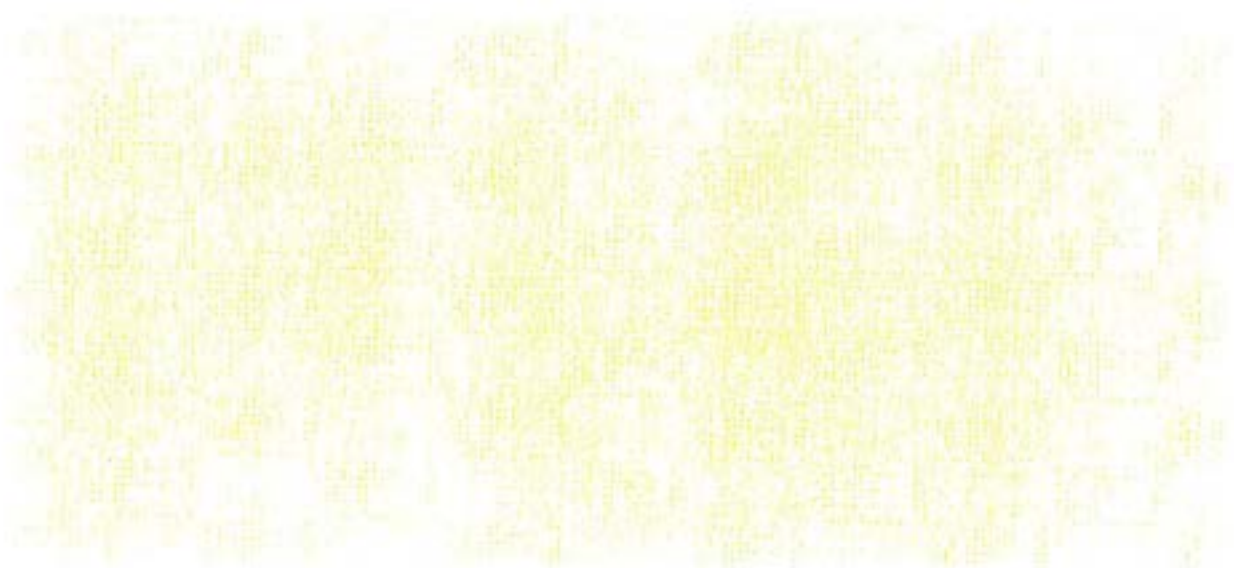
Evaluation and Progress Report on Professional Learning Plan

(to be completed in the spring)

How did your objectives and activities/strategies increase learning for all students assigned to you, including the performance of students with disabilities, and/or performance of underachieving populations?



How did your professional learning plan contribute to your professional growth as a teacher and how did you incorporate what you learned into your teaching and professional practice?



Teacher _____ Evaluator _____ Date _____

Planning Professional Responsibilities/Collaboration and Growth

Overview/Agenda and Meeting Notes

Teacher Role:	Evaluator Role:	Estimated Time:
Entry preparer or participant Primary presenter	Listener and/or observer Evidence collector	Varies by choice event

Activity purpose:

In addition to actual instruction, teaching involves both the planning that happens before students enter the classroom and the reflection and professional actions taken in response to various kinds of information and feedback about their teaching. Teachers can use a number of ways to gather this information (unit analysis, videotape analysis, data gathering, peer evaluation, etc.) These activities allow the teacher to select events that will further develop an understanding of the teacher's work.

Activity:

Using the Professional Learning Plan, teachers and evaluators will select options to help assess practice in a variety of areas of responsibility.

Standards to be assessed:

Evidence of teacher professional practice, and of meeting any Standard, may be assessed in many measures. In this measure, evidence is most likely to support Standards 6 and 7, although any other Standard may be indicated.

Other standards:

Evidence to prepare/gather:

- What are some of the ways you have collected information about student learning over time? How have you used the information in your planning, instruction, or assessment?
- How do you evaluate the impact of your professional development activities on student learning?

- Through your reflection on units, assessments, and/or academic climate over the course of the year, what student needs — and consequent professional needs — are most apparent and/or most urgent?
- What resources, technology, or kinds of training are you considering to begin meeting this kind of student and/or professional need?
- What aspects of the school/ district need and/or mission are considered in your professional development plan?
- How will you leverage your professional learning and work by collaborating with colleagues and/or members of the larger community?
- What are some steps to take to facilitate and encourage communication with parents and/or guardians of students?
- What are you doing/ can you do to make data and information gathering and management more efficient and useful?
- What school or district events involve your students, and how can you use your own participation in these events to further your educational goals?
- How do you use feedback from evaluation, peers, professional development, etc. to improve practice?
- Have you undertaken any activities to assist other teachers, individually or in groups, with their professional growth and development?
- To what professional organizations do you belong and how do you use this connection to inform or improve practice?
- What are some of the ways in which you can and do use the content, methodology, and/or resources of those organizations to improve practice?
- What is some of the current research that is influencing your planning, instruction, and/or assessment?
- How can you use some of the research and/or research formats to inform your deepening understanding of your own practice?

Evidence Collection Sheet

Standard 6: Professional Responsibilities and Collaboration

Elements	Performance Indicators	Evidence/Notes
6.1 Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.	a. Demonstrates ethical, professional behavior b. Advocates for students c. Demonstrates ethical use of information and information technology d. Completes training to comply with state and local requirements and jurisdictions	
6.2 Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.	a. Supports the school as an organization with a vision and mission b. Participates on an instructional team c. Collaborates with the larger community	
6.3 Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.	a. Engages families b. Communicates student performance	
6.4 Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.	a. Maintains records b. Manages time and attendance c. Maintains classroom and school resources and materials d. Participates in school and district events	
6.5 Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.	a. Communicates policies b. Maintains confidentiality c. Reports concerns d. Adheres to policies and contractual obligations e. Accesses resources	

Evidence Collection Sheet

Standard 7: Professional Growth

Elements	Performance Indicators	Evidence/Notes
7.1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	a. Reflects on evidence of student learning b. Reflects on biases c. Plans professional growth	
7.2 Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.	a. Sets goals b. Engages in professional growth	
7.3 Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.	a. Gives and receives constructive feedback b. Collaborates	
7.4 Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.	a. Accesses professional memberships and resources b. Expands knowledge base	

Converting Evidence/Notes to a Standard Score

(for the evaluator)

1. Review notes and evidence for each assessed element/performance indicator. As appropriate, discuss the evidence with the teacher.
2. On pages 30-31, enter a number (1-4) that reflects the value of the teacher's performance on each assessed element/performance indicator.



Calculating the Score of Professional Practice

1	Knowledge of Students and Student Learning	Score
1.1a	Describes developmental characteristics of students	
1.1b	Creates developmentally appropriate lessons	
1.2a	Uses strategies to support learning and language acquisition	
1.2b	Uses current research	
1.3a	Meets diverse learning needs of each student	
1.3b	Plans for student strengths, interests, and experiences	
1.4a	Communicates with parents, guardians, and/or caregivers	
1.5a	Incorporates the knowledge of school community and environmental factors	
1.5b	Incorporates multiple perspectives	
1.6a	Understands technological literacy	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

2	Knowledge of Content and Instructional Planning	Score
2.1a	Understands key concepts and themes in the discipline	
2.1b	Understands key disciplinary language	
2.1c	Uses current developments in pedagogy and content	
2.1d	Understands learning standards	
2.2a	Incorporates diverse social and cultural perspectives	
2.2b	Incorporates individual and collaborative critical thinking and problem solving	
2.2c	Incorporates disciplinary and cross-disciplinary learning experiences	
2.3a	Designs instruction to meet diverse learning needs of students	
2.3b	Designs learning experiences that connect to students' life experiences	
2.3c	Designs self-directed learning experiences	
2.4a	Aligns learning standards	
2.4b	Articulates learning objectives/goals with learning standards	
2.5a	Designs instruction using current levels of student understanding	
2.5b	Designs learning experiences using prior knowledge	
2.6a	Organizes physical space	
2.6b	Incorporates technology	
2.6c	Organizes time	
2.6d	Selects materials and resources	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

3	Instructional Practice	Score
3.1a	Aligns instruction to standards	
3.1b	Uses research-based instruction	
3.1c	Engages students	
3.2a	Provides directions and procedures	
3.2b	Uses questioning techniques	
3.2c	Responds to students	
3.2d	Communicates content	
3.3a	Establishes high expectations	
3.3b	Articulates measures of success	
3.3c	Implements challenging learning experiences	
3.4a	Differentiates instruction	
3.4b	Implements strategies for mastery of learning outcomes	
3.5a	Provides opportunities for collaboration	
3.5b	Provides synthesis, critical thinking, and problem-solving	
3.6a	Uses formative assessment	
3.6b	Provides feedback during and after instruction	
3.6c	Adjusts pacing	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

4	Learning Environment	Score
4.1a	Interacts with students	
4.1b	Supports student diversity	
4.1c	Reinforces positive interactions among students	
4.2a	Establishes high expectations for achievement	
4.2b	Promotes student curiosity	
4.2c	Promotes student pride in work and accomplishments	
4.3a	Establishes expectations for student behavior	
4.3b	Establishes routines, procedures and transitions	
4.3c	Establishes instructional groups	
4.4a	Organizes the physical environment	
4.4b	Manages volunteers and/or paraprofessionals	
4.4c	Establishes classroom safety	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

Calculating the Score of Professional Practice

5 Assessment for Student Learning

Score

- 5.1a Uses assessments to establish learning goals and inform instruction
- 5.1b Measures and records student achievement
- 5.1c Aligns assessments to learning goals
- 5.1d Implements accommodations and modifications
- 5.2a Analyzes assessment data
- 5.2b Uses assessment data to set goals and provide feedback to students
- 5.2c Engages students in self-assessment
- 5.3a Accesses and interprets assessments
- 5.4a Understands assessment measures and grading procedures
- 5.4b Establishes an assessment system
- 5.5a Communicates purposes and criteria
- 5.5b Provides preparation and practice
- 5.5c Provides assessment skills and strategies
- A Total of all indicators
- B Divide A by number of indicators assessed
- C Total standard score

6 Professional Responsibilities and Collaboration

Score

- 6.1a Demonstrates ethical, professional behavior
- 6.1b Advocates for students
- 6.1c Demonstrates ethical use of information and information technology
- 6.1d Completes training to comply with state and local requirements and jurisdiction
- 6.2a Supports the school as an organization with a vision and mission
- 6.2b Participates on an instructional team
- 6.2c Collaborates with the larger community
- 6.3a Engages families
- 6.3b Communicates student performance
- 6.4a Maintains records
- 6.4b Manages time and attendance
- 6.4c Maintains classroom and school resources and materials
- 6.4d Participates in school and district events
- 6.5a Communicates policies
- 6.5b Maintains confidentiality
- 6.5c Reports concerns
- 6.5d Adheres to policies and contractual obligations
- 6.5e Accesses resources
- A Total of all indicators
- B Divide A by number of indicators assessed
- C Total standard score

7 Professional Growth

Score

- 7.1a Reflects on evidence of student learning
- 7.1b Reflects on biases
- 7.1c Plans professional growth
- 7.2a Sets goals
- 7.2b Engages in professional growth
- 7.3a Gives and receives constructive feedback
- 7.3b Collaborates
- 7.4a Accesses professional memberships and resources
- 7.4b Expands knowledge base
- A Total of all indicators
- B Divide A by number of indicators assessed
- C Total standard score

Assessment of Practice
Transfer standard scores to the boxes below

Scores

Standard 1
Knowledge of Students and Student Learning

Standard 2
Knowledge of Content and Instructional Planning

Standard 3
Instructional Practice

Standard 4
Learning Environment

Standard 5
Assessment for Student Learning

Standard 6
Professional Responsibilities and Collaboration

Standard 7
Professional Growth

Subtotal

Divide by 7

Total score of
professional practice

Composite Score

Worksheet: Calculating the Composite Score of Teacher Effectiveness

1

Subcomponent A

First, acquire the State assessments score, expressed as a number from 0-20 (TSGPS)

/20

2

Subcomponent B

Next, using your local methodology, acquire a value expressed as a number between 0-20, representing a score derived from multiple locally selected measures of student achievement

/20

3

Subcomponent C

The scoring methodology has resulted in a rating of 1-4. Use a locally negotiated conversion table to express this score as a value between 0-60

/60

4

Add A + B + C

Total /100

Identify in which scoring range the composite score falls to determine a final effectiveness rating.

- ☐ Highly Effective
- ☐ Effective
- ☐ Developing
- ☐ Ineffective

Final effectiveness rating: _____

Teacher _____ Date _____

Evaluator _____ Date _____

INNOVATION TEAMS:

Albany City School District, Albany Public School Teachers Association and Greater Capital Region Teacher Center
Cathy Corbo, TA President • Raymond Colucciello, Superintendent of Schools

Hempstead Public Schools, Hempstead Teacher Center and Hempstead Teachers Association
Dawn Sherwood, TA President • Patricia Garcia, Superintendent of Schools

Marlboro Central School District, Mid-Hudson Teacher Center and Marlboro Faculty Association
Joe Pesavento, FA President • Raymond Castellani, Superintendent of Schools

North Syracuse Central School District and North Syracuse Education Association
John Kuryla, EA President • Kim Dyce Faucette, Superintendent of Schools; Jerome Melvin, former Superintendent of Schools

Plattsburgh City School District, North Country Teacher Resource Center and Plattsburgh Teachers Association
Roderick Sherman, TA President • James Short, Superintendent of Schools

Poughkeepsie Teachers Association and Poughkeepsie Central School District
Debbie Kardas, TA President • Laval Wilson, Superintendent of Schools



Richard C. Iannuzzi, *President*
Andrew Pallotta, *Executive Vice President*
Maria Neira, *Vice President*
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Shelter Island

APPR

Power Point



Shelter Island School District

Overview of APPR

3 Components to APPR with 3 Teams

BLUE Team

Part I= 60 points

Part II= 25 points

Part III= 15 points

Total = 100 points

RED Team

Part I= 60 points

Part II= 20 points

Part III= 20 points

Total = 100 points

PURPLE TEAM

Part I= 60 points

Part II= 20 points + 5 points

Part III= 15 points

Total = 100 points

Part I

Observation Process (60 pts)



60 points- Observations

7 components of NYSUT/TED Plan:

1. Knowledge of Students and Student Learning
2. Knowledge of Curriculum and Instructional Planning
3. Instructional Practice
4. Learning Environment
5. Assessment for Student Learning
6. Professional Responsibilities and Collaboration
7. Professional Growth

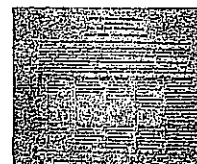
60 points- Observations

Rubric mirrors the NY Teaching Standards

1. Knowledge of Students and Student Learning
2. Knowledge of Curriculum and Instructional Planning
3. Instructional Practice
4. Learning Environment
5. Assessment for Student Learning
6. Professional Responsibilities and Collaboration
7. Professional Growth

Teachers can score a 0-4 in each section

- 4= Highly Effective
3= Effective
2= Developing
1= Ineffective



Observation Process

Observations:

Tenured: 2 observations a year (1 formal, 1 informal)

Non-tenured: 3 + observations a year (formal)

Shelter Island TED Workbook: Teacher completes:

- Self Reflection Sheet
- Standardized Lesson Plan
- Pre-Conference Sheet
- Post Conference Sheet
- Professional Practice/Professional Growth Sheet (With Administration)

7 Components

- Knowledge of Students
- Knowledge of Content
- Instructional Practice
- Learning Environment
- Assessment for Student Learning
- Professional Practice
- Professional Growth

Pre observation Conference (October-March)

Observation (October-March)

Post-Conference/Summative Conference (April/May)

Range for 60 pts

Average	Points	Rating
3.7-4.0	59-60	Highly Effective
2.8-3.6	57-58	Effective
1.8-2.7	50-56	Developing
0-1.7	0-49	Ineffective

Example for Component 1

I	Knowledge of Students and Student Learning	Score
1.1a	Describes developmental characteristics of students	3
1.1b	Creates developmentally appropriate lessons	4
1.2a	Uses strategies to support learning and language acquisition	4
1.2b	Uses current research	3
1.3a	Meets diverse learning needs of each student	4
1.3b	Plans for student strengths, interests, and experiences	4
1.4a	Communicates with parents, guardians, and/or caregivers	4
1.5a	Incorporates the knowledge of school community and environmental factors	4
1.5b	Incorporates multiple perspectives	4
1.6a	Understands technological literacy	4
A	Total	34
B	Divide A by number of indicators assessed	10
C	Total standard score	3.8

Range for Sub Groups

Average	Rating
3.7-4.0	Highly Effective
2.8-3.6	Effective
1.8-2.7	Developing
0-1.7	Ineffective

Example

- Knowledge of Students: 3.8 = Highly Effective
- Knowledge of Content: _____
- Instructional Practice: _____
- Learning Environment: _____
- Assessment for Student Learning: _____
- Professional Practice: _____
- Professional Growth: _____

TOTAL : _____

Example con't

- Knowledge of Students: 3.78 = Highly Effective
- Knowledge of Content: 3.87
- Instructional Practice: 3.92
- Learning Environment: 3.41
- Assessment for Student Learning: 3.54
- Professional Practice: 3.77
- Professional Growth: 3.75

TOTAL : 26.04

Steps

3.78
3.87
3.92
+3.41
3.54
3.77
3.75
26.04



$$26.04/7 = 3.72$$

Conversion Table

Rating	Avg. of NED	50 pts
Highly Effective	4.0	60
Highly Effective	3.9	60
Highly Effective	3.8	59
Highly Effective	3.7	59
Effective	3.6	58
Effective	3.5	58
Effective	3.4	58
Effective	3.3	58
Effective	3.2	57
Effective	3.1	57
Effective	3.0	57
Effective	2.9	57
Effective	2.8	57
Developing	2.7	56
Developing	2.6	55
Developing	2.5	54

Part 1 Complete

- You have 59 points out of 60 total so far...

Presentation of NYSUT: TED model

- Next Faculty Meeting October 2nd
- Overview of complete TED/NYSUT model
- NYS Teaching rubrics
- What does it look like?
- Game plan- individual meetings
- Observations will begin in late October

What Else?

- State Assessment or SLO
- Local Assessment

Total of 40 points

Part II

State Exam (Blue Teacher)

Or

SLO: Student Learning Objective (Red Teacher)

Now what?

Teachers fall into 3 categories.....

1. You **do** teach a grade that has a standardized assessment (that shows growth) from SED
4-8 ELA/Math Exam
2. You **do not** teach a course where there is a state assessment
3. You teach **both** a standardized assessment class and you teach a course without a state assessment

Blue Teacher

State Assessment : (25 pts)

- ELA/Math 4-8

J. Bocca, M. Cox, L. Colligan,
F. Emmett, G. Gibbs, J. Theinert

State Assessment: 25 pts

- SED will provide us with your score (hopefully sometime before Sept.)
- This score is determined by how your students scored on the Grades 4-8 ELA or Math assessment
- It will be included in your composite score when all scores are added together
- You can receive a score from 0-25 pts.
- That score will be used in your overall composite score

NYSED gives you a score based on...

- A formula SED created
- Student performance based by growth of two years
- All same throughout NY state
- You can will receive a score ranging from 0-25 pts.

Example

- You teach ELA 7

Or

- You teach Math 4

Example

- NYSED gives you a score of 22 pts.

(On a scale of 0-25 pts)

- We add that to your composite score

So now you have...

Part I: 59 points

Part II: 22 points from SED (Blue Teacher)

Red Teacher

No State Assessment:

- SLO (Student Learning Outcome): (20 pts)

B. Becker, J. Bosak, K. Brace, R. Brigham, M. Corbett, L. Colligan, B. Doelger, R. Garris, L. Green, J. Gulluscio, L. Leever, J. Mahoney, T. Miller, R. Osmer, T. Piccozzi, J. Reardon, S. Sareyani, D. Sears, M. Weir, C. Woods, W. Brigham, J. Theinert, D. Trehame, S. Gibbs, A.M. Galasso, D. Williams, P. Miedema,

SLO: Student Learning Outcome

- You create a pre and post test for your class (growth)
- Design a plan (SLO) for 51% of your student population: (51% of your total amount of students)- *most likely 3 classes*
- Most already do this in your classroom
- Need to use **two scores** and show the difference in growth
- Administer pretest in **October/November**
- Administer posttest in **May-June**
- Need to see growth or % gap closed

SLO Example

All SLOs MUST include the following basic components:

Student Population: Which students are being addressed?

Learning Content: What is being taught? CCSS/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?

Interval of Instructional Time: What is the instructional period covered (If not a year, rationale for semester/quarter/etc)?

Evidence: What assessment(s) or student work product(s) will be used to measure this goal?

Baseline: What is the starting level of learning for students covered by this SLO?

Target(s): What is the expected outcome (target) by the end of the instructional period?

HEDI Criteria: How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?

Rationale: Why choose this learning content, evidence and target?

Example

Students in class: 20

Pretest average for class is 60% avg. (October)

May use: old (3-8) ELA and Math Exams, Old Regents Exams, Old, 4th and 8th grade Science Exams, Teacher made exams....

Posttest average for class is 85% avg. (May-June)

Must use: NYS 3rd grade ELA/Math, NYS 4th and 8th grade Science, 2012-13 Regents Exams (who teach a Regents Exam), etc...

$85\% - 60\% = 25\%$ growth

SLO: Student Learning Outcome

22 is your gap closing number

Gap closure	Point out of 20	Rating
30% or greater	20	Highly Effective
29%	19	Highly Effective
28%	18	Highly Effective
27%	17	Highly Effective
26%	16	Effective
25%	15	Effective
24%	14	Effective
23%	13	Effective
22%	12	Effective
21%	11	Effective

Example

- Your SLO score is 15 pts.
- We add 15 points to your composite score

So now you have...

Part I: 59 points

Part II: 15 points from SLO (Red Teacher)

Part III

Local Measure or Assessment

Part III

- Local Measure of Achievement
(15 pts or 20 pts)
- Every teacher must use this
- Achievement test = test one time (no growth measured)
- You may use a *benchmark, final exam or other assessment*
- Use Assessments for (51% of your total amount of students)- *most likely 3 classes*
- % of class passing your benchmark equates to number of points teachers receive

Example

Students in class: 20

Your Benchmark Exam for class is 85 avg.

(or)

Your Final Exam for class is 85 avg.

85 average for Blue teacher is 13 points (out of 15 points)

85 average for Red teacher is 17 points (out of 20 points)

Example- 15 points

13 points was your score

	points	Rating
93-100%	15	Highly Effective
86-92%	14	Highly Effective
80-85%	13	Effective
74-79%	12	Effective
68-73%	11	Effective
62-67%	10	Effective
56-61%	9	Effective
50-55%	8	Effective
44-49%	7	Developing
38-43%	6	Developing

Example- 20 points

17 points was your score

	points	Rating
96-100%	20	Highly Effective
91-95%	19	Highly Effective
86-90%	18	Highly Effective
82-85%	17	Effective
78-81%	16	Effective
74-77%	15	Effective
70-73%	14	Effective
66-69%	13	Effective
62-65%	12	Effective
58-61%	11	Effective

So now you have...

Part I: 59 points

Part II:

22 points from SED (Blue 1 teacher)

15 points from SLO (Red teacher)

Part III:

13 points from Local Asst. (Blue teacher)

17 points from Local Asst. (Red teacher)

Composite Score: Blue teacher

Evaluation Summary:

Observation (60 points) 59

State Assessment/SLO (25/20 points) 22

Local Measure of Achievement (15/20) points 13

Total (100 points): 94

Composite rating scale

Rating	Overall Composite Score	Blue teacher
Highly Effective	91-100 points	94
Effective	75-90 points	
Developing	65-74 points	
Ineffective	0-64 points	

Composite Score: Red teacher

Evaluation Summary:

Observation (60 points) 59

State Assessment/SLO (25/20 points) 15

Local Measure of Achievement (15/20) points 17

Total (100 points): 91

Composite rating scale

Rating	Overall Composite Score	Red teacher
Highly Effective	91-100 points	91
Effective	75-90 points	
Developing	65-74 points	
Ineffective	0-64 points	

Composite Score Rating

2012-13 Effectiveness Rating	Overall Composite Score (SLO)	Overall Composite Score (Local Assessment)	Overall Composite Score (SLO + Local Assessment)	Overall Composite Score
Highly Effective	18-20	18-20	55-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

What's Next?

- Faculty Meeting next week to review TED/NYSUT Model
- Begin to set up individual meetings for Observations, SLO and Local Assessment conversation
(this will take place over next few weeks)
- We will have as many individual meetings as you need
- Observations will begin in late October

Shelter Island Conversion Tables

Shelter Island APPR -Section 3.3

Chart 3a: HEDI Rating Criteria for Local 15%

Quantified and differentiated based on Student Achievement of proficiency target	Ineffective (0-2)	Developing (3-7)	Effective (8-13)	Highly Effective (14-15)
% of students whose progress meets expectations	0-19%	20-49%	50-85%	86%+

HEDI Bands for Local 15%

Rating	*Percent Proficiency	Overall Value
Highly Effective	93-100	15
Highly Effective	86-92	14
Effective	80-85	13
Effective	74-79	12
Effective	68-73	11
Effective	62-67	10
Effective	56-61	9
Effective	50-55	8
Developing	44-49	7
Developing	38-43	6
Developing	32-37	5
Developing	26-31	4
Developing	20-25	3
Ineffective	10-19	2
Ineffective	1-9	1
Ineffective	0	0

*Proficient = a grade of 70 or above or the equivalent of 3

out of 4 on a 4-point scale

Shelter Island APPR -Section 3.13

Chart 3a: HEDI Rating Criteria for Local 20%

Quantified and differentiated based on Student Achievement of proficiency target	Ineffective (0-2)	Developing (3-8)	Effective (9-17)	Highly Effective (18-20)
% of students whose progress meets expectations	0-19%	20-49%	50-85%	86%+

HEDI Bands for Local 15%

Rating	*Percent Proficiency	Overall Value
Highly Effective	96-100	20
Highly Effective	91-95	19
Highly Effective	86-90	18
Effective	82-85	17
Effective	78-81	16
Effective	74-77	15
Effective	70-73	14
Effective	66-69	13
Effective	62-65	12
Effective	58-61	11
Effective	54-57	10
Effective	50-53	9
Developing	45-49	8
Developing	40-44	7
Developing	35-39	6
Developing	30-34	5
Developing	25-29	4
Developing	20-24	3
Ineffective	10-19	2
Ineffective	1-9	1
Ineffective	0	0

*Proficient = a grade of 70 or above or the equivalent of 3

out of 4 on a 4-point scale

	<i>Shelter Island School Gap Closed</i>	
Band	% Gap Closed	Points out of 20
Highly Effective	30% or greater	20
Highly Effective	28-29%	19
Highly Effective	26-27%	18
Effective	25%	17
Effective	24%	16
Effective	23%	15
Effective	22%	14
Effective	21%	13
Effective	20%	12
Effective	19%	11
Effective	18%	10
Effective	16%	9
Developing	16%	8
Developing	15%	7
Developing	14%	6
Developing	13%	5
Developing	12%	4
Developing	11%	3
Ineffective	6-10%	2
Ineffective	1-5%	1
Ineffective	0 or negative	0

	<i>Shelter Island School HEDI rating for 60 pts</i>	
Rating	Avg. of HEDI	60 pts
Highly Effective	4.0	60
Highly Effective	3.9	60
Highly Effective	3.8	59
Highly Effective	3.7	59
Effective	3.6	58
Effective	3.5	58
Effective	3.4	58
Effective	3.3	58
Effective	3.2	57
Effective	3.1	57
Effective	3.0	57
Effective	2.9	57
Effective	2.8	57
Developing	2.7	56
Developing	2.6	55
Developing	2.5	54
Developing	2.4	53
Developing	2.3	53
Developing	2.2	52
Developing	2.1	51
Developing	2.0	51
Developing	1.9	50
Developing	1.8	50
Ineffective	1.7	43
Ineffective	1.6	37
Ineffective	1.5	30
Ineffective	1.4	24
Ineffective	1.3	18
Ineffective	1.2	12
Ineffective	1.1	6
Ineffective	1.0	0

All HEDI scores rounded to nearest tenth

(i.e. 0.05 and above rounds up to nearest tenth)

(below 0.05 rounds down to lower tenth)

APPR Composite Score Sheet

Teacher Name: _____

School Year: _____

POINT SCORE

HEIDI RATING

Other Measures of Effectiveness: (60 points)		
State Growth or Comparable Measures (SLO): (max of 25 points) Or (max of 20 points)		
Locally-Selected Measures of Growth or Achievement: (max of 15 points) Or (max of 20 points)		

OVERALL COMPOSITE SCORE AND RATING

2012-13 where there is no value-added measure	Growth or Comparable measures (SLO)	Locally-selected measures of growth or achievement	Other measures of effectiveness	Overall Composite Score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

Teacher Signature _____

Lead Evaluator Signature _____

SLO

Examples

New York State Student Learning Objective: Integrated Algebra

All SLOs MUST include the following basic components.	
Population	4 Sections of Integrated Algebra, heterogeneously grouped 52 students
Learning Content	Students will interpret the structure of expression and write expressions in equivalent forms to solve problems. Students will perform arithmetic operations on polynomials and understand the relationship between zeros and factors of polynomials. Students will be able to write and solve equations and inequalities graphically and algebraically.
Interval of Instructional Time	2012 – 2013 school year.
Evidence	Baseline assessment: 8 th Grade Math results Summative Assessment: 9 th Grade Integrated Algebra Regents Exam
Baseline	On last year's Math 8: 27% scored a 1; 43% scored 2; 20% scored 3 and 10% scored 4.

New York State Student Learning Objective: US History 8th Grade

All SLOs MUST include the following basic components:	
Population	These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.) 100 students of social studies 8, heterogeneously grouped
Learning Content	What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards? NYS Social Studies Standard: American History, Economics, Government NYS Common Core Standards: Language (2), Writing (1: a-e, 5), Reading (1, 2, 6, 9) Students will: have an understanding of the Civil War, total war, and the conclusion of the war. They will also have experience planning and writing DBQs
Interval of Instructional Time	What is the instructional period covered (if not a year, rationale for semester/quarter/etc)? 2-12-2103 school year.
Evidence	What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course. Baseline: We will use the final exam scores from their 7th grade social studies classes to create classroom aggregates. Gettysburg address: Students will read and summarize the speech. Students will identify and support the themes of union and freedom through analysis of the document and use of textual evidence. The baseline data will consist of two scores; both the class aggregate of students' seventh grade final exam scores (fact knowledge assessment) and class aggregate of Gettysburg Address written activity. This will demonstrate students factual knowledge and analytical ability Summative: A DBQ on the Civil Rights movement will be used to measure students reading and writing abilities. This formal assessment requires students to read a collection of primary source documents and analyze them for point of view (R-6), purpose, and historical

	Information (R-1). Students must make inferences from the documents, analyze what they have read and draw textual evidence from the sources given (R & L-1). To complete the assessment students must plan (W-5), and compose a well-written essay that adheres to a formal style and complies with the Grammar Guidelines (W-1, L-2). Students will introduce their claim and offer support based on the documents in a logical way that makes connections among ideas, concluding with a supportive statement of their initial claim (W-1). Students will also take a summative final exam created locally.
Baseline	What is the starting level of students' knowledge of the learning content at the beginning of the instructional period? Classroom aggregate of student test scores on the seventh grade final exam is an 85%. Using the common rubric, classroom aggregate score on the Gettysburg Address written activity was an 81%.
Target(s)	What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period? 80% of students will achieve an overall score of 68% or above on the combination of the DBQ assessment and the district-wide final exam
HEDI Scoring	How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)? 80% of students will achieve an overall score of 68% or above on the combination of the DBQ assessment and the district-wide final exam based on the baseline results and historical data.
Rationale	Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness. The DBQ is introduced to students in the 5th grade and tests their ability to read and analyze primary source documents, maps, charts and graphs. They have also studied the Civil War extensively in 7th grade, concluding with both a unit test and final exam. The DBQ assessment measures their reading of historical content, analysis, and writing ability. Growth in the ability to read, understand and apply document information will be demonstrated in the summative assessment where students will connect multiple documents to support their thesis. Continued growth in analysis and application of documents will be evident in a summative essay. The final exams were created by

a panel of local teachers and assess content knowledge in both 7th and 8th grade social studies. Mastery of these exams demonstrates students have a sufficient knowledge of content.

New York State Student Learning Objective: ELA 2nd Grade (writing)

All SLOs MUST include the following basic components:	
Population	These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.) 13 students total: 2 students have IEPs for Speech and Language Impairment; 1 student is identified as having a Learning Disability in Reading.
Learning Content	What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards? 2.W.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Interval of Instructional Time	What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)? 2011- 2012 School Year
Evidence	What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course. Six Traits of Writing Primary Rubric (K- 2) will be used to evaluate narrative writing samples for both the baseline and summative assessments
Baseline	What is the starting level of students' knowledge of the learning content at the beginning of the instructional period? Overall (see roster for individual student scores): - Emerging (scores of 5 - 9) 4 students - Developing (scores of 10 - 14) 6 students - Capable (scores of 15 - 19) 3 students - Experienced (scores of 20 - 24) 0 students - Experienced (scores of 25 - 30) 0 students
Target(s)	What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period? It is expected that 70% of the students will achieve a score of 18 or better by the end of Second Grade.

How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective); “below” (developing), and “well-above” (highly effective)?

The Percent of students reaching the goal is given below. The corresponding score for the teacher is recorded above the percent.

[illegible]

Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

Students must be able to write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. This demonstrates the connection between listening, reading, and writing.

HEDI Scoring

Rationale

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:	
Population	These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)
Learning Content	What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?
Interval of Instructional Time	What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?
Evidence	What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.
Baseline	What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?

NYSED
Guidance with
SLO

NEW YORK STATE EDUCATION DEPARTMENT



GUIDANCE ON THE NEW YORK STATE DISTRICT- WIDE GROWTH GOAL-SETTING PROCESS: *STUDENT LEARNING OBJECTIVES*

**Revised March 2012
(with changes from enactment of Chapter 21 of the Laws of 2012)**

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Note: This Student Learning Objectives (SLO) guidance document applies to both Districts and BOCES. This document provides Districts with guidance as they implement SLOs as the State-determined District-wide goal-setting process for teachers of subjects where there is no State-provided measure of student growth. While SLOs are also an option as a locally-selected measure, this guidance (except as otherwise noted) applies to SLOs as comparable growth measures. *Nothing herein is meant to abrogate any collective bargaining rights provided under an applicable law, existing collective bargaining agreement, or judicial ruling.*

SECTION ONE: BACKGROUND AND BASICS

BACKGROUND

The New York State Board of Regents has committed to the transformation of the preparation, support and evaluation of all teachers and school leaders in New York State, and the New York State Legislature has enacted historic legislation (Education Law §3012-c) that fundamentally changes the way teachers and principals are evaluated.

Under the new law, New York State will differentiate teacher and principal effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective. Education Law §3012-c(2)(a) requires annual professional performance reviews (APPRs) to result in a single composite teacher or principal effectiveness score that incorporates multiple measures of effectiveness. 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 law specifies that student achievement will comprise 40% of teacher and principal evaluations. The 40% of teacher and principal evaluations connected to student achievement is broken down into two subcomponents:

- In 2011-2012, classroom teachers in ELA and mathematics in grades 4-8 only and school principals in buildings in which these teachers are employed: 20% on student growth on State assessments or comparable measures, and 20% on other locally-selected measures that are rigorous and comparable across classrooms in accordance with standards prescribed by the Commissioner.
- In 2012-2013 and subsequent years before Regents approval of a “value-added” model for any grade and subject for all teachers and principals: 20% on student growth on State assessments or comparable measures, and 20% on other locally-selected measures that are rigorous and comparable across classrooms in accordance with standards prescribed by the Commissioner.
- Subsequent years for teachers or principals with any grade/subject in which the Board of Regents have approved a value-added model: 25% on student growth on State assessments or comparable measures, and 15% other locally-selected measures that are rigorous and comparable across classrooms in accordance with standards prescribed by the Commissioner.

For teachers where there is no State-provided measure of student growth, “comparable measures” are the State-determined District-wide growth goal-setting process. Student Learning Objectives (SLOs) are the State-determined process. For any grade/subject that culminates in a State assessment, Districts *must* use the State-determined growth goal-setting process (SLOs) with:

- State assessment if one exists (or Regent equivalents).

For 6-8 science and social studies, Districts must use the State-determined growth goal-setting process (SLOs) with any of the following three options/assessments:

(1) State assessment if one exists (or Regent equivalents);

If none exist:

(2) District-determined assessment from list of State-approved 3rd party assessments and Regents equivalents; or

(3) District, regional or BOCES developed assessments, provided the District or BOCES verifies comparability and rigor.

For all other grades/subjects that do not have a State assessment: Districts *must* use the State-determined growth goal-setting process (SLOs) with any of the following three options/assessments:

(1) List of State-approved 3rd party assessments;

(2) District, regional, or BOCES-developed assessments, provided the District or BOCES verifies comparability and rigor;

(3) School-or BOCES-wide, group, or team results based on State assessments.

WHAT IS A STUDENT LEARNING OBJECTIVE?

A Student Learning Objective is an academic goal for a teacher's students that is set at the start of a course. It represents the most important learning for the year (or, semester, where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other school and District priorities. Teachers' scores are based upon the degree to which their goals were attained.

New York State Student Learning Objectives (SLOs) must include the following Basic Elements:

- **Student Population:** which students are being addressed?
 - Each SLO will address all students in the teacher's course (or across multiple course sections) who take the same final assessment.
- **Learning Content:** what is being taught? CCSS/national/State standards? Will specific standards be focused on in this goal or all standards applicable to the course?
- **Interval of Instructional Time:** what is the instructional period covered (if not a year, rationale for semester/quarter/etc)?
- **Evidence:** what assessment(s) or student work product(s) will be used to measure this goal?
- **Baseline:** what is the starting level of learning for students in the class?
- **Target and HEDI Criteria:** what is the expected outcome (target) by the end of the instructional period?
- **HEDI Criteria:** how will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below," (ineffective), "below" (developing), and "well-above" (highly effective). These ranges translate into HEDI categories to determine teachers' final rating for the growth

subcomponent of evaluations. Districts must set their expectations for the HEDI ratings and scoring: HEDI criteria can be determined at the time of target-setting or Districts can choose to let principal judgment apply.

- **Rationale:** why choose this learning content, evidence and target?

Example of an SLO that Includes all of the Basic Elements:

Population	Spanish II Class; all 30 students			
Learning Content	New York State Learning Standards for Languages Other Than English (LOTE)			
Interval	SY 2012-13 (1 year)			
Evidence	1. Spanish I summative assessment results from students in 2011-12. 2. District-wide pre-assessment administered at the beginning of the school year. 3. District-wide summative assessment administered at the end of the school year.			
Baseline	1. All students had 2011-12 Spanish I results that demonstrated scores of proficient or higher in all basic vocabulary and grammar. 2. Scores ranged from 6% - 43% on the Spanish II District-wide diagnostic assessment.			
Target(s) and HEDI Scoring	1. 80% of students will demonstrate mastery of at least 75% of the Spanish II performance indicators, as measured by the district's summative assessment in May 2012.			
	Highly Effective (19-20 points)	Effective (9-17 points)	Developing (3-8 points)	Ineffective (0-2 points)
	86-100% of students demonstrate mastery of 75% of the Spanish II performance indicators.	78% -85% of students demonstrate mastery of 75% of the Spanish II performance indicators.	66% - 77% of students demonstrate mastery of 75% of the Spanish II performance indicators.	65% or less of students demonstrate mastery of 75% of the Spanish II performance indicators.
Rationale	Previous work in Spanish I focused on working with basic vocabulary and grammar, and building preliminary oral skills. The diagnostic assessment is heavily focused on more advanced writing and reading skills, which are essential components of the Spanish curriculum. Spanish II requires students build on their learning from Spanish I in order to acquire mastery in these areas and to be prepared for Spanish III. Since all students completed Spanish I having achieved basic proficiency levels, I am confident they will achieve 80% mastery or above on at least 75% of the Spanish II materials.			

WHAT ARE THE BENEFITS OF THE STUDENT LEARNING OBJECTIVE PROCESS AND WHAT IS THE PURPOSE?

Setting SLOs encourage educators to focus and align instruction with District and school priorities, goals, and academic improvement plans. There is evidence that setting rigorous and ambitious learning goals, combined with the purposeful use of data through both formal (interim) and informal (formative) assessments, leads to higher academic performance by students.

Additionally, when learning objectives are set as a grade/team, the process can help determine, and bring greater focus to, particular areas of need and allow for targeted, differentiated professional development to support ongoing success for the overall grade/team.

Many educators use a student goal-setting process as an integral part of their practice; and while Districts and States across the country have adopted similar goal-setting approaches, New York State's SLO process is tailored to the specific requirements of our teacher and principal evaluation system. We expect our approach will have significant instructional benefit by encouraging teachers to be systematic and strategic in their instructional decisions, and lead to improved teacher and student performance.

HOW DO STUDENT LEARNING OBJECTIVES FACTOR INTO NEW YORK STATE'S TEACHER EVALUATION SYSTEM?

First, it's important to note that New York State requires measures of student achievement for two components of each teacher's evaluation:

- Initially, 20% of each teacher's evaluation is based on student growth on State assessments or comparable measures (rising to 25% with an approved value-added model).
- 20% of each teacher's evaluation is based on other locally-selected assessments (decreasing to 15% with an approved value-added model).
- In subjects where there is no State-provided measure of student growth on State assessments (i.e., subjects without a State assessment and subjects where a State-provided measure has not yet been created based on the State assessment, such as the Regents exam or the NYSESLAT), Districts must adhere to Regulations about what measures can be used as other comparable growth measures for the State 20%.

GROWTH IN SUBJECTS WITHOUT STATE-PROVIDED GROWTH MEASURES (20%):

SLOs will be used for teachers of subjects where there is no State-provided measure of student growth. The Regulations call this the State-determined growth goal-setting process. Each SLO will be built around one of the following three assessment options as the evidence of student learning:

- (1) List of State-approved 3rd party, State, or Regents-equivalent assessments;
- (2) District- or BOCES-developed assessments, provided the District or BOCES verifies comparability and rigor;
- (3) School- or BOCES-wide, group, or team results based on State assessments.

LOCALLY SELECTED MEASURES (20%):

For the local 20%, Districts must choose from the four options listed below. For the local measure, the selected measure can measure achievement and/or growth.

May use growth or achievement for these:

- (1) State assessments, Regents examination and/or Regent-equivalent assessments provided that they are different than the measure used for the Growth subcomponent;
- (2) List of State-approved 3rd party assessments;
- (3) District, regional, or BOCES-developed assessments, provided that the District or BOCES verifies comparability and rigor;
- (4) School-wide growth or achievement results based on:
 - State-provided school-wide growth score for all students in a school taking the State ELA or Math assessment in grades 4-8;
 - Locally-computed measure based on a State assessment or District, regional, or BOCES-developed assessment for which the District or BOCES verifies comparability and rigor.

(5) For teachers in a grade or subject without a State-approved Growth or Value-Added model:

Student Learning Objectives with any State, State-approved 3rd party, or District/BOCES developed assessment that is rigorous and comparable across classrooms.

- Note: See the section of this document addressing the use of SLOs as locally-selected measures ("Student Learning Objectives as Locally-Selected Measure Option") for further information to consider.

WHAT IS DECIDED BY THE STATE VERSUS DISTRICT LEVEL AND/OR SCHOOL/TEACHER LEVELS FOR COMPARABLE GROWTH MEASURES?

The State determines the following for comparable growth measures:

- The overall SLO framework, including required elements.
- Requirements in the context of Regulations:
 - Requirements for which teachers must set SLOs and which teachers must have State-provided growth measures.
 - Requirements for which assessments must be used, and which are allowable options, under the Regulations.
 - Requirements around scoring:
 - The scoring ranges and categories for the measures of student growth subcomponent.
 - Rules for scoring SLOs that include a State-provided growth measure.
 - Rules for scoring multiple SLOs.
- Provides training to Network Teams and Network Team Equivalents on SLOs prior to 2012-13 school year.

Districts (in the context of State Regulations and frameworks) determine the following:

- Assess and identify their unique priorities and needs.
- Identify who in the District will have State-provided growth measures and who must have SLOs as "comparable growth measures" as per the State's rules.
- District-wide rules for how specific SLOs will get set.
- Expectations for scoring SLOs and for determining teacher ratings for the growth component, within State rules.
- District-wide processes for setting, reviewing, and assessing SLOs in schools.
- Create processes to ensure that any assessments are not scored by teachers and principals with a vested interest in the outcome of the assessment they score, and address assessment security issues.
- Establish which decisions are made at the District level versus in schools by principals, and/or principals with teachers.
- Provide training to lead evaluators.

Schools (in the context of State Regulations and frameworks, and District decisions) determine the following:

- Implement State and District-determined processes.
- Make choices as needed when District leaves flexibility to schools.
- Ensure that lead evaluator approves each teacher's goals and monitors/assesses results.
- Ensure all assessments are secure and that any assessments, including those used as evidence for SLOs, are not scored by teachers and principals with a vested interest in the outcome of the assessments they score.

Teachers (in the context of State Regulations and framework, District decisions, and school decisions) determine the following:

- Propose, in consultation with lead evaluator, SLOs and targets based on District and school requirements.
- Obtain all possible data on students to best inform baseline, starting level of student learning.
- Reflect on student learning results and consider implications for future practice.

SECTION TWO: SLO RULES AND CONSIDERATIONS FOR COMPARABLE GROWTH MEASURES

WHICH TEACHERS WILL HAVE STATE-PROVIDED GROWTH MEASURES AND WHICH TEACHERS MUST HAVE SLOs AS "COMPARABLE GROWTH MEASURES"?

There are two categories of teachers in New York State's evaluation system:

50 – 100% Students Covered by
State-Provided Growth Measures

**These teachers will receive a
Growth Score from the State
(20-25 evaluation points).**

***E.g., 4-8 ELA, Math,
Common Branch teachers***

0 – 49% Students Covered by
State-Provided Growth Measures

**These teachers MUST have SLOs
(20 evaluation points)**

**1. If any course/section has State-
provided growth measures, at least 1
SLO MUST use it.**

**2. SLOs MUST cover the courses
taught with the largest number of
students, combining sections with
common assessments, until a
majority of students are covered.**

**3. If any of the largest courses have a
State assessment (but do not have
State-provided growth measures), the
State assessment MUST be used as
evidence in the SLO.**

***E.g., Many high school teachers,
K-3 teachers, teachers with mix of
sections with/without State-provided
growth measures (e.g., two 7th grade
math classes and three science
classes)***

For those teachers who must have SLOs as "comparable growth measures", Districts must use these rules (see table below) for how many SLOs based on what assessments:

	Growth is State-provided Growth or Value-added Measure	Comparable SLO for Growth Requirements ("Musts")
All Teachers	State-provided growth/VA applies if: Number of students with VA growth measure is $\geq 50\%$ of class; and is $>$ minimum N size required for valid result	- SLOs must measure 2 points in time for same students. - SLOs must cover largest courses taught until $\geq 50\%$ of students are included in a teacher's SLOs. - If any course/section requires an SLO and has a State-provided growth measure, at least 1 SLO must use the State-provided growth score for these students. - If a State assessment exists for any of the courses required to be included in the SLO, but there is no State-provided growth measure for that assessment, the State assessment must be used as evidence for the SLO (example: 3rd grade ELA (literacy and writing), Math; Global History Regents, NYSAA). - Teachers with multiple sections of the same course must create 1 SLO to cover all of these sections when the same final assessment is used. - School-or-BOCES wide, group or team SLO based on State assessment growth may substitute or supplement any of the below except for any teachers of 6-8 science and social studies and any grade/subject that culminates in a State assessment.
K-2 Teachers		1 SLO for ELA (literacy and writing) 1 SLO for Math (unless teacher focuses on single subject area)
3 Teachers		1 SLO for ELA (literacy and writing) 1 SLO for Math (unless teacher focuses on single subject area) - Must use 3rd grade State assessment as evidence
4-8 Common Branch or ELA/Math subject Teachers	Yes	N/A
4-8 Science and Social Studies Teachers (not Common Branch)	<i>Future likely</i>	1 SLO for each subject/assessment - (SLOs must cover classes with largest numbers of students until a majority of students are covered) - Must use 4, 8 State Science assessment as evidence - Grades 6-7 Science and 6-8 Social Studies must use a State-approved 3 rd party assessment or Regents equivalents, or a District, regional, or BOCES-developed assessment as evidence.
4-8 Other Subject Teachers		1 SLO for each subject/assessment - (SLOs must cover classes with largest numbers of students until a majority of students are covered)
9-12 Core Subjects,	As available	1 SLO for each subject/assessment

Regents Subjects and Regents Equivalents		- (SLOs must cover classes with largest numbers of students until a majority of students are covered) - Must use Regents assessment or Regent equivalents as evidence where applicable
9-12 Other Subject Teachers		• 1 SLO for each subject/assessment - (SLOs must cover classes with largest numbers of students until a majority of students are covered)
Teachers with a Mix of Sections/Courses With/Without State-Provided Growth Measures	Yes, if $\geq 50\%$ of sections/students are covered by SGP/VA	• If $< 50\%$ covered by SGP/VA, then a mix of SGP/VA and SLOs will be used • First, create SLOs that use SGP/VA where available; then create SLOs for largest sections without SGP/VA until majority of students are covered
Self-contained Teachers (ESL/Bilingual, students with disabilities)	Yes, if $\geq 50\%$ of students are covered by SGP/VA	If $< 50\%$ covered by SGP/VA, then SLOs will be used: • 1 SLO for ELA (literacy and writing) • 1 SLO for Math (unless teacher focuses on another subject area) - Must use State assessment where available
Any Co-Teachers: both teachers must have same growth measures	As applicable and as SED can track multiple teachers of record	If District cannot track multiple teachers of record, then SLOs will be used: • For Common Branch teachers: 1 SLO for ELA (literacy and writing) and 1 SLO for Math • For teachers with other subject area focus: set SLO for relevant area - Must use State assessment where available
Any push-in, pull-out (AIS, SWD, ESL etc)	As applicable; NYSED has teacher of record rules for "dosage"	If no State-provided measure, then SLOs will be used: • 1 SLO for subject area focus (consider using group/team growth on State assessment; collaborative goal-setting with classroom teachers) - Must use State assessment where available
Any teacher with students who take the NYSESLAT	• If enough students in teacher's course-load take State ELA assessment • If NYSED develops a growth measure from NYSESLAT (in the future)	• If this is an ELA teacher required to set SLOs, and 10 or more students take NYSESLAT, then teacher will set 1 of his/her SLOs using NYSESLAT as evidence. (Additional SLOs are still also set for ELA (literacy and writing) and must use State assessment where applicable.) • If this is an ESL specialist then 1 SLO using NYSESLAT if this is the most appropriate measure of student learning
Any teacher with students who take the NYSAA	If enough students in class take State assessments to generate State-provided measures for teacher	• If this is a teacher required to set SLOs, then teacher will set 1 of his/her SLOs using NYSAA performance assessment as evidence. Additional SLOs are also set based on subject area taught (e.g., ELA (literacy and writing), Regents, Math).
Special Cases: - General education students in tested subjects (not ELL or SWD) who don't contribute to VA (no pre-test or unexpected lack of post-test)	Will be included if data is available and dosage allows	• If teacher does not have State-provided measures, new arrivals should be included in a new SLO if the previous SLOs no longer cover a majority ($\geq 50\%$) of the students.

WHAT TYPE OF ASSESSMENT MUST BE USED AS EVIDENCE WITH AN SLO AS A COMPARABLE GROWTH MEASURE?

- Each SLO needs at least one source of evidence, but multiple sources are allowable.
- If a course/section requiring an SLO has a State-provided growth score, the SLO must use the State-provided growth score for these students.
- State assessments (including Regents examinations, Regents equivalents, and/or any NYSED approved equivalents) must be used as evidence if one of the courses required to have an SLO has a State assessment. (For example, if the course ends in a Regents exam and there is no State-provided growth or value-added measure for that examination, and it is a course that requires an SLO, then the SLO must use the Regents Exam as evidence.)
- For 6-8 science and social studies, all high school courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, Districts *must* use the State-determined growth goal-setting process (SLOs) with:
 - State assessment if one exists (or Regent equivalents).
 - District-determined assessment from List of State-approved 3rd party assessments and Regents equivalents.
 - District, regional or BOCES developed assessments, provided the District or BOCES verifies comparability and rigor.
- For all other grades/subjects that are not associated with a State assessment: Districts *must* use the State-determined growth goal-setting process (SLOs) with any of the following three options/assessments:
 - List of State-approved 3rd party assessments.
 - District, regional, or BOCES-developed assessments provided the District or BOCES verifies comparability and rigor.
 - School-or BOCES-wide, group, or team results based on State assessments.

HOW MAY SCHOOL-OR BOCES-WIDE, GROUP OR TEAM MEASURES BE USED AS COMPARABLE GROWTH MEASURES WITH SLOs?

- School-or BOCES-wide, group, or team measures are an option as a comparable growth measure SLO, but they must be based on State assessments.
- Provides a means of providing measures of student learning for teachers who do not have a common, District-wide or State assessment that covers their content area.
- Examples include:
 1. A District may decide to set an SLO based on school-wide growth on the State ELA tests as a measure of student growth for all arts teachers, since growth in the various arts is difficult to measure, and ELA skills could be enhanced by coursework in the arts. In this case, all arts teachers in a school would earn the same score for the growth component of their evaluations.

2. A District may decide to measure all elementary school push-in and pull-out teachers on school-wide growth on ELA and/or Math because the District believes it will help promote collaboration, and it is difficult at this point to determine the teachers' individual contributions to specific students' growth.

HOW DO SLOs MEET REQUIREMENTS FOR COMPARABILITY IN THE GROWTH COMPONENT OF TEACHER EVALUATION?

- Using SLOs with any allowable assessment type in the Regulations will meet the minimum requirements for a comparable growth measure in subjects without a State-provided growth measure.
- It is important to keep in mind that Districts may strengthen comparability and rigor of the goal-setting process in a variety of ways, for example:
 - Increase the number of high-quality assessments that are used across grades/subjects;
 - Specify priority learning standards in a grade or subject around which assessments or performance tasks for students will be constructed by District teams; and
 - Design District-wide guidance for target setting and scoring of educators' results.

SECTION THREE: SCORING SLOs AND DETERMINING FINAL RATINGS FOR COMPARABLE GROWTH MEASURES

ESTABLISHING EXPECTATIONS FOR SCORING SLOs AND DETERMINING FINAL RATINGS AS COMPARABLE GROWTH MEASURES

STANDARDS FOR RATING CATEGORIES:

Assuming the enactment of legislation amending Education Law §3012-c proposed with the Executive Budget in February 2012, the following are the requirements set for scoring a teacher's results in the student growth on State assessments or other comparable measures subcomponent:

Level	Growth or Comparable Measures
Highly Effective	Results are well-above state average for similar students (or district goals if no state test).
Effective	Results meet state average for similar students (or district goals if no state test).
Developing	Results are below state average for similar students (or district goals if no state test).
Ineffective	Results are well-below state average for similar students (or district goals if no state test).

Commissioner will review specific scoring ranges annually before the start of each school year and recommend any changes to the Board of Regents. For 2011-12 and for 2012-13, the scoring ranges for educators for whom there is no approved value-added measure of student growth are as follows:

Level	Growth or Comparable Measures
Highly Effective	18-20
Effective	9-17
Developing	3-8
Ineffective	0-2

TRANSLATING RESULTS INTO HEDI RATINGS/SCORES WHEN AN SLO INCORPORATES A STATE-PROVIDED GROWTH MEASURE

- For any SLO that incorporates a State assessment with a State-provided growth measure, it **must** utilize the same HEDI expectations as the State-provided growth measures for that State assessment.
- HEDI **must** be based on the State-provided scale.

Example of a teacher setting an SLO with a State-provided growth measure:

7th grade ELA and drama teacher with <50% of students covered by State-provided growth on the ELA State assessment. Teacher will have at least one SLO using the State-provided ELA growth measure. Teacher will have additional SLOs for the largest drama courses taught (combining sections with common assessments if applicable) until the majority of students are covered.

ALL SLOs that use a State assessment with a State-provided growth measure must follow this format and HEDI scoring, varying only the applicable grade/subject:

Target(s) and HEDI Scoring	1. All of my 7 th grade ELA students will demonstrate growth at least equal to the average of similar students State-wide on the 7 th grade ELA State assessment.			
	Highly Effective (18-20 points)	Effective (9-17 points)	Developing (3-8 points)	Ineffective (0-2 points)
	Results are well-above state average for similar students.	Results meet state average for similar students.	Results are below state average for similar students.	Results are well-below state average for similar students.

Note: The scoring bands above are based on proposed Executive Budget legislation.

SETTING TARGETS WHEN COMPARABLE GROWTH SLOs DO NOT INCORPORATE A STATE-PROVIDED GROWTH MEASURE

Three Examples: (of many possible approaches):

1. Set a target for the average percent mastery of standards across entire class/section.
2. Set a target for the average scale score gain from baseline to end across entire class/section.
3. Acceptable growth differs by each student's starting point. Districts can determine what level of growth is acceptable for each starting level. See below:

What Student Progress Means Expectations

Performance Level	END: 1	END: 2	END: 3	END: 4
START: 1	NO	YES	YES	YES
START: 2	NO	YES	YES	YES
START: 3	NO	NO	YES	YES
START: 4	NO	NO	YES	YES



Target is what percentage of students make their specific level of acceptable growth or better.

How will results translate into HEDI ratings/scores when the SLO does not incorporate a State-provided growth measure?

Two Examples (of many possible approaches) using the scoring bands proposed in Executive Budget legislation:

(The charts below represent examples of how a District or BOCES may want to translate results into ratings/scores. Districts or BOCES are not required to use these examples although the points assigned to the HEDI levels are required by Regulation.)

Example 1: Generic: could apply across grades/subjects

LEVEL	POINTS	DESCRIPTION
Highly Effective	18-20	Evidence indicates exceptional student learning gain across SLO(s), including special populations. Expectations described in SLO(s) are well-above District expectations.
Effective	9-17	Evidence indicates significant student learning gain across SLO(s), including special populations. Expectations described in SLO(s) meet District expectations.
Developing	3-8	Expectations described in SLO(s) are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations.
Ineffective	0-2	Evidence indicates little to no student learning gain across SLO(s). Expectations described in SLO(s) are not met. Results are well-below District expectations.

Example 2: Quantified and Differentiated Based on Student Baseline

ILLUSTRATIVE

Rating Points	Ineffective (0-2)	Developing (3-8)	Effective (9-17)	Highly Effective (18-20)
% students meeting expectations	0-49%	50-69%	70-84%	85%+

TRANSLATING RESULTS OF MULTIPLE SLOs INTO ONE OVERALL SCORE/RATING FOR THE GROWTH COMPONENT

How will results of multiple SLOs translate into one overall score/rating for a teacher?

1. District/evaluator will assess the results of each SLO separately, arriving at a HEDI rating and point value between 0-20 points.
2. Each SLO must then be weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points.
 - Always round to the nearest whole number; ≥ 5 rounds up and < 5 rounds down.

Example of a teacher with multiple SLOs:

Example Teacher with 3 SLOs	SLO 1: (30 students)	SLO 2: (25 students)	SLO 3: (20 students)
STEP 1: (assess results of each SLO separately)	17/20 points - Effective	15/20 points - Effective	19/20 points - Highly Effective
STEP 2: (weight each SLO proportionately)	30 students/75 TOTAL students = 40% of overall	25 students/75 TOTAL students = 33% of overall	20 students/75 TOTAL students = 27% of overall
STEP 3: (calculate proportional points for each SLO)	17 points x 40% = 7 points	15 points x 33% = 5 points	19 points x 27% = 5 points

OVERALL GROWTH COMPONENT SCORE

(round to the nearest whole number; ≥ 5 rounds up and < 5 rounds down): 17 points, Effective

SECTION FOUR: MAJOR DISTRICT STEPS TO PLAN AND IMPLEMENT SLOs AS COMPARABLE GROWTH MEASURES

1. Districts will first need to assess and identify their overall priorities and academic needs.
 - Start with commitments and focus areas in District strategic plans.
 - Given State-determined SLO requirements, consider how to construct growth measures that advance District-wide priorities and needs.
 - Decide how prescriptive the District will be within the Growth Component SLO process (e.g., set specific goals for groups of teachers, provide metrics, set specific or generic HEDI expectations) and where decisions will be made by principals, or principals with teachers.
2. Districts will then need to identify which teachers must use SLOs and which teachers will have State-provided growth measures (see chart within document).
3. Determine District rules for how specific SLOs will get set.
 - Will the District require the use of existing, common District-wide assessments for a specific grade/subject?
 - Districts are encouraged to increase the number of high-quality assessments that are used across grades/subjects.
 - Are there grades/subjects where the District wants to prioritize building or buying additional District-wide assessments?
 - Are there groups of teachers where group or team results based on state assessments are appropriate?
 - Are there grades or subjects where the District can identify priority learning standards or other District-wide guidance for schools and teachers?
 - What will the District require for any remaining teachers not covered by the above?
4. Districts will establish expectations for scoring SLOs and for determining teacher ratings for the growth component (see scoring section above for sample models and examples).
 - For each group of grade/subject teachers with similar growth goal approaches, Districts must determine and communicate the District's expectations for student learning growth relative to baselines and specify how teachers will be awarded HEDI ratings and earn from 0-20 points based on the results obtained, consistent with State Regulations and guidance.
 - Districts may wish to provide descriptive benchmark data to help guide the SLO process and to ensure reasonable goals are set for certain subject areas.
 - For example, a District may wish to develop "growth norms" on how students with different starting scores do on particular assessments (e.g., how a student scores on the 8th grade test then scores on the Chemistry Regents).
 - Districts that have their own student growth percentile or value-added scores from District-wide assessments may require that they be used with the SLO for that subject.

- Patterns could be developed for students with different characteristics, such as ELLs, students with disabilities (varying severity levels), etc.
 - Districts must specify what decisions about specific SLOs, evidence, and targets will be made by the District or made by principals, or principals with teachers.
 - Districts may choose to be more prescriptive with some grades/subjects than with others given local priorities and capacity.
5. Districts will need to determine their District-wide processes for setting, reviewing, and assessing SLOs in schools.
 - What tools will principals use to assess the rigor of teacher-determined targets?
 - Will Districts review all goals or spot check goals and targets set by schools and teachers in any way to ensure rigor and comparability?
 - How will procedures to monitor progress of students on SLO targets and final results reviews be handled?
 - Districts may want to consider other teacher evaluation procedures like evaluator/teacher conferences, and procedures around classroom observations as well as District processes for data-driven inquiry meetings to be sure that sufficient time and coordination is provided.
 - Districts may want to align their processes for reviewing and assessing SLOs in schools for both growth and local, as applicable.
 6. Districts will need to provide training to evaluators on how to set, approve, monitor, and score SLOs including training on norming, and calibration of scoring for inter-rater comparability.
 - State will provide training to network teams on SLOs prior to the 2012-13 school year.
 7. Districts will need to determine where data gets stored.
 - Districts may wish to create a database and/or dashboard for SLOs so principals can upload their reports and teachers can upload their SLOs, evidence, etc. for review.
 - Database can be used by Districts to collect evidence and to look for trends in data.
 8. Districts will need to address assessment security issues and create processes to ensure that assessments are not scored by teachers and principals with a vested interest in their outcome.
 - Districts will need to create structures that will ensure assessments are secure.
 - As noted in §30.2.3(b)(3), each District's / BOCES's annual professional performance review plan must, for all assessments regardless of whether or not the assessment is used in conjunction with a student growth goal-setting process, "describe the assessment development, security, and scoring processes utilized by the school District or BOCES. Such processes shall ensure that any assessments and/or measures used to evaluate teachers and principals under this section are not disseminated to students before administration and that teachers and principals do not have a vested interest in the outcome of the assessments they score".

SECTION FIVE: SLOs AS AN OPTION FOR LOCALLY-SELECTED MEASURES OF STUDENT ACHIEVEMENT

STUDENT LEARNING OBJECTIVES AS LOCALLY-SELECTED MEASURE OPTION

Student Learning Objectives (SLOs) are one of the options available for locally-selected measures of student achievement for teachers in a grade or subject without a State-approved Growth or Value-Added model (e.g., teachers outside of grades 4-8 ELA/Math). Selection of local measures is subject to collective bargaining.

Local measures must be different from the growth measures used in the growth subcomponent although local measures may be based on the same state, state-approved, or District, regional, or BOCES-developed assessment.

Therefore, if Districts use SLOs as a locally-selected measure for teachers in a grade or subject without a State-approved Growth or Value-Added model, the SLO must measure something different from the teacher's SLOs used as comparable growth measures. This would include, but not be limited to, measuring results from different courses or students, using different assessments and/or using the same assessment in a different way (achievement instead of growth or a subgroup of students, for example).

It is important to note that when determining SLOs for locally-selected measures, the SLOs must be based on the following basic components:

- **Student Population:** which students are being addressed?
- **Learning Content:** what is being taught? CCSS/national/State standards? Will specific standards be focused on in this goal or all standards applicable to the course?
- **Interval of Instructional Time:** what is the instructional period covered (if not a year, rationale for semester/quarter/etc)?
- **Evidence:** what assessment(s) or student work product(s) will be used to measure this goal?
- **Baseline:** what is the starting level of learning for students in the class?
- **Target and HEDI Criteria:** what is the expected outcome (target) by the end of the instructional period?
- **HEDI Criteria:** how will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below", (ineffective), "below" (developing), and "well-above" (highly effective). These ranges translate into HEDI categories to determine teachers' final rating for the growth subcomponent of evaluations. Districts must set their expectations for the HEDI ratings and scoring: HEDI criteria can be determined at the time of target-setting or Districts can choose to let principal judgment apply.
- **Rationale:** why choose this learning content, evidence and target?

Districts must also set clear expectations for targets and scoring for the "local measures of student achievement" within the parameters from Regulations, and Districts must collectively bargain the process to assign points to educators within the locally-selected measures:

STANDARDS FOR RATING CATEGORIES FOR LOCALLY-SELECTED MEASURES:

Assuming the enactment of legislation amending Education Law §3012-c proposed with the Executive Budget in February 2012, the following are the requirements set for scoring a teacher's results in the student growth on State assessments or other comparable measures subcomponent and the locally selected measures subcomponent:

Level	Growth or Comparable Measures	Locally Selected Measures of Student growth or achievement
Highly Effective	Results are well-above state average for similar students (or District goals if no state test).	Results are well-above District or BOCES - adopted expectations for growth or achievement.
Effective	Results meet state average for similar students (or District goals if no state test).	Results meet District or BOCES-adopted expectations for growth or achievement.
Developing	Results are below state average for similar students (or District goals if no state test).	Results are below District or BOCES-adopted expectations for growth or achievement.
Ineffective	Results are well-below state average for similar students (or District goals if no state test).	Results are well-below District or BOCES-adopted expectations for growth or achievement.

Commissioner will review specific scoring ranges annually before the start of each school year and recommend any changes to the Board of Regents. For 2011-12 and for 2012-13, the scoring ranges for educators for whom there is no approved value-added measure of student growth are as follows:

Level	Growth or Comparable Measures	Locally Selected Measures of Student growth or achievement
Highly Effective	18-20	18-20
Effective	9-17	9-17
Developing	3-8	3-8
Ineffective	0-2	0-2

Additionally, Districts and their collective bargaining agents may wish to consider the following when using SLOs in the locally-selected measures subcomponent:

- Districts may want to consider their overall District-wide priorities and academic needs as they consider their locally-selected measures.
- Districts may want to determine local measures in the context of what growth measures will exist for each teacher.
- Districts are encouraged to ensure that all students are included in either a growth measure or a locally-selected measure.
- Districts may want to align their processes for reviewing and assessing SLOs in schools for both growth and local.

SECTION SIX: "PUTTING IT ALL TOGETHER": SAMPLE SLO SCORING MODELS FOR COMPARABLE GROWTH MEASURES

Note: This section includes a number of different sample scoring models and corresponding illustrative examples using the scoring bands proposed in Executive Budget legislation. These are only a small number of such samples, and there are many other possible approaches that Districts may wish to consider.

SAMPLE MODEL 1 (Class Targets, Evaluator Judgment):

- Each SLO has a baseline and target for what would be "Meets" level of performance.
- The class either meets/does not meet SLO target.
- Evaluator scores each teacher's performance on the SLO as Well Below; Below; Meets; or Well-Above, using judgment for differences between well-above/meets/below/well-below.
- Evaluator weights SLOs proportionately based on the number of students included in all SLOs to provide for one overall growth component score between 0-20 points.

All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations, including special populations.

Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations, including special populations.

Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO.

Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well-below district expectations.

Example Model 1(A):

Science teacher with 110 total students across 5 sections: 2 Living Environment (Regents) sections with 20 students each; 2 Living Environment (non-Regents) sections with 25 students each; 1 Forensic Science elective with 20 students.

Applying rules about which SLOs must be created for this teacher:

- No State-provided growth measure for Biology Regents (yet).
- Largest course/assessment combination is non-Regents Living Environment so the first SLO covers those sections/students; however 50 students is less than a majority of this teacher's 110 total students.
- A second SLO must be included for the next largest course/assessment, which is Regents Living Environment. This covers 40 more students and a majority of students are now covered (50+40=90 and 90/110= approx. 82% of students covered).

SLO SUBJECT	BASELINE	TARGET (As Approved by Evaluator)	ACTUAL RESULT	EVALUATOR SLO SCORE
2 Living Environment (non-Regents) sections with 25 students each	- 50% across both sections scored proficient or better on 8 th grade science test - 60% mastered standards covered in first chapter test in September	90% students will receive a passing score on the District-created Living Environment assessment for non-regents courses	91% passed, including all students with disabilities	- Meets - 16, Effective (based on evaluator's judgment)
2 Living Environment (Regents) sections with 20 students in each	- Historically 98% of Regents classes take test - 80% of students across both sections scored proficient or better on 8 th grade science test - 90% mastered standards covered in first chapter test in September	- 80% of students will score 65 or better on Living Environment Regents with 98%+ taking the test - 15% will score in the advanced level	- 80% scored 65 or better; - 10% scored advanced	- Meets (evaluator considers this to be a low meets since the educator fell short on the advanced target but made the 65 or better) - 9, Effective
Overall Growth Component Rating		Effective: 13 points (in range of 9-17 points) SLOs are weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points.		
			SLO 1	SLO 2
		Step 1: (assess results of each SLO separately)	• 16/20 points • Effective	• 10/20 points • Effective
		Step 2: (weight each SLO proportionately)	50 students / 90 TOTAL students = 56% of overall	40 students / 90 TOTAL students = 44% of overall
		Step 3: (calculate proportional points for each SLO)	16 points x 55% = 9 points	9 points x 45% = 4 points
		OVERALL GROWTH COMPONENT SCORE: 13 points		

Example Model 1 (B): Teacher with multiple SLOs including an SLO with a State-provided growth measure

7th grade Math and Science teacher with 130 students across 5 sections: two 7th grade Math sections with 30 students each; two 7th grade Science sections with 25 students each; one Advanced 7th grade Science section with 20 students.

Applying rules about which SLOs must be created for this teacher:

- There is a State-provided growth measure for 7th grade Math so it must be used.
- Fewer than 50% of this teacher's students are covered by the State-provided measure, so SLOs are created.
- First, this teacher will have an SLO using his/her student's growth on State-provided measures in 7th grade Math. The same State-provided measure and HEDI scores will apply to this SLO that would apply if the teacher had ONLY State-provided measures. This SLO will cover 60 students; however this is not a majority of the teacher's 130 students.
- A second SLO must be included for the next largest course/assessment, which is 7th grade Science. This covers 50 more students and a majority of students are now covered. (60+50=110 and 110/130= approx 85% of students covered).

SLO SUBJECT	BASELINE	TARGET	ACTUAL RESULT	EVALUATOR SLO SCORE
Two 7 th grade Math sections with 30 students in each	- Students scores on 6 th grade Math assessment	(Same as any teacher with this State-provided measure) - All of my 7 th grade Math students will demonstrate growth at least equal to the average of similar students State-wide on the 7 th grade Math State assessment	- State-provided measure: score of 16 points, Effective	N/A
Two 7 th grade Science sections with 25 students in each	- 80% of students across both sections scored proficient or better on 6 th grade science test - All students took the District developed pre-assessment and scored in the Level 2 or 3 range	(Approved by evaluator) - 80% of students who scored a Level 2 on the District developed pre-assessment will score a Level 3 on the District developed performance task - 80% of students who scored a Level 3 on the pre-assessment will score a Level 4 on the performance task	- 85% who scored a Level 2 improved to a Level 3 or higher - 76% who scored a Level 3 improved to a Level 4	- Meets (evaluator considers this to be a lower meets since the educator scored higher on the first target, but fell short on second target) - 11, Effective
Overall Growth Component Rating:		Effective: 14 points (in range of 9-17 points) SLOs are weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points.		
			SLO 1	SLO 2
		Step 1: (assess results of each SLO separately)	• 16/20 points • Effective	• 14/20 points • Effective
		Step 2: (weight each SLO proportionately)	60 students / 110 TOTAL students = 55% of overall	50 students / 110 TOTAL students = 45% of overall
		Step 3: (calculate proportional points for each SLO)	16 points x 55% = 9 points	11 points x 45% = 5 points
		OVERALL GROWTH COMPONENT SCORE: 14 points		

SAMPLE MODEL 2: (Class Targets, HEDI Criteria Included in Targets):

- Set targets around student mastery of all standards, or a subset of "power" standards for a course.
- Year end result is based on what percentage of students mastered standards or a subset of "power standards" as evidenced by the selected year-end assessment. Add all of the percentages and divide by the number of students to determine class/section average percent mastery.
- Districts determine HEDI using past experience, own expectations, any vendor-provided benchmark charts, etc.

Rating Points	Ineffective 0-2 Points	Developing 3-8 Points	Effective 9-17 Points	Highly Effective 18-20 Points
% Mastery	0-29%	30-54%	55-79%	80%+

Note: Levels are illustrative

- Districts may decide to have tiered HEDI rating-expectations depending on student's baseline knowledge of standards. The tiered ratings will need to be averaged into one composite final HEDI score.

	Students Entering <30%	Students Entering >30%
Highly Effective	90+	90+
Effective	65-89	75-89
Developing	50-64	60-74
Ineffective	<50	<60

Note: Levels are illustrative

Example Model 2(A):

Middle school physical education teacher with 5 sections and 140 students total: 2 sections of 6th grade physical education (60 students total); 2 sections of 7th grade physical education and health (50 students total); 1 section of 8th grade physical education (30 students total).

Applying rules about which SLOs must be created for this teacher:

- Largest course/assessment combination is 6th grade physical education so the first SLO covers those sections/students; however 60 students is less than a majority of this teacher's 140 total students.
- A second SLO must be included for the next largest course/assessment, which is 7th grade physical education. This covers 50 more students and a majority of students are now covered (110 students out of 140 total students, which is approximately 79% of students covered).
- District determines HEDI based on: previous standards mastery results from other students taking these courses.
- At the end of the year, determine what percentage of students mastered all 3 Intermediate Learning Standards for Health, Physical Education, and Consumer Sciences using year-end assessments for 6th and 7th grade physical education courses that was created by a consortium of BOCES/Districts.

District-Determined Rating Scale for This SLO:

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Percentage of students who meet mastery target	0-29%	30-54%	55-80%	81%+

TARGET (As Approved by Evaluator)	ACTUAL RESULTS	EVALUATOR RATING AND PROPORTIONAL WEIGHT
80% of 6 th grade students will demonstrate mastery of 75% or more 6 th grade health, physical education, and consumer science course standards as measured by the consortium year-end assessment.	80% met target of 75%+ mastery	• 13 points, Effective • 60 students / 110 TOTAL students = 55% of overall
80% of 7 th grade students will demonstrate mastery of 75% or more 7 th grade health, physical education, and consumer sciences course standards as measured by the consortium year-end assessment.	95% met target of 75%+ mastery	• 20 points, Highly Effective • 50 students / 110 TOTAL students = 45% of overall
OVERALL GROWTH COMPONENT SCORE:	16 points: Effective (in range of 9-17 points) SLOs are weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points	
		</

Example Model 2(B):

2nd grade Common Branch teacher with 30 students, including 12 who take the NYSESLAT.

Applying rules about which SLOs must be created for this teacher:

- There is no State-provided growth measure for 2nd grade ELA/Math.
- This teacher will have 1 SLO in ELA to cover all 30 of his/her students. This District has decided that all 2nd grade teachers will use a 3rd party assessment from the State-approved list for ELA.
- This teacher will have 1 SLO in Math to cover all 30 of his/her students. This District has decided that all 2nd grade teachers will use a 3rd party assessment from the State-approved list for Math.
- This teacher will ALSO have 1 SLO using NYSESLAT as evidence. This SLO covers the 12 students who take the NYSESLAT. It is required because there is no State-provided growth measure for this teacher, and 10 or more of this teacher's students take the NYSESLAT.

District-Determined Rating Scale for SLO 1 and SLO 2:

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Percentage of students who meet or exceed District average for similar students	0-29%	30-54%	55-80%	81%+

District-Determined Rating Scale for SLO 3:

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Percentage of students who demonstrate growth of at least one performance level on NYSESLAT	0-40%	41-69%	70-89%	90%+

TARGET (As Approved by Evaluator)	ACTUAL RESULT	EVALUATOR RATING AND PROPORTIONAL WEIGHT
Students will demonstrate growth at least equal to the average for similar students in the District on the District-determined assessment from the list of State-approved 3 rd party assessments for ELA.	70% of students' results met District average for similar students.	• 14 points, Effective • 30 students / 72 TOTAL students = 42% of overall
Students will demonstrate growth at least equal to the average for similar students in the District on the District-determined assessment from the list of State-approved 3 rd party assessments for Mathematics.	50% of students' results met District average for similar students.	• 7 points, Developing • 30 students / 72 TOTAL students = 42% of overall
Students who take the NYSESLAT will demonstrate growth of at least one performance level (beginner to intermediate; intermediate to advanced; advanced to proficient).	75% of students who took the NYSESLAT demonstrated growth of at least one performance level.	• 14 points, Effective • 12 students / 72 TOTAL students = 17% of overall

OVERALL GROWTH COMPONENT RATING

Effective: 11 points (in range of 9-17 points)

SLOs are weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points.

	SLO 1	SLO 2	SLO 3
Step 1: (assess results of each SLO separately)	• 14/20 • Effective	• 7/20 • Developing	• 14/20 • Effective
Step 2: (weight each SLO proportionately)	30 students / 72 TOTAL students = 42% of overall	30 students / 72 TOTAL students = 42% of overall	12 students / 72 TOTAL students = 17% of overall
Step 3: (calculate proportional points for each SLO)	14 points x 42% = 6 points	7 points x 42% = 3 points	14 points X 17% = 2 points
OVERALL GROWTH COMPONENT SCORE: 11 points			

Example Model 2(C):

High school English teacher with 5 sections of 9th grade English and 140 total students.

Applying rules about which SLOs must be created for this teacher:

- No English Grade 9 State-provided growth measure (yet).
- This teacher will have one SLO to cover all of the students in all sections. He/she may use tiered HEDI rating expectations because students have different baseline knowledge of English 9 standards. The tiered ratings will still be averaged into one composite final HEDI score. For 2011-12, the District may decide that all English Grade 9 teachers will use a District-developed assessment as evidence; however, it is anticipated that in 2012-13 there will be a State-provided growth measure.

District-Determined Rating Scale for Overall Score for overall SLO:

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Percentage of students across both SLOs who meet SLO target expectations	0-29%	30-54%	55-79%	80%+

TIERED HEDI RATINGS for SLO 1 and SLO 2

	Students Entering <30% - percentage of students who meet mastery target of 75%	Students Entering >30% - percentage of students who meet mastery target of 85%
Highly Effective (18-20 points)	90%+	90%+
Effective (9-17 points)	65-89%	75-89%
Developing (3-8 points)	50-64%	60-74%
Ineffective (0-2 points)	<50%	<60%

TARGET (As Approved by Evaluator)	ACTUAL RESULTS	EVALUATOR RATING AND PROPORTIONAL WEIGHT												
54 9 th grade students with a baseline mastery of $\leq 30\%$ of standards will demonstrate mastery of 75% or more 9 th grade ELA standards as measured by the district-developed performance task and standards-based rubric.	65% met target of 75%+ mastery	• 9 points, Effective • 54 students / 140 TOTAL students = 39% of overall												
86 9 th grade students with a baseline mastery of $>30\%$ of standards will demonstrate mastery of 85% or more 9 th grade ELA standards as measured by the District-developed performance task and standards-based rubric.	70% met target of 85%+ mastery	• 6 points, Developing • 86 students / 140 TOTAL students = 61% of overall												
OVERALL GROWTH COMPONENT SCORE:	Developing: 8 points (in range of 3-8 points) SLOs are weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points.													
		<table><tr><th>SLO 1</th><th>SLO 2</th></tr><tr><td> • 9/20 • Effective </td><td> • 6/20 • Developing </td></tr><tr><td>Step 2: (weight each SLO proportionately)</td><td>54 students / 140 TOTAL students = 39% of overall</td><td>86 students / 140 TOTAL students = 61% of overall</td></tr><tr><td>Step 3: (calculate proportional points for each SLO)</td><td>9 points x 39% = 4 points</td><td>6 points x 61% = 4 points</td></tr><tr><td colspan="2">OVERALL GROWTH COMPONENT SCORE: 8 points</td></tr></table>	SLO 1	SLO 2	• 9/20 • Effective	• 6/20 • Developing	Step 2: (weight each SLO proportionately)	54 students / 140 TOTAL students = 39% of overall	86 students / 140 TOTAL students = 61% of overall	Step 3: (calculate proportional points for each SLO)	9 points x 39% = 4 points	6 points x 61% = 4 points	OVERALL GROWTH COMPONENT SCORE: 8 points	
	SLO 1	SLO 2												
	• 9/20 • Effective	• 6/20 • Developing												
	Step 2: (weight each SLO proportionately)	54 students / 140 TOTAL students = 39% of overall	86 students / 140 TOTAL students = 61% of overall											
	Step 3: (calculate proportional points for each SLO)	9 points x 39% = 4 points	6 points x 61% = 4 points											
	OVERALL GROWTH COMPONENT SCORE: 8 points													

SAMPLE MODEL 3 (Student-Specific Targets):

- Using performance levels similar to those for State tests (1-4 where 3 is proficient), Districts or schools decide what ending level of performance meets or exceeds expectations for students at each starting level. (Note: many different grades and subjects can utilize similar 1-4 performance levels even with different kinds of assessments.)
- Teachers classify each student in a starting level using whatever baseline assessment information is available (ideally multiple sources). Evaluator approves baseline categorization.
- Districts and/or principals determine what percentage of students must meet expectations for each HEDI rating. This chart may differ depending on the starting levels of the class.
- It is recommended that the HEDI levels be set so that Effective is only attainable if all Level 3+ stay 3+ and some proportion of Level 1 and Level 2 move up.
- Each student either meets or does not meet expectations at year-end. Percentage of students who meet expectations determines HEDI rating.

Matrix can be created with a Yes/No (Meets/Does Not Meet) or with a Point System that gives more points to larger gains:

What Student Progress Meets Expectations				
Performance Level	END: 1	END: 2	END: 3	END: 4
START: 1	NO	YES	YES	YES
START: 2	NO	YES	YES	YES
START: 3	NO	NO	YES	YES
START: 4	NO	NO	YES	YES

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Percentage of students whose progress meets expectations	0-29%	30-54%	55-79%	80%+

Note: Levels are illustrative

What Student Progress Meets Expectations				
Performance Level	END: 1	END: 2	END: 3	END: 4
START: 1	0	1	2	3
START: 2	0	1	2	3
START: 3	0	0	1	2
START: 4	0	0	1	2

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Average Points	<.5	.5-.9	1-1.9	2+

Note: Levels are illustrative

Example Model 3(A):

High school band teacher with 135 total students across 5 sections: 3 sections of Introductory Band (75 students total); 1 section of Concert Band (30 students); 1 section of Concert Choir (30 students).

Applying rules about which SLOs must be created for this teacher:

- This teacher will have an SLO for his/her Introductory Band sections, as this covers the majority of his/her students (75 students out of 135 total students is approximately 56% of students). Targets are set based on what the District defines as the expectation for student growth in this teacher's course for students that begin at a performance level of a 1, 2, 3, and 4.
- The teacher first determines the starting level for all of the students across the three sections (baseline) using a BOCES-developed performance task. The District-provided matrix determines the expected growth for each student. At the end of the year, the teacher re-evaluates the students based upon the BOCES-developed performance task to determine student growth. The teacher's rating is determined based upon the average points received across his/her SLOs.

District-Provided Matrix for this Teacher's SLO:

Performance Level	END: 1	END: 2	END: 3	END: 4
START: 1	0	1	2	3
START: 2	0	1	2	3
START: 3	0	0	1	2
START: 4	0	0	1	2

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Average Points	<5	5-9	1-19	2+

TARGET (As Approved by Evaluator)	ACTUAL RESULT	POINTS	FINAL RATING
All students in Introductory Band will demonstrate growth on a BOCES developed performance task of at least one performance level. Performance will be assessed using a BOCES developed rubric that focuses on accuracy, dynamics, pitch, rhythm, and tone quality.	1) 30 students began on a Level 1 and ended on a Level 3. 2) 5 began Level 1, ended on a Level 4. 3) 25 began Level 2, ended on a Level 3. 4) 5 began Level 2, ended on a Level 4. 5) 10 began Level 4, ended Level 4.	1) Total = 30 students x 2 points each = 60 points 2) Total = 5 students x 3 points each = 15 points 3) Total = 25 students x 2 points each = 50 points 4) Total = 5 students x 3 points each = 15 points 5) Total = 10 students x 2 points each = 20 points Grand Total = 160 points for all 75 students	Average Points = 160 points / 75 students = 2.13 points which rounds to 2 points. 2 points is in the Highly Effective range on the District-provided matrix. This teacher's rating is then HIGHLY EFFECTIVE, 18 points (18-20 point range).

Example Model 3(B):

3rd grade self-contained special education teacher with 12 students, including 7 students who take the NYSAA.

Applying rules about which SLOs must be created for this teacher:

- There is no State-provided growth measure for 3rd grade ELA/Math.
- This teacher will have 1 SLO to cover all 5 students who take the 3rd grade ELA State assessment.
- This teacher will have 1 SLO to cover all 5 students who take the 3rd grade Math State assessment.
- This teacher will have 1 SLO using the NYSAA performance assessment as evidence. This SLO will cover the 7 students who take the NYSAA. It is required because this teacher does not have a State-provided growth measure.

District-Provided Matrix for SLO 1 and SLO 2:

What Student Progress Meets Expectations				
Performance Level	END: 1	END: 2	END: 3	END: 4
START: 1	NO	YES	YES	YES
START: 2	NO	YES	YES	YES
START: 3	NO	NO	YES	YES
START: 4	NO	NO	YES	YES

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Percentage of students whose progress meets expectations	0-29%	30-54%	55-79%	80%+

District-Determined Rating Scale for SLO 3:

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Percentage of students who demonstrate growth of at least one level on the NYSAA performance assessment	0-40%	41-69%	70-89%	90%+

TARGET (As Approved by Evaluator)	ACTUAL RESULT	FINAL RATING		
All students will demonstrate the following growth on the 3 rd grade State ELA assessment: - Level 1s will increase at least 1 Level. - Level 2s will increase at least 1 Level. - Level 3s will increase at least 1 Level and/or No Level 3s will decrease. - No Level 4s will decrease.	1) 1 Level 1 increased at least 1 Level. 2) 1 Level 1 decreased 1 Level. 3) 1 Level 2 increased at least 1 Level. 4) 1 Level 2 remained a Level 2. 5) 1 Level 3 remained at Level 3.	(use District matrix) % Meets = 60% 11 points, EFFECTIVE		
All students will demonstrate the following growth on the 3 rd grade State Math assessment: - Level 1s will increase at least 1 Level. - Level 2s will increase at least 1 Level. - Level 3s will increase at least 1 Level and/or No Level 3s will decrease. - No Level 4s will decrease.	1) 2 Level 1s increased at least 1 Level. 2) 1 Level 2 increased at least 1 Level. 3) 1 Level 3 remained at Level 3. 4) 1 Level 4 remained at Level 4.	(use District matrix) % Meets = 100% 20 points, HIGHLY EFFECTIVE		
All 7 students who take the NYSAA for ELA and Mathematics will demonstrate growth of at least one Level as measured by the NYSAA performance assessment.	1) 4 students who began on a Level 2 ended on a Level 3. 2) 2 students who began on a Level 3 ended on a Level 4. 3) 1 student who began on a Level 4 ended on a Level 4.	(use District matrix) % Meets = 100% 20 points, HIGHLY EFFECTIVE		
OVERALL GROWTH COMPONENT RATING	Effective: 16 points (in range of 9-17 points) - SLOs are weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points.			
		SLO 1	SLO 2	SLO 3
	Step 1: (assess results of each SLO separately)	• 11/20 points • Effective	• 20/20 points • Highly Effective	• 20/20 points • Highly Effective
	Step 2: (weight each SLO proportionately)	12 students / 31 TOTAL students = 39% of overall	12 students / 31 TOTAL students = 39% of overall	7 students / 31 TOTAL students = 22% of overall
	Step 3: (calculate proportional points for each SLO)	11 points x 39% = 4 points	20 points x 39% = 8 points	20 points X 22% = 4 points
OVERALL GROWTH COMPONENT SCORE:		16 points		

SAMPLE MODEL 4 (Class Targets):

- Teachers who use a final assessment with a 100 point scale will use the following minimum growth target formula:

$$\text{Required Growth} = (100 - \text{Pre-assessment score}) / 2$$

- Each student counts as either a “yes” or a “no” as to whether he/she met the goal set in the growth target.
- To calculate the percentage of students who met the SLO target, the total number of students included in the SLO is divided by the number of students who met the target (the “yes” students). The following formula can be used:

Final percentage of students who met SLO = # of students who met specified growth / total # of students in SLO

- Tiered growth targets can be used; however, the tiered targets will need to result in one overall score that can be translated into a HEDI rating.
- Districts determine HEDI ratings based on the percentage of students who made half the growth required to score 100.

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
% students who met goal in growth target	0-29%	30-54%	55-79%	80%+

Note: Levels are illustrative

Example Model 4:

Kindergarten teacher with 30 students in his/her class.

Applying rules about which SLOs must be created for this teacher:

- This teacher will have two SLOs: 1 for ELA (literacy and writing) and 1 for Mathematics.
- The teacher would first use a 100 point pre-assessment to determine the baseline of each student (for ELA and for Mathematics). All students would be expected to make half the growth required to score 100; tiered growth goals may be used. A 100 point post-assessment (for ELA and for Mathematics) would be used to determine whether students met the target or not (yes/no). The percentage of students who met the target would determine the teacher's final HEDl rating.
- SLOs are weighted proportionately based on the number of students included in all SLOs; however, in this case, there are two SLOs, and they include the same number of students, so they are weighted equally. The average score across both SLOs will provide one overall growth subcomponent score between 0-20 points.

District-Determined Rating Scale for These SLOs:

Rating Points	Ineffective 0-2 points	Developing 3-8 points	Effective 9-17 points	Highly Effective 18-20 points
Percentage of students who met goal in growth target	0-29%	30-54%	55-79%	80%+

TARGET (As Approved by Evaluator)	ACTUAL RESULTS	FINAL RATING
ELA/Literacy— All students will make half the growth required to score 100: 1) Score at least an 80 on the post-assessment if they scored 50-60 on the pre-assessment 2) Score at least an 84 if they scored from 61-70 3) Score at least an 88 if they scored from 71-78 4) Score at least a 90 if they scored a 79 or higher	80% met	AVERAGE PERCENTAGE MEETING TARGETS: $(80\% + 70\%) / 2 = 75\%$ students met targets across SLO 1 and SLO 2 Final Rating: EFFECTIVE, 16 points (in range of 9-17 points)
Mathematics—All students will make half the growth required to score 100: 1) Score at least an 80 on the post-assessment if they scored 50-60 on the pre-assessment 2) Score at least an 84 if they scored from 61-70 3) Score at least an 88 if they scored from 71-78 4) Score at least a 90 if they scored a 79 or higher	70% met	

SECTION SEVEN: APPENDIX

KEY TERMS DEFINED

- **Baseline:** A measure of the level of knowledge that students in a class are beginning with at the start of the year/semester. Used when setting a growth goal that involves progress. For each source of evidence, the numerical quantity that represents student learning prior to instruction is the baseline; it is the starting point used in the SLO. Growth is determined by student learning as the student progresses over a period of time from baseline performance.
- **Evidence:** The assessment of student learning or other form of student work product that is used to determine how much the educator's students have learned. It is not necessary to use an identical assessment for determining progress from baseline to target; it is possible to use a collection of evidence from different assessment(s)/measure(s).
- **Goal:** A specific and measurable learning objective/goal that can be measured over the course of a year (or other interval of time, where applicable, e.g., for a teacher with semester-long courses).
- **Mastery:** An SLO whose target is expressed in terms of how many or which students will reach a certain level of achievement. Does not require a baseline for those students, although may be expressed as a change in the percentage of students who have attained mastery since the beginning of the year or as percentage of standards that will be mastered by the end of the year.
- **Progress:** Any SLO whose target represents a change in the level of learning for each student over two points in time. Progress goals require a baseline and a target that is higher than the baseline for the same students.
- **State-Provided growth or value-added measures:** For all teachers whose students take State assessments in grades 4-8, ELA/Math, NYSED will provide a teacher growth score comparing the gain the teacher's students made between two points in time to the gains made by students with similar academic and other characteristics across the State.
- **Target:** The numerical outcome expected at the end of the instructional period for student learning.

NYSUT's Teacher Practice Rubric
Aligned with the
NYS Teaching Standards

NYSUT's Teacher Practice Rubric

Aligned with the New York State Teaching Standards

Standard 1: Knowledge of Students and Student Learning

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

It is not enough for teachers to know and understand childhood or adolescent developmental norms. Teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, and the outside influences that affect their learning: family dynamics, cultural customs, and socio-economic status. Furthermore, teachers must demonstrate this knowledge and understanding and also incorporate appropriate 21st Century Skills in the planning and preparation of their lessons.

Element 1.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

NYSESED Indicators: Describe orally and in writing an understanding of the developmental characteristics of their students; create developmentally appropriate lessons that address student learning differences and needs; Teachers implement lessons and modify instruction based upon student developmental needs.

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	Describes developmental characteristics of students	Teacher is unable to describe orally or in writing the developmental characteristics of the age group.	Teacher describes orally and in writing some knowledge of the developmental characteristics of the age group.	Teacher describes orally and in writing an accurate knowledge of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, teacher describes orally and in writing the extent to which individual students follow the general patterns and how 21 st Century Skills fit into this knowledge base.
B.	Creates developmentally appropriate lessons	Teacher does not create lessons that are developmentally appropriate or that address individual student learning needs.	Teacher creates lesson plans that are generally appropriate to the developmental needs of students and meet the student learning needs of groups of students.	Teacher creates lesson plans that are appropriate to the developmental needs of students and meet the student learning differences and needs of groups of students.	Teacher creates lesson plans that are appropriate to the developmental needs of students and meet the student learning differences and needs of each individual student.

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

Element I.2: Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes. **NYSUT Indicators:** *Design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student. Design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student. Teachers explain their instructional decisions citing current research.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Uses strategies to support learning and language acquisition</i>	Teacher designs lessons with few strategies that support student learning and language acquisition needs. Teacher does not adjust instruction.	Teacher designs lessons to include some instructional strategies that support the learning and language acquisition needs of some students. Teacher is able to adjust instruction by implementing one or two additional strategies.	Teacher designs lessons to include instructional strategies that support the learning and language acquisition needs of most students. Teacher is able to adjust instruction by adapting and/or adding strategies to meet the needs of specific students.	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of each student. Teacher is able to adjust instruction by adapting and/or adding strategies to meet the needs of specific students. Students suggest specific strategies that help them achieve the outcomes of the lesson and teacher supports the students' suggestions.
B. <i>Uses current research</i>	Teacher is unable to cite current research to explain instructional decisions.	Teacher cites limited or dated research to explain instructional decisions.	Teacher cites current research to explain instructional decisions.	Teacher cites current research to explain instructional decisions and seeks out additional research to inform practice.

NYSUT's Teacher Practice Rubric

Aligned with the

New York State Teaching Standards

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

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

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Meets diverse learning needs of each student</i>	Teacher does not vary or modify instruction to meet diverse learning needs of students.	Teacher varies or modifies instruction to meet the diverse learning needs of some students.	Teacher varies or modifies instruction to meet the diverse learning needs of most students.	Teacher varies or modifies instruction to meet the diverse learning needs of each student. Students suggest ways in which the lesson might be modified to advance their own learning and teacher acknowledges the suggestion.
B. <i>Plans for student strengths, interests, and experiences</i>	Teacher does not plan instruction to address the strengths, interests, and experiences of students.	Teacher plans instruction to address the strengths, interests, and experiences of some students.	Teacher plans instruction to address the strengths, interests, and experiences of most students.	Teacher plans instruction to address the strengths, interests, and experiences of each student and is able to adapt the lesson as needed.

NYSUT's Teacher Practice Rubric

Aligned with the

New York State Teaching Standards

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

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

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

NYSUT's Teacher Practice Rubric Aligned with the

New York State Teaching Standards

Element 1.5: Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

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

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Incorporates the knowledge of school community and environmental factors</i>	Teacher does not incorporate knowledge and understanding of the school community when designing or implementing instruction.	Teacher incorporates general knowledge of the school community when planning and implementing instruction.	Teacher incorporates detailed and specific knowledge of the school community when planning and implementing instruction reflecting a deep understanding of the school community.	Teacher incorporates detailed and specific knowledge of the school community when planning and implementing instruction, reflecting a deep understanding of the school community. Teacher continuously seeks additional information to impact instruction.
B. <i>Incorporates multiple perspectives</i>	Teacher does not consider students' personal and family experiences when discussing content.	Teacher considers students' personal and family experiences when discussing content by incorporating more than one perspective.	Teacher considers students' personal and family experiences when discussing content by incorporating multiple perspectives.	Teacher considers students' personal and family experiences when discussing content by incorporating multiple perspectives. Students are supported by the teacher to share their personal perspective as it relates to the content.

NYSUT's Teacher Practice Rubric Aligned with the

New York State Teaching Standards

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

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

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Understands technological literacy</i>	Teacher does not use available technological tools or a variety of communication strategies to engage students or assist them in becoming critical users of quality information. Teacher is unaware of 21 st Century Skills.	Teacher uses available technological tools and communication strategies to engage some students and/or to assist them in becoming critical users of quality information. Teacher's knowledge of 21 st Century Skills is rudimentary.	Teacher uses available technological tools and communication strategies to engage most students, and to assist them in becoming critical users of quality information. Teacher's knowledge of 21 st Century Skills is current and embedded in the communication strategies. Students contribute to the variety of technological strategies used to engage them in their own learning and become critical users of quality information.	Teacher uses available technological tools and communication strategies to engage each student. Teacher's knowledge of 21 st Century Skills is current and embedded in the communication strategies. Students contribute to the variety of technological strategies used to engage them in their own learning and become critical users of quality information.

NYSUT's Teacher Practice Rubric

Aligned with the

New York State Teaching Standards

Standard II: Knowledge of Content and Instructional Planning

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

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

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

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Understands key concepts and themes in the discipline</i>	Teacher does not understand key concepts or themes in the discipline.	Teacher has a rudimentary understanding of key concepts and/or themes in the discipline.	Teacher understands key concepts and themes in the discipline and can relate them to one another.	Teacher understands key concepts and themes in the discipline within and outside of the discipline.
B. <i>Understands key disciplinary language</i>	Teacher does not understand the importance of students using and comprehending key disciplinary language.	Teacher understands the importance of students using and comprehending key disciplinary language.	Teacher understands the importance of students being cognitively engaged in their use and comprehension of key disciplinary language.	Teacher understands the importance of students being cognitively engaged in the use and comprehension of key disciplinary language in order to enrich learning experiences in the discipline.
C. <i>Uses current developments in pedagogy and content</i>	Teacher is not current on content-related pedagogy.	Teacher has a limited understanding of current content-related pedagogy.	Teacher understands current content-related pedagogy.	Teacher understands current content-related pedagogy and seeks out new developments to enhance practice.
D. <i>Understands learning standards</i>	Teacher does not understand the learning standards.	Teacher has a limited understanding of the learning standards.	Teacher understands the learning standards and relates standards to one another.	Teacher understands the learning standards, relates standards to one another, and connects them to 21 st Century skills.

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

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

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

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C.	<i>Incorporates disciplinary and cross-disciplinary learning experiences</i>	Teacher does not create learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.	Teacher creates occasional learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.	Teacher creates regular learning experiences for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.	Teacher creates regular opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems. Teacher seeks student input prior to planning such learning experiences.
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Element II.3: Teachers use a broad range of instructional strategies to make subject matter accessible.

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Designs instruction to meet diverse learning needs of students</i>	Teacher does not use a range of instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of students.	Teacher uses few differentiated instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of students. Teacher plans an alternate strategy to adapt instruction if needed.	Teacher uses several differentiated instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of students. Instruction is differentiated, as appropriate, for individual learners and incorporate 21 st Century Skills. Teacher plans alternate strategies to adapt instruction in anticipation of various levels of student understanding.	Teacher uses several differentiated instructional strategies to design learning experiences that reflect the experiences, strengths, and learning needs of all students. Instruction is differentiated, as appropriate, for individual learners and incorporate 21 st Century Skills. Teacher plans alternate strategies to adapt instruction in anticipation of various levels of student understanding.
B.	<i>Designs learning experiences that connect to students' life experiences</i>	Teacher does not make connections between content and students' life experiences or the connections are insensitive and/or inappropriate.	Teacher attempts to make connections between the content and students' life experiences; some connections may be inappropriate.	Teacher makes frequent, appropriate connections between the content and students' life experiences.	Teacher makes frequent and appropriate connections between the content and students' life experiences. Teacher includes suggestions offered by students.
C.	<i>Designs self-directed learning experiences</i>	Teacher does not design learning experiences that engage students in self-directed learning.	Teacher designs limited learning experiences that engage students in self-directed learning.	Teacher designs frequent learning experiences that engage students in challenging, self-directed learning.	Teacher designs frequent learning experiences that engage students in challenging, self-directed learning. Teacher seeks student input in the design of such experiences.

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

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

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Aligns learning standards</i>	Teacher does not design learning experiences that are aligned with learning standards.	Teacher designs some learning experiences that are aligned with learning standards.	Teacher designs most learning experiences that are aligned with learning standards.	Teacher designs all learning experiences that are aligned with learning standards.
B. <i>Articulates learning objectives/goals with learning standards</i>	Teacher is unable to articulate how learning objectives are aligned with learning standards and/or how students will achieve the learning goals.	Teacher is able to articulate how some learning objectives are aligned with learning standards and has designed some opportunities for students to achieve the learning goals.	Teacher is able to articulate how the learning objectives align with learning standards and includes several different opportunities for students to achieve the learning goals including application of 21 st Century Skills.	Teacher is able to articulate how the learning objectives are aligned with learning standards and includes several different opportunities for students to achieve the learning goals including application of 21 st Century Skills. Students suggest additional ways in which to demonstrate their learning.

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Element II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.
NYSED Indicators: *Determine current levels of student understanding and knowledge of content through questioning techniques, discussion, and other methods. Address common misconceptions in the content area through instructional methods. Design learning experiences that connect students' prior knowledge and instruction.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Designs instruction using current levels of student understanding</i>	Teacher does not use students' responses to questions, discussion or other work nor considers possible misconceptions when planning instruction.	Teacher uses students' responses to questions, discussion or other work, and may or may not consider common misconceptions when planning instruction.	Teacher uses students' responses to questions, discussion, and other work, and considers common misconceptions when planning instruction.	Teacher uses individual students' responses to questions, discussion, and other work, and routinely considers common misconceptions when planning instruction.
B.	<i>Designs learning experiences using prior knowledge</i>	Teacher does not design learning experiences that connect students' prior content knowledge to new learning.	Teacher designs some learning experiences that connect prior content knowledge to new learning.	Teacher designs learning experiences that connect prior content knowledge to new learning within and across disciplines.	Teacher designs learning experiences that connect prior content knowledge to new learning. Teacher plans opportunities for students themselves to make connections to prior learning within and across disciplines.

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

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Organizes physical space</i>	Teacher does not plan the use of physical space to meet learner needs and curricular goals.	Teacher plans the use of physical space to meet some learner needs and curricular goals.	Teacher plans the use of physical space to meet all learner needs and curricular goals.	Teacher plans the use of physical space to meet all learner needs and curricular goals. Teacher acknowledges student suggestions for physical space.
B.	<i>Incorporates technology</i>	Teacher does not understand how technology can enhance student learning or chooses not to use technology even when aware of the benefits.	Teacher occasionally incorporates available technology in lessons to enhance student learning or technology is used for communication and relatively rote activities.	Teacher regularly incorporates available technology in lessons to enhance student learning. Technology is used to extend and apply learning in the lesson beyond communication and completion of classroom assignments.	Teacher regularly incorporates available technology in lessons to enhance student learning. Technology is used to support complex understanding of subject matter.

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C.	<i>Organizes time</i>	Teacher does not consider time allocations to achieve learning goals.	Teacher considers time allocations but those times may be either too long or too short to achieve the learning goals.	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time. Students may request additional or less time to achieve learning goals.	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time. Students may request additional or less time to achieve learning goals.
D.	<i>Selects materials and resources</i>	Teacher is unaware of curricular materials and resources that align with student learning standards or is aware but chooses not to use or adapt materials and resources to meet diverse learning needs.	Teacher selects curricular materials and resources that align with student learning standards. Teacher occasionally adapts materials and resources to meet diverse learning needs.	Teacher selects curricular materials and resources that align with student learning standards. Teacher regularly adapts materials to meet diverse learning needs and seeks out additional materials and resources to support student learning.	Teacher selects a variety of curricular materials and resources that align with student learning standards. Teacher regularly adapts materials to meet diverse learning needs and seeks out additional materials and resources to support student learning.

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Standard III: Instructional Practice

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

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

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

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

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Aligns instruction to standards	Teacher does not implement learning experiences that are aligned with learning standards.	Teacher implements some learning experiences that are aligned with learning standards.	Teacher implements most learning experiences that are aligned with learning standards.	Teacher implements all learning experiences that are aligned with learning standards.
B. Uses research-based instruction	Teacher does not use research-based instructional practices.	Teacher uses some research-based instructional practices.	Teacher uses multiple research-based instructional practices.	Teacher uses multiple research-based instructional practices. Teacher seeks out the newest research to deepen and expand instruction.
C. Engages students	Teacher's instructional practices engage students at a low level of cognitive challenge. Students have little interaction with the teacher or with peers.	Teacher's instructional practices engage students at an insufficient level of cognitive challenge. Students have occasional opportunities to interact with the teacher and/or with peers.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement.

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Element III.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.
NYSUT Indicators: *Students understand directions and procedures. Teachers use a variety of questioning techniques to advance student learning and reflection. Students' comments and questions are acknowledged and utilized to advance learning. Students understand lesson content through teachers' use of oral, written and graphic methods. Adjust communication in response to student needs.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Provides directions and procedures</i>	Teacher directions and procedures are confusing to students. Teacher does not adjust explanation to meet student needs.	Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs.	Teacher directions and procedures are clear to students. Teacher adjusts explanations to meet student needs.	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students.
B.	<i>Uses questioning techniques</i>	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion.	Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion.	Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion.	Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Students formulate many questions to advance their understanding.
C.	<i>Responds to students</i>	Teacher ignores students' questions/comments and/or provides a response that shuts down student learning.	Teacher responds to some students' questions/comments. Response gives students the answer rather than challenge student thinking.	Teacher responds to students' questions/comments. Responses challenge student thinking.	Teacher and students respond to students' questions/comments. Responses challenge all students' thinking.
D.	<i>Communicates content</i>	Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language contains errors. Graphic methods are not used or used ineffectively.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Graphic methods are used occasionally.	Teacher's spoken and written language is clear and correct. Graphic methods are used regularly to enhance content understanding.	Teacher's spoken and written language is correct and expressive. Graphic methods are used regularly to enhance content understanding. Students offer their own graphic representation of the content.

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

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

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Establishes high expectations</i>	Teacher articulates low expectations for most or all students.	Teacher articulates moderate expectations for most or all students or articulates different expectations for different groups of students.	Teacher articulates high expectations for all students.	Teacher articulates high expectations for all students, and differentiates instruction to ensure that all students meet the expectations.
B. <i>Articulates measures of success</i>	Teacher does not articulate how success will be measured; students are unaware of the criteria for success.	Teacher articulates how success will be measured; students may be confused about the criteria for success.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria as a guide.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria and exemplars as models. Students have created or analyzed the success criteria with the teacher.
C. <i>Implements challenging learning experiences</i>	Teacher does not challenge or support all students through instructional strategies, learning experiences and/or resources.	Teacher attempts to challenge and support all students through instructional strategies, learning experiences and/or resources, but efforts are ineffective or limited.	Teacher persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, learning experiences, and resources.	Teacher persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, experiences, and resources, soliciting additional resources from colleagues and/or the community.

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Element III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.
NYSUT Indicators: *Use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction. Incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes. Incorporate into instruction motivating and meaningful opportunities in learning experiences.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Differentiates instruction</i>	Teacher uses instructional strategies that are not appropriate to students or to instructional purposes, and do not motivate or cognitively challenge students.	Teacher uses only some instructional strategies that are appropriate to students or to the instructional outcomes. Some strategies motivate and represent a moderate cognitive challenge.	Teacher uses instructional strategies that are appropriate to all students and to the instructional outcomes, and strategies motivate and represent significant cognitive challenge and promote an awareness of 21 st Century Skills.	Teacher uses instructional strategies that motivate and engage all students in high-level cognitive activities that reflect instructional outcomes, 21 st Century Skills, and are differentiated, as appropriate, for individual and diverse learners.
B. <i>Implements strategies for mastery of learning outcomes</i>	Teacher adheres rigidly to an instructional approach, even when a change is clearly needed to allow students to demonstrate mastery of learning outcomes.	Teacher attempts to incorporate instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes, with partially successful results.	Teacher incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes.	Teacher seamlessly incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes. Students suggest instructional strategies that will help them demonstrate their own learning.

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

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

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Provides opportunities for collaboration</i>	The teacher provides few opportunities for students to collaborate with others.	The teacher provides occasional opportunities for students to collaborate with others from diverse groups and/or with opposing points of view.	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. Students themselves ensure that all voices and ideas are heard in the discussion.	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. Students themselves ensure that all voices and ideas are heard in the discussion.
B. <i>Provides synthesis, critical thinking, and problem-solving</i>	Teacher provides few opportunities in written or oral format for students to synthesize, think critically, or problem solve. The teacher does not use the available technology to support instruction.	Teacher provides occasional opportunities in written or oral format for students to synthesize, think critically, and problem solve. Teacher and students use the available technology with limited effectiveness.	Teacher provides regular opportunities in written or oral format for students to synthesize, think critically, problem solve and use available technology in alignment with 21 st Century Skills. Students initiate collaborative, problem-solving opportunities.	Teacher provides regular opportunities in written or oral format for students to synthesize, think critically, problem solve and use available technology in alignment with 21 st Century Skills. Students initiate collaborative, problem-solving opportunities.

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Element III.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.
NYSEB Indicators: *Utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress. Seek and provide feedback during and after instruction. Adjust the pace of instruction, focus of instruction, and method of delivery based on student progress.*

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Uses formative assessment</i>	Teacher does not use formative assessment during instruction and does not monitor student learning.	Teacher occasionally uses formative assessment. Teacher monitors student learning unevenly.	Teacher frequently uses formative assessment to immediately inform instruction. Teacher monitors the progress of students, using assessment data.	Teacher always uses formative assessment to immediately inform instruction. Teacher monitors the progress of individual students and uses a variety of formative assessments to adjust and differentiate instruction to meet individual needs.
B. <i>Provides feedback during and after instruction</i>	Teacher's feedback to students is limited, infrequent and/or irrelevant.	Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students make use of the feedback in their learning.
C. <i>Adjusts pacing</i>	Teacher does not use student progress to adjust the pace, focus, or delivery of instruction.	Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction.	Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction.	Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.

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Standard IV: Learning Environment

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

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

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

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

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Interactions with students	Teacher interaction with at least some students is inappropriate to the age or culture of the students. The classroom climate is not conducive to feeling accepted or free to take learning risks.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Only some students feel accepted and free to take learning risks.	Teacher-student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Teacher creates a safe learning environment where students feel accepted and free taking learning risks.	Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individuals as well as groups of students. Teacher creates a safe learning environment where all students feel accepted and free taking learning risks.
B. Supports student diversity	Teacher ignores diversity in the classroom and does not use it to support the learning environment.	Teacher acknowledges diversity in the classroom but is inconsistent in using it to enrich the learning environment.	Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment.	Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment. Students take initiative to respect and support diversity.

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C.	Reinforces positive interactions among students	Teacher does not address student interactions that are inappropriate and disrespectful.	Teacher inconsistently addresses inappropriate student interactions.	Teacher ensures that student interactions are generally polite and respectful. Such interactions are appropriate to the age and cultures of the students.	Teacher ensures that students demonstrate respect for one another and monitor one another's treatment of peers. Students correct classmates respectfully when needed, and assume and demonstrate personal responsibility.
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Element IV.2: Teachers create an intellectually challenging and stimulating learning environment.

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

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Establishes high expectations for achievement	Teacher discourages students from expressing their ideas, and/or initiating their own learning and achievement.	Teacher inconsistently creates an environment where students express their ideas, take initiative and have high expectations for their own learning and achievement.	Teacher creates an environment where students are encouraged to express their ideas, take initiative and have high expectations for their own learning and achievement.	Teacher creates an environment where all students are expected to express their ideas, take initiative and have high expectations for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals.
B. Promotes student curiosity and enthusiasm	Teacher conveys a negative attitude, suggesting that learning is not important or has been mandated. Students are not cognitively engaged in learning.	Teacher conveys importance of learning, but with little conviction and only minimal apparent buy-in by the students. Some students are cognitively engaged.	Teacher conveys enthusiasm for learning and students demonstrate consistent commitment to its value. Students are cognitively engaged in appropriately challenging learning.	Teacher conveys genuine enthusiasm for learning. Students—through their curiosity, initiative, and active participation—demonstrate enthusiasm for learning. Students are cognitively engaged and striving to meet challenging learning goals.

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C.	Promotes student pride in work and accomplishments	Teacher does not promote a sense of pride in student work or accomplishment. Students are not motivated to complete work or are unwilling to persevere.	Teacher inconsistently promotes a sense of pride in student work or accomplishment. Students minimally accept the responsibility to "do good work" but invest little of their energy into its quality.	Teacher consistently promotes a sense of pride in student work or accomplishment. Students accept the teacher's insistence on work of high quality and demonstrate perseverance.	Teacher consistently promotes a sense of pride in student work or accomplishment. Student work demonstrates innovation, flexibility, originality, and perseverance in their work.
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Element IV.3: Teachers manage the learning environment for the effective operation of the classroom.

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

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Establishes expectations for student behavior	The teacher has not established standards of conduct, or students are confused by the standards.	The teacher has established standards of conduct, and most students seem to understand them.	The teacher has established standards of conduct and they are clear to all students.	The teacher and students have established standards of conduct. They are clear to all students and appear to be internalized.
B. Establishes routines, procedures and transitions	The teacher's routines, procedures, and transitions are chaotic, with much instructional time being lost between activities or lesson segments.	The teacher's routines, procedures, and transitions are somewhat efficient, resulting in some loss of instructional time.	Teacher's routines, procedures, and transitions occur smoothly, with little loss of instructional time. Students assume some responsibility under teacher direction.	Teacher's routines, procedures, and transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
C. Establishes instructional groups	Teacher's grouping results in students who are not working with the teacher, are not productively engaged in learning and/or exhibit disrespect to the teacher and/or other students.	Teacher's grouping results in students in only some groups being productively engaged in learning while the teacher. Student behavior is generally appropriate but occasionally may reflect disrespect for one another.	Teacher's grouping results in small group work being well organized and most students are productively engaged in learning while unsupervised by the teacher. Student behavior is generally polite and respectful.	Teacher's grouping results in small group work being well organized and students are productively engaged at all times, with students assuming responsibility for productivity. Students work independently and collaboratively to accomplish goals. Student behavior is consistently polite and respectful.

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

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

Indicators	Infictive	Developing	Effective	Highly Effective
A. <i>Organizes the physical environment</i>	Teacher has not organized the physical environment to meet student learning needs, or the teacher makes poor or inequitable use of physical resources.	Teacher has organized the physical environment to adequately accommodate student learning needs. Available resources and technologies are accessible to most students. The resources may be adjusted for a lesson, but with limited effectiveness.	Teacher has organized the physical environment to accommodate all student learning needs. Available resources and technologies are equally accessible to all students. The resource arrangement supports the learning activities.	Teacher has organized the physical environment to accommodate all student learning needs. Available resources and technologies are equally accessible to all students. Students adjust the resources to advance their learning.
B. <i>Manages volunteers and/or paraprofessionals</i>	Teacher does not effectively use the services and skills of available paraprofessionals and/or volunteers.	Teacher attempts to use the services and skills of available paraprofessionals and/or volunteers with limited effectiveness.	Teacher effectively uses the services and skills of paraprofessionals and/or volunteers.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers, and supports their contributions to a productive learning environment.
C. <i>Establishes classroom safety</i>	Teacher does not know, or knows but does not implement classroom safety procedures.	Teacher inconsistently implements classroom safety procedures.	Teacher consistently implements classroom safety procedures.	Teacher knows and implements classroom safety procedures consistently. Students have internalized the safety procedures.

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Standard V: Assessment for Student Learning

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

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

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

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Uses assessments to establish learning goals and inform instruction	Teacher does not use appropriate diagnostic or ongoing formative assessment to establish learning goals or to inform instruction.	Teacher occasionally uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction.	Teacher frequently uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction.	Teacher regularly and skillfully uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction.
B. Measures and records student achievement	Teacher does not use multiple measures to determine a summative assessment of student achievement. Teacher rarely and/or ineffectively uses multiple formats, including available technology, to document student performance.	Teacher uses limited measures to determine a summative assessment of student achievement. Teacher inconsistently uses multiple formats, including available technology, to document student performance.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, including available technology, to document student performance. Students participate in documenting their own performance.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, including available technology, to document student performance. Students participate in documenting their own performance.

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<i>C.</i>	<i>Aligns assessments to learning goals</i>	Teacher designs assessments that are not aligned with curricular and instructional goals and do not accurately determine mastery of student skills and knowledge.	Teacher designs some assessments that are aligned with curricular and instructional goals and accurately determine mastery of student skills and knowledge.	Teacher designs most assessments to align with curricular and instructional goals and to accurately determine mastery of student skills and knowledge.	Teacher designs all assessments to align with curricular and instructional goals and to accurately determine mastery of each student's skills and knowledge.
<i>D.</i>	<i>Implements testing accommodations</i>	Teacher does not implement required testing accommodations.	Teacher inconsistently implements required testing accommodations.	Teacher consistently implements required testing accommodations.	Teacher consistently implements required testing accommodations. Teacher works with specialists as necessary to ensure accommodations meet student needs.

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

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

Indicators	Ineffective	Developing	Effective	Highly Effective
A. Analyzes assessment data	Teacher does not analyze assessment data or analyzes it inaccurately.	Teacher analyzes data accurately but has a rudimentary understanding of the data.	Teacher analyzes data accurately to monitor student progress and inform instruction.	Teacher analyzes data accurately to monitor student progress and design differentiated instruction.
B. Uses assessment data to set goals and provide feedback to students	Teacher does not use feedback or assessment data to set goals with students or to design differentiated instruction.	Teacher occasionally uses feedback and assessment data to set goals with students and to design differentiated instruction.	Teacher frequently uses feedback and assessment data to set goals with students and to design differentiated instruction.	Teacher regularly uses feedback and assessment data to set goals with students and to design differentiated instruction; students self-monitor their progress towards their goals.
C. Engages students in self-assessment	Teacher does not engage students in self-assessment of their learning goals, strategies, or outcomes.	Teacher occasionally engages students in self-assessment of their learning goals, strategies, and outcomes.	Teacher frequently engages students in self-assessment of their learning goals, strategies, and outcomes.	Teacher regularly engages students in self-assessment of their learning goals, strategies, and outcomes and suggests next steps for achieving the learning goals.

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

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Accesses and interprets assessments</i>	Teacher does not provide appropriate information about or interpretation of various assessment data.	Teacher provides appropriate information; interpretation of various assessment data may be rudimentary.	Teacher provides appropriate information about and accurate interpretation of various assessment data.	Teacher provides appropriate information about and accurate interpretation of various assessment data. Students contribute information and interpretation of data.

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

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Understands assessment measures and grading procedures</i>	Teacher demonstrates little understanding of student assessment measures, or grading procedures.	Teacher demonstrates limited understanding of student assessment measures or grading procedures.	Teacher demonstrates understanding of student assessment measures and grading procedures as a means of monitoring student progress.	Teacher demonstrates understanding of student assessment measures and grading procedures as means of monitoring progress for individual students.
B.	<i>Establishes an assessment system</i>	Teacher does not have an overall assessment system in which formative and/or summative data is used to inform instruction.	Teacher develops a rudimentary plan for an overall assessment system in which formative and summative data can be used to inform instruction.	Teacher develops a plan for an overall assessment system in which formative and summative data is used to inform instruction.	Teacher develops a comprehensive plan for an overall assessment system in which formative and summative data is used to inform instruction. The system is reviewed regularly, and adjustments are made as needed.

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

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

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Communicates purposes and criteria</i>	Teacher does not communicate purposes of assessments, the assessment criteria or the parameters for success to students.	Teacher communicates purposes of assessments, the assessment criteria or the parameters for success to students, but for some students, the explanation is unclear.	Teacher communicates purposes of assessments, the assessment criteria, and the parameters for success, and the explanation is clear to most students.	Teacher communicates purposes of assessments, the assessment criteria, and the parameters for success clearly to all students. Students are able to explain purposes and criteria to others.
B. <i>Provides preparation and practice</i>	Teacher does not prepare students for assessment formats using authentic curriculum and/or does not provide appropriate accommodations including accommodations in testing conditions for students with exceptional learning needs. Teacher rarely seeks out specialists to ensure accommodations meet individual student needs.	With limited success, teacher prepares students for assessment formats using authentic curriculum and provide appropriate accommodations including accommodations in testing conditions for students with exceptional learning needs. Teacher occasionally seeks out specialists to ensure accommodations meet individual student needs.	Teacher prepares students for assessment formats using authentic curriculum and provides appropriate accommodations including accommodations in testing conditions for students with exceptional learning needs. Teacher frequently seeks out specialists to ensure accommodations meet individual student needs.	Teacher prepares students for assessment formats using authentic curriculum and provides appropriate accommodations including accommodations in testing conditions for students with exceptional learning needs. Teacher consistently seeks out specialists/resources to ensure accommodations meet individual student needs.

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C.	Provides assessment skills and strategies	Teacher does not equip students with assessment skills and/or strategies.	Teacher equips students with some assessment skills and/or strategies. Some students apply the skills and/or strategies when coached by teacher.	Teacher equips students with several assessment skills and strategies. Students apply the skills and strategies when coached by teacher.	Teacher equips students with multiple assessment skills and strategies. Students independently apply the skills and strategies.
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Standard VI: Professional Responsibilities and Collaboration

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

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

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

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Demonstrates ethical, professional behavior</i>	Teacher interactions with colleagues, students, families and the public are characterized by dishonesty and/or unethical, self-serving conduct. Teacher is not self-reflective and/or unresponsive to feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public are usually characterized as honest and ethical. Teacher occasionally self-reflects and/or accepts feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public are consistently characterized by high standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public consistently model the highest standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior. Teacher seeks out stakeholder feedback on his/her own initiative.

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<i>B.</i>	<i>Advocates for students</i>	Teacher does not advocate to meet the needs of students resulting in some students or groups being ill served.	Teacher sometimes advocates to meet the needs of students efforts.	Teacher consistently advocates to meet the students' needs.	Teacher is proactive in advocating for students' needs, and in seeking out resources when necessary.
<i>C.</i>	<i>Demonstrates ethical use of information technology</i>	Teacher does not comply with or advocate for the ethical use of information or information technology.	Teacher sometimes complies with and advocates for the ethical use of information and information technology.	Teacher consistently complies with and advocates for the ethical use of information and information technology.	Teacher consistently models ethical use of information and information technology, and ensures respect for intellectual property rights, credits sources, and adheres to safe and legal use guidelines.
<i>D.</i>	<i>Completes training to comply with State and local requirements and jurisdictions.</i>	Teacher does not complete trainings to meet State and local requirements.	Teacher inconsistently completes trainings to meet State and local requirements.	Teacher consistently completes trainings to meet State and local requirements.	Teacher seeks out training opportunities to meet or exceed State and local requirements, and contributes positively to student achievement.

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Element VL2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

NYSED Indicators: *Support and promote the shared school and district vision and mission to support school improvement. Participate actively as a part of an instructional team. Share information and best practices with colleagues to improve practice. Demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context. Collaborate with others both within and outside the school to support student growth, development, and learning. Collaborate with the larger community to access and share learning resources*

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

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C.	Collaborates with the larger community	Teacher does not to collaborate with the larger community to access and/or share learning resources.	Teacher occasionally collaborates with the larger community to access and share learning resources when invited or required to do so.	Teacher frequently collaborates with the larger community to access and share learning resources.	Teacher regularly and willingly leads efforts to collaborate with the larger community to access and share learning resources.
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Element VI.3: Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Engages families</i>	Teacher does not engage with family's guardians/caregivers to share information to involve families in the instructional program or to enhance student development and achievement.	Teacher occasionally engages with families, guardians/caregivers to share information and strategies to involve families in the instructional program and to enhance student development and achievement.	Teacher frequently engages with families, guardians/caregivers to share information and strategies to involve families in the instructional program and to enhance student development and achievement.	Teacher regularly engages individual families, guardians/caregivers to share information and strategies to involve families in the instructional program and to enhance student development and achievement. Students contribute ideas that encourage family participation.
B.	<i>Communicates student performance</i>	Teacher rarely or does not communicate expectations, student performance, or progress, and/or discussions are addressed in a manner that is insensitive, negative, or blaming.	Teacher occasionally communicates expectations, student performance, or progress. Discussions are occasionally respectful of and sensitive to cultural norms.	Teacher regularly communicates expectations, student performance or progress. Discussions are frequent, respectful, and sensitive to cultural norms.	Teacher establishes processes that enable and encourage regular, two-way communication. Students facilitate communication between the family and school. Discussions are frequent, respectful, and sensitive to cultural norms.

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

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

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

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

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Communicates policies</i>	Teacher does not communicate relevant regulations and policies to stakeholders or is unaware of such policies.	Teacher communicates relevant regulations and policies to stakeholders, but may have limited understanding of such policies.	Teacher knowledgeably communicates relevant regulations and policies to stakeholders.	Teacher is proactive and knowledgeable in communicating relevant regulations and policies to stakeholders.
B.	<i>Maintains confidentiality</i>	Teacher does not maintain confidentiality regarding student records or information.	Teacher inconsistently maintains confidentiality regarding student records and information.	Teacher maintains confidentiality regarding student records and information in a professional manner.	Teacher models the maintenance of confidentiality regarding student records and information in a professional manner.
C.	<i>Reports concerns</i>	Teacher does not report instances of child abuse, safety violations, bullying or other concerns.	Teacher reports instances of child abuse, safety violations, bullying and other concerns but may not be fully aware of regulations and policies.	Teacher always reports instances of child abuse, safety violations, bullying and other concerns.	Teacher always reports instances of child abuse, safety violations, bullying and other concerns, and models appropriate reporting.
D.	<i>Adheres to policies and contractual obligations</i>	Teacher does not adhere to board policies, district procedures, and/or contractual obligations.	Teacher usually adheres to board policies, district procedures, and contractual obligations. Teacher may not be fully aware of policies and obligations.	Teacher adheres to board policies, district procedures, and contractual obligations.	Teacher always adheres to board policies, district procedures, and contractual obligations, and actively advocates compliance.

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E.	Accesses resources	Teacher does not access information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities.	Teacher accesses some information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities. Teacher may be unaware of all available resources.	Teacher accesses information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities.	Teacher accesses information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities, and serves as a resource to others.
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Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

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

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

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Reflects on evidence of student learning</i>	Teacher does not examine and/or analyze formal and informal evidence of student learning to inform professional growth.	Teacher occasionally examines and/or analyzes formal and informal evidence of student learning; professional growth is only loosely aligned with the needs of students.	Teacher regularly examines and analyzes formal and informal evidence of student learning; professional growth is aligned with the needs of students.	Teacher engages in an ongoing examination and analysis of formal and informal evidence of student learning; professional growth is aligned with the needs of students. The teacher reviews the impact of professional learning on student achievement.
B.	<i>Reflects on biases</i>	Teacher does not recognize or acknowledge how prior experiences may bias their professional practice.	Teacher reflects on prior experiences, however may not recognize how those experiences may bias professional practice.	Teacher reflects on prior experiences, and acknowledges how those experiences may bias professional practice.	Teacher reflects on prior experiences and acknowledges how those experiences may bias professional practice, and identifies necessary steps to address any biases.

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C.	Plans professional growth	Teacher rarely uses reflection or other information to identify strengths and weaknesses to plan professional growth.	Teacher occasionally uses reflection and other information to identify strengths and weaknesses to plan professional growth. Teacher may need guidance selecting appropriate professional opportunities.	Teacher uses reflection and other information to identify strengths and weaknesses to plan professional growth.	Teacher regularly uses reflection and other information to identify strengths and weaknesses to plan professional growth. Teacher seeks out professional growth opportunities to address areas of weakness.
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NYSUT's Teacher Practice Rubric *Aligned with the* *New York State Teaching Standards*

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

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

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Sets goals</i>	Teacher does not set goals to enhance personal strengths or address personal weaknesses in teaching practice.	Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice, however goals are poorly formulated and do not improve teaching and learning.	Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice. Goals are well formulated and improve teaching and learning.	Teacher sets goals to enhance areas of personal strengths or address areas of personal weaknesses in practice. Personal goals are well formulated and improve teaching and learning. Goals are well formulated with specific student learning needs.
B. <i>Engages in professional growth</i>	Teacher does not engage in opportunities for professional growth and development.	Teacher occasionally engages in opportunities for professional growth and development.	Teacher regularly engages in opportunities for professional growth and development.	Teacher regularly seeks out and engages in opportunities for professional growth and development. Teacher provides professional development and/or support for others.

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

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

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

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

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

Indicators	Ineffective	Developing	Effective	Highly Effective
A. <i>Accesses professional memberships and resources</i>	Teacher does not belong to any relevant professional organizations. Teacher does not access and/or use professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations. Teacher occasionally accesses and/or uses professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning.	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning. Teacher plays leadership role with peers in promoting relevant resources.
B. <i>Expands knowledge base</i>	Teacher does not expand knowledge of current research in curriculum, instruction, and assessment methods.	Teacher acquires a minimal knowledge of current research in curriculum, instruction, and assessment methods, but does not apply the knowledge to improve practice	Teacher regularly expands knowledge of current research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice.	Teacher regularly expands knowledge of current research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice. Teacher engages in research based upon new learning.