

Brighton Central School District  
Teacher Evaluation Guide  
2016-2019  
(New York State Education Law §3012-d plan)

## Table of Contents

Table of Appendices .....	3
Section A: Statement of Purpose .....	4
Section B: NYS Teaching Standards .....	5
Section C: New York State United Teachers (NYSUT) Rubric.....	5
Section D: Orientation and Training.....	6
Section E: Plan Requirements.....	6
Section F: Collection and Reporting of Teacher and Student Data .....	8
Teacher of Record Determination Procedure.....	8
Reporting Individual Subcomponent Scores.....	9
Section G: Internal Assessment Development and Assessment Security.....	9
Assessment Development .....	10
Assessment Security .....	10
Section H: Other Measures of Teacher Practice (60%) .....	10
Assignment of Lead Evaluator:.....	10
Teacher’s Annual Professional Focus (29 out of 60 points):.....	10
Observation Process (31 out of 60 points):.....	10
Section I: Student Growth Measures/Student Learning Objectives (20 points).....	14
For Teachers of ELA/Math in Grades 4-8 .....	14
For Special Education Teachers Grades 4-8.....	14
For All Other Staff Members .....	14
SLO Process and Timeline .....	15
Section J: Locally defined measure(s) of student achievement and/or growth --20 points .....	16
Section K: Composite Scoring.....	16
Section L: Professional Development.....	16
Section M: Teacher Improvement Plans (TIPs).....	17
Section N: Appeals Process .....	19
Section O: Other .....	21
A. Portfolio Review .....	21
B. Notice of Discontinuance.....	21
Appendices.....	23

# Table of Appendices

- A. NYS Standards Placemat.....25
- B. APPR Timeline.....26
- C. Observation Forms.....27
  - 2. Pre-Observation Form.....33
  - 3. Observation Evidence Form.....35
  - 4a. Post-Formal Observation Teacher Self-Reflection Form.....36
  - 4b. Post-Formal Observation Feedback Form.....38
  - 5. Unannounced Visit Feedback Form.....40
- D. Teacher Practice 1-4 Rubric Scoring Form.....42
- E. Rubric Score Conversion Chart .....44
- F. SLO Guidance-Includes template, timelines and HEDI conversion chart.....46
- G.. Teacher Improvement Plan.....58
- H. Continuous Development Plan.....59
- I. Overall Composite HEDI Rating Teacher Evaluation Form.....60

# **Annual Professional Performance Review Plan (APPR)**

## **Section A: Statement of Purpose**

Commissioner's Regulation 100.2(o) Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. The governing body of each school district (Board of Education) shall ensure that the performance of all teachers providing instructional services or pupil personnel services, as defined in section 80-1.1 of this Title, is reviewed annually.

The evaluation of teaching and related services is a professional responsibility requiring a broad experience and technical understanding of the processes of learning and teaching.

The school's principal, with the counsel of other staff members responsible for the unit member's work, shall evaluate the work of each unit member. The Superintendent of Schools shall make final recommendations for advancement of the professional staff to the Board of Education.

The Superintendent shall also report to each unit member in writing the action taken by the Board of Education on his/her salary for the following year and shall give the basis of any action taken which is not in accord with the principal's evaluation.

The purpose of the Annual Professional Performance Review (APPR) is to:

- provide opportunities for teachers to be reflective
- recognize and reinforce teacher competencies
- promote and encourage professional development
- assess teacher performance using agreed upon professional standards.

This professional performance review plan shall describe the criteria that Brighton Central School District shall use to evaluate its teachers providing instructional services, which shall include but not be limited to an evaluation of the following:

1. Content Knowledge
2. Preparation
3. Instructional Delivery
4. Student Development
5. Student Assessment
6. Collaboration
7. Reflective and Responsive Practice
8. Student Growth

## Section B: NYS Teaching Standards

New York State’s vision of effective teaching is expressed in the NYS teaching standards (2011) which were developed by the State Education Department with input from educators and adopted by the Board of Regents in 2011. The State Education Department indicates that each teaching standard “represents a broad area of knowledge and skills that research and best practices in the classroom have shown to be essential to effective teaching and to positively contribute to student learning and achievement.” (NYSED, 2011). Through the standards, an effective teacher is portrayed as a lifelong learner, progressing through a continuum of career growth that includes: preparation, induction, mentoring, evaluation, professional development, and movement through a career ladder.

The New York State Teaching Standards are:

**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.

**Standard 2: 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.

**Standard 3: Instructional Practice**

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

**Standard 4: Learning Environment**

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

**Standard 5: Assessment for Student Learning**

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

**Standard 6: Professional Responsibilities and Collaboration**

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

**Standard 7: Professional Growth**

Teachers set informed goals and strive for continuous professional growth.

Included in the NYS teaching standards are elements of instruction described as the desired knowledge, skills, actions and behaviors that advance a particular standard. The elements define what teachers do, and performance indicators describe how teachers accomplish the actions or behaviors.

## Section C: New York State United Teachers (NYSUT) Rubric

The District and the Association have agreed to use the NYSUT Teacher Practice Rubric (“NYSUT rubric”) approved by the New York State Education Department, August 2012. This rubric extends the standards set by NYS through clear and detailed descriptions of effective teaching practices, and provides educators with the vocabulary and structure for articulating the more complex and subtle dimensions of teaching practice. Because quality evaluation is not a

one way street, the rubric helps to establish teachers as full participants in evaluation and continual professional growth. With teachers as collaborative partners, evaluators will utilize the rubric as performance indicators to determine the scope of the evaluation. The rubric maintains a focus on teaching practice yet ranges widely enough to capture teachers' professional practice both in and out of the classroom. In combination with the NYS teaching standards the completion of this rubric will allow teachers and evaluators to integrate feedback from evaluations to generate meaningful professional development.

See NYSUT Rubric (Appendix A)

## **Section D: Orientation and Training**

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the NYSUT rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All evaluators will have received the required training provided by qualified and approved trainers from NYSUT's Education and Learning Trust. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted at the New Teacher Orientation or, for new hires during the school year, prior to commencement of the observation/evaluation cycle.

Only fully certified district administrators may evaluate teachers. Any administrator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-d and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation. Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

The Superintendent will provide the BTA President with a list of administrators certified by the district as required by Education Law §3012-d and the implementing Regulations of the Commissioner of Education. This list will be provided annually and when updated to reflect certification granted to administrators hired throughout the school year. The Superintendent will provide the BTA President with an overview of the process used to certify administrators

## **Section E: Plan Requirements**

The APPR for teachers provides for a process that expands evaluation as a sustained professional dialogue between teacher and evaluator that leads to continued professional growth. This process is continuous.

The use of the word “teacher” throughout this document refers to all unit members covered by Education Law Section 3012-d and subject to this APPR.

Under Education Law §3012-d, each teacher must receive an APPR resulting in a single composite rating of “Highly Effective,” “Effective,” “Developing,” or “Ineffective.” The composite rating will be determined as follows using the state provided matrix:

- Student Performance Category: Student Growth on state assessments through a district-wide or individual SLO
- Teacher Observation Category: A compilation of lead evaluator and independent evaluator observations using the NYSUT rubric

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


The following unit members are not subject to Section 3012-d of Education Law and will not follow the APPR in this document: librarians (6-12), social workers, guidance counselors, TSAs

(unless 40% or more of their time is instructional), Speech & school psychologists. These positions will be evaluated as follows:

Librarians (6-12): The composite rating will be determined as follows using the state provided matrix:

- Student growth on state assessments through a district-wide measure
- A compilation of lead evaluator and independent evaluator observations using the NYLA rubric

Social Workers, Guidance Counselors, Speech, School Psychologists & TSAs (with less than 40% instructional duties): Will follow the APPR in place prior to the 2015-2016 school year.

The intent of the evaluation system is to foster a culture of continuous growth for professionals. The APPR is required to be a significant factor in employment decisions including, but not limited to: retention, tenure determination, termination and professional development. Each decision has been made in accordance with locally developed procedures collectively bargained between the District and the Association.

The Brighton Central School District Board of Education will adopt an APPR plan at the first Board meeting in July. The District shall submit the plan on a form prescribed by the Commissioner of Education, to the State Education Department for approval. Should the plan be rejected, any deficiencies that are subject to negotiations shall be resolved through collective bargaining, and the plan resubmitted. If all the terms of the plan have not been finalized by the first Board meeting as a result of pending collective bargaining, then the District shall submit the APPR to the Commissioner upon resolution of all its terms, consistent with Article Fourteen of the New York Civil Service Law.

The District and Association's APPR committees will meet to negotiate any changes to this APPR plan annually.

## **Section F: Collection and Reporting of Teacher and Student Data**

The District and the Association shall use the following verification procedure to ensure that all teachers of record determinations have been made accurately and in a manner consistent with the standards established by the Commissioner's regulations prior to using student growth and/or achievement data in an APPR. The District shall designate the Data Management Specialist (DMS) as the point person for Roster Verification He/she will be responsible for coordinating this process. The DMS shall be in charge of monitoring the required data, overseeing changes in and maintenance of the student information system and completing the required SED data uploads.

### ***Teacher of Record Determination Procedure***



- Notification—After the District identifies the teacher of record for each student, the teacher shall be notified through School Tool of the names of the students so designated by BEDS day or the 10<sup>th</sup> day after the start of the course for partial year courses.
- Modification—Periodically throughout the school year, the DMS will receive notification from NYSED requesting verification of the teacher of record. This will typically occur shortly before the administration of the state assessments and at the end of the school year. Once notified, the teacher of record will access the NYSED system in order to verify course rosters. The teacher of record shall report in writing any discrepancies, additions or deletions in the course list(s) to the Building Principal within ten school days of receipt of notice. To report, teachers should print off the roster using the print function of the verification application and indicate any necessary changes. Even if there are no changes, the teacher should print off the roster, sign it, and then return it to the Building Principal who will send it to the DMS. The DMS shall be responsible for correcting any discrepancies and responding to the teacher within five school days.
- Verification--When SED calls for roster verification, the District will direct teachers to log in to the roster verification site and verify that the roster is accurate or indicate any inaccuracies to the DMS. The DMS will work to correct any inaccuracies and respond to the teacher within five school days. It is understood that SED is responsible for the final changes to the roster verification report, which may take longer than five school days. Teachers are free to log into the SED roster verification site at any time that it is up and functioning and report any inaccuracies to the Building Principal and DMS.

### ***Reporting Individual Subcomponent Scores***

The Human Resources Department shall be responsible for reporting to the SED the individual subcomponent scores and the total composite rating for each covered classroom teacher in the District. All classroom teachers covered by this requirement will be afforded the opportunity to verify the final data attributed to them. This shall be done in a format and timeline prescribed by the Commissioner. SGP scores are required to be reported to the State during the Transition Period (2016-2017 through 2018-2019); however, these scores are not included in a teacher's APPR evaluation.

Furthermore, the District will adhere strictly to the requirements for reporting sub-component and composite ratings to the New York State Department of Education established by regulations. An administrator shall not submit any written assessment, sub-component or composite rating of an individual teacher to any outside agency or person, other than as required by law.

## **Section G: Internal Assessment Security**

The District shall be responsible for overseeing the assessment security and scoring processes utilized.

The regulations require that the assessment development, security and scoring processes utilized by a school district must ensure that any assessments and/or measures used to evaluate teachers and principals 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.

To the extent practicable, the district will ensure that any assessments or measures, including those used for performance-based or performance task assessments that are used to establish a baseline for student growth are not disseminated to students before administration and that teachers do not have a vested interest in the outcome of the assessments they score. Teachers will not score any post-assessments in which they have a vested interest in the outcome.

## **Section H: Teacher Observation**

### ***Assignment of Lead Evaluator:***

At the beginning of each school year, each staff member will be assigned an administrator who will be the lead evaluator for that staff member for the duration of the year. Starting with the 2016-2017 school year, an independent evaluator will also be assigned. The building principal will be the lead evaluator for at least one year prior to tenure for each non-tenured teacher. Certified and trained district administrators, which includes building principals, assistant principals, and assistant curriculum directors, may be lead evaluators. The District will provide the BTA a list of who are the lead evaluators for teachers each year.

### ***Teacher Observation Process:***

**The Observation Category for teachers must be based on at least two types of required observations: at least one formal observation conducted by a lead evaluator and at least one additional observation (unannounced visit) conducted by an independent evaluator.**

#### **Formal Observations- Lead Evaluator (will count for 90% of the total observation portion of the evaluation):**

- Formal observations shall primarily provide evidence for Standards 3 and 4.
- Each tenured teacher shall be formally observed one time per year by the lead evaluator. All formal observations of tenured teachers shall be completed by May 15<sup>th</sup>.
- Each non-tenured teacher shall be formally observed two times per year by the lead evaluator. Another administrator, which may include the Superintendent or Assistant Superintendent, can become involved at the request of the teacher and/or administrator.
  - The first formal observation shall be completed by December 1<sup>st</sup>.
  - The second formal observation will be completed by April 1<sup>st</sup>.
- Formal observations will be conducted for a reasonable amount of time, which shall be thirty minutes in length or the completion of the lesson.

- A pre-observation conference, scheduled between the teacher and evaluator, will be held within three (3) school days of the formal observation. Teachers shall complete the Pre-Observation Conference form prior to this meeting (See Appendix C, Form 2 for form.) Standards 1, 2 and 5 shall primarily be addressed during the pre-observation conference.
- A post-observation conference will be held within five (5) school days of the formal observation. Teachers should complete the Post-Observation Teacher Reflection Form prior to this meeting (See Appendix C, Form 4a).
- The lead evaluator will complete the Post-Observation Conference Form (See Appendix C, Form 4b) within ten (10) school days of the post-observation conference. The form must be completed prior to any other observations taking place.
- The NYSUT Rubric will be used to define and describe areas of observed strength and need using a holistic methodology.
- Additional formal observations may be scheduled, upon teacher or evaluator request, should the evaluator consider the observation to be “Developing” or “Ineffective.”
- Cancellations—it is understood that emergencies happen and at times a formal observation will have to be cancelled; however, the parties agree that it is in the best interest of everyone to avoid cancellations.

**Unannounced Visits – Independent Evaluator (will count for 10% of the total for the observation portion of the evaluation):**

- Unannounced visits will primarily address Standards 3 and 4, but are not limited to only those standards.
- All teachers will have at least one unannounced classroom visit each year done by an independent evaluator. In cases where the lead evaluator is not in the same building as the teacher (i.e., directors, assistant directors), the unannounced will be conducted by an administrator from the teacher’s building. In cases where the lead evaluator is also located in the teacher’s building, the unannounced will be conducted by an administrator who is not located in that building.
- An unannounced visit shall be 15-30 minutes in duration.
- Formalized summaries will not be generated for each visit, unless the visit would result in a rating of “Developing” or “Ineffective” and will be used as part of the teacher’s evaluation, in which case the Unannounced Visit Feedback Form must be used (see Appendix C, Form 5).
- If considered “Ineffective” or “Developing,” a teacher may request a second unannounced visit.

- A holistic rating based upon the NYSUT Rubric will be generated at the culmination of multiple visits.
- Unannounced visits may be conducted by any administrator however, communication about that visit, if deemed “Ineffective” or “Developing,” must be conveyed to the staff member through the lead evaluator on the Unannounced Visit Feedback form.
- Unannounced observations will be done between October 30<sup>th</sup> and May 15<sup>th</sup> of each school year, except that they will not be done on any "holiday" when school is in session (Valentine's day, Halloween, etc.) or the day before a week-long recess period.
- If a teacher is administering a test while the administrator drops by for the unannounced observation, he/she shall have the option of asking the administrator to come back at another time.

**Alternative Observations** (may be elected by tenured teachers in lieu of formal observation)

Tenured teachers may elect to do an alternate observation in lieu of the formal classroom observation every other year. The alternate observation will consist of a series of meetings (no more than four per year) between the teacher and his/her lead evaluator where a sharing and discussion of a study of professional inquiry will take place. For teachers electing this option the evaluation structure will be revised as follows:

- A collaborative meeting will be held between the lead evaluator and teacher by November 15<sup>th</sup>. Each teacher will develop a professional focus for the year which will be aligned with one or more of the standards as represented by the NYSUT rubric. The identification of a focus will be done in conjunction with the lead evaluator.
- The Professional Focus will address Standards 1, 2, 4 or 5, though it may not be limited to those standards.
- Each teacher will work throughout the year, either individually or collaboratively, to develop the focus.
- Each teacher will meet with his/her lead evaluator no more than four times throughout the year, sharing current results of the professional inquiry as they have impacted classroom practice and student learning. Artifacts will not be required.
- Scoring of the Alternate Observation will be done holistically using the NYSUT rubric.
- Teachers selecting this option will also have an unannounced observation at some point during the year.

**Summative Conference:**

- Between May 15 and the last teacher work day of the year, a summative conference may be held between the teacher and lead evaluator for those teachers who choose the Alternative Observation. For teachers who elect the Traditional Observation a summative conference may not be required and the following information will be provided during or after the Post-Observation Conference.

- By the end of the conference, the teacher will know the range of his/her rating (i.e., “Effective” or “Developing”) for the Teacher Observation portion of his/her evaluation.
- Within ten (10) school days of the summative conference but no later than the last teacher work day, the lead evaluator will:
  - Use the NYSUT Rubric to determine a 1-4 rubric score for the teacher using Appendix D.
  - Use the Rubric Conversion Scoring Chart in Appendix E to determine the teacher’s HEDI rating for Teacher Observation Category.
  - Give these completed documents to the teacher for his/her review, comments and signature.
  - ~~If available, compute the points earned for the SLO, which must result in a score between 0-20 points, which is converted into an effectiveness rating using Appendix F (or in Section I).~~
- After the teacher receives his/her Teacher Observation rating, if the teacher would like to discuss it with his/her administrator a meeting will be scheduled.
- The unit member shall have the right to discuss the evaluation with a BTA representative, and submit a written reply to the evaluation and to attach the reply to the personnel file copy of the evaluation.
- The signing of the form by the teacher does not imply his or her agreement with its content. It affirms that he or she has reviewed the form. This will occur within ten (10) school days of receipt of the report by the teacher.

**Other Appointments:**

- **Mid-year Appointments:** If employees began their probationary service at other than the start of a school year, then these dates and time limits will be adjusted accordingly. For example, a teacher hired on November 1 would have all dates in these Articles moved forward by two (2) working months. Nothing in this understanding would preclude the District acting at times earlier than the deadline dates.
- **Full Year Long Term Substitutes:** Will be evaluated according to this APPR plan.
- **Teachers on Leaves of Absence:** Pending any state guidance, evaluations for teachers who have an extended medical absence or an approved leave of absence, will be pro-rated based on points obtained. Each situation will be discussed by the Superintendent and BTA President and mutually agreed upon without establishing precedent or a past practice. All mutually agreed upon decisions by the Superintendent and the BTA president are not subject to appeal.

## **Section I: Student Performance**

### **For Teachers of ELA/Math in Grades 4-8**

The State-provided teacher growth scores (0-20) will be provided by SED for all teachers in grades 4-8 ELA and/or Math. Growth scores will be calculated by SED as follows:

- For each student in grade 4-8, a student growth percentile (SGP) will be calculated according to SED regulations based on his or her ELA and Math State assessment results. The calculated SGP will compare each student's current results with his/her previous year results to determine how much growth has occurred. Each student's growth will then be compared to the growth of students with similar academic test history.
- Before determining teacher or principal evaluation ratings based on the SGPs, the results will be adjusted for whether a student lives in poverty, is an English Language Learner or has a disability.
- Students will be assigned to teachers and schools based on linkage information provided by districts and attribution rules established by SED.
- The median student growth percentile (MGP) score will then be determined for each applicable teacher. The MGP is the SGP that is in the middle of the distribution of student SGPs for that teacher or school.
- A score from 0-20 points will be assigned to each educator by SED no later than September 1 of the following school year.

### **For Special Education Teachers Grades 4-8**

It will be determined on a case-by-case basis if a special education teacher will receive a SGP from SED or will need to have a Student Learning Objective (SLO) as discussed below.

### **Important Note about SGP scores during the Transition Period**

Although these SGP scores are still being calculated, they will not be used as part of a teacher's APPR or for employment decisions. During the 2016-2017 school year, and continuing through the 2018-2019 school year, transitional ratings will also be reported to the state. Transitional ratings are those evaluation ratings which do not include the SGP measure, but rather, include an alternate score which may be a district-wide measure (see below) and will be the rating that is used as part of the teacher's APPR.

### **For Teachers of ELA/Math in Grade 3**

Classroom teachers in grade 3 will still be required to establish two SLOs based upon student performance on the Grade 3 ELA and math tests. Although these SLOs are still being created and scored, they will not be used as part of a teacher's APPR or for employment decisions. During the 2016-2017 school year, and continuing through 2018-2019, transitional ratings will also be reported to the state. Transitional ratings are those evaluation ratings which do not include the SGP measure, but rather, include an alternate score which may be a district-wide measure (see below) and will be the rating that is used as part of the teacher's APPR.

**For Staff Members Whose Course(s) Lead to a Regents/Science 8 Assessment**

For all other staff members, where over 50% of a case load is in a course resulting in a Regents assessment or Grade 8 Science, an Individual Student Learning Objective (SLO) will be used as the growth measure and will result in a HEDI rating. A SLO is an academic goal for an educator’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 to any other school and district priorities. Educators’ scores are based upon the degree to which their goals were attained.

The SLO will be established collaboratively between the teacher and the lead evaluator at the meeting at the beginning of the school year by November 15<sup>th</sup>.

**For Teachers with Individual SLOs:**

Multiple student performance measures must be combined using a weighted average to produce an overall Student Performance Category score of 0-20. Using this score an overall Student Performance Category rating shall be derived from the table below:

H			E			D		I												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100	93-96	90-92	85-89	80-84	75-79	67-74	60-66	55-59	49-54	44-48	39-43	34-38	28-33	25-28	21-24	17-20	13-16	9-12	5-8	0-4

**For All Other Staff Members – District-Wide SLO Measure**

District-wide Measures of Student Achievement are intended to provide a more holistic view of a teacher’s instructional efforts and overall student achievement. The specific assessments and metrics used to determine the District-Wide SLO for any particular school year will be reviewed annually by the APPR Committee. The Committee will operate within the parameters established by the District and Association. The Committee will review comparability and rigor as defined by SED, current best practices and research, point conversion charts, and the actual metrics and formulas used to determine the District-Wide SLO Measure.. The Committee will also revisit whether specific assessment choices should be added, deleted or amended.

Each teacher who does not need an Individual SLO (see above) shall use the following district-wide measure for the Student Performance Category of the APPR:

- Percentage of students passing the five primary Regents exams (ELA, Algebra 1, Living Environment, Global 10 & American History)
- Using this score an overall Student Performance Category rating shall be derived from the table below:

H	E	D	I
---	---	---	---

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

- Each teacher shall receive his/her Student Performance Category score as soon as it is available. It may be provided in the summative conference at the end of the year or provided as part of the Teacher’s Overall Composite Rating by September 1<sup>st</sup>.

## Section J: Composite Rating

Each teacher shall receive his/her overall composite rating by the end of the last teacher work day or within two weeks of receipt of growth measure by New York State and no later than September 1<sup>st</sup> of following school year. See Appendix J for the form to be used.

## Section K: Professional Development

A critical part of any system of support for teachers is the availability of professional development opportunities. Targeted professional development is an integral part of the overall team and school-wide professional learning for content areas, grade levels and district and school learning goals. “The evaluation of teachers has a critical place in the shared accountability and responsibility for student success. When evaluation and professional development are linked, powerful and practical connections can be made between individual, school, and district improvement plans and result in greater coherence across the system (NYSUT, Teacher Evaluation and Development, 2011).

The Brighton Central School District annually develops, adopts, and implements a Professional Development Plan (PDP) which describes how all teachers will be provided with substantial professional development. This plan is developed collaboratively with the professional development team through the district’s Teacher Center Policy Board, and aligns with the New York State Reform Agenda including, Common Core learning standards and assessments, a focus on data driven instruction, student needs, and teacher capacities. The District PDP supports professional development articulated across grade levels that can be continuous and sustained, and uses methods and approaches that have been shown to be effective.



Professional learning for teacher development acknowledges the importance of teacher collaboration for planning, sharing, analyzing student work, and research based understandings of practice. Evidence suggests that schools that build professional learning communities based upon collective responsibility, shared practice, and collaboration, make tremendous gains in student achievement (Newman & Whelage, 1995; Sparkes, Louis, & Marks, 1998; and Reeves, 2005). Through these collective professional opportunities, teachers develop collective responsibility for student learning and can tap the internal expertise among colleagues and leverage outside expertise to supplement internal efforts.

## **Section L: Teacher Improvement Plans (TIPs)**

Professional development is a continuing process over the course of a teacher's career. In some instances, as mandated under the Education Law, where a teacher has been rated as "Ineffective" or "Developing" the District is required to implement a plan to assist the teacher in specified areas of determined to be in need of growth.

### **Creation of a Teacher Improvement Plan – Ineffective Rating**

For those teachers who have been rated as "Ineffective" through the APPR process, the District will implement a Teacher Improvement Plan ("TIP") in accordance with Education Law Section 3012-d.

1. The TIP must be implemented by October 1<sup>st</sup> of the new student school year. The TIP will be developed in consultation with the teacher. (See Appendix H for TIP form to be used.)
2. The teacher may bring an Association representative to all meetings with the member regarding the development of and throughout the implementation of the TIP. At the initial meeting with the teacher, the Principal or designee will present the teacher with an outline of the TIP and the parties will engage in a dialogue regarding the specific areas in need of improvement including specific standards based goals as well as the anticipated contents of the TIP.
3. Within two school days following the initial meeting, the Principal or designee will finalize the draft TIP document and provide it to the teacher. The teacher should review the TIP document and consult with his/her Association representative. The teacher must provide any recommendations for additions and/or modifications to the draft TIP to the Principal or designee within two school days after receipt.
4. The Principal or designee will consider the teacher's input and provide the final TIP document to the teacher within two school days for implementation. In

addition to identifying the specific areas in need of improvement including specific standards based goals, the TIP shall include the following:

- a. The manner in which improvement will be assessed;
- b. Expected evidence of growth/change including benchmarks;
- c. Appropriate, differentiated activities to support improvement including but not limited to professional learning activities that the teacher must complete through District professional development courses and activities;
- d. Additional support or assistance, such as co-teaching, modeling, etc. may be provided to the teacher; and
- e. Expected timetable for the TIP including meetings, submission of required documentation (if any), observations, and completion dates for specific activities. Improvement plans should be no less than sixty days in length;
- f. During the plan, the parties shall meet according to the schedule established pursuant to Paragraph (e) to assess the effectiveness and appropriateness of the TIP for the purpose of assisting the teacher to achieve the TIP goals. Based on the outcome of that review, if appropriate, the TIP shall be modified accordingly.

Improved performance by the teacher is the desired result of an improvement plan; the parties understand that completion of the improvement strategies identified alone may not create improvement in all cases.

### **Creation of a Continuous Development Plan – “Developing” Rating**

A “Developing” rating is aligned with the belief that professional learning moves through a continuum of growth. For those teachers who have been rated as “Developing” through the APPR process, the District will implement a Continuous Development Plan in accordance with Education Law Section 3012-d.

1. The process for developing a Continuous Development Plan should be a helpful, professional conversation, where the parties collaboratively identify possible solutions to concerns and decide upon resources that will assist the teacher. The plan must be implemented by October 1st of the student school year. See Appendix I for the Continuous Development Plan.
2. The teacher may bring an Association representative to all meetings with the member regarding the development of and throughout the implementation of the CDP. At the initial meeting with the teacher, the Principal or designee will engage in a dialogue with the teacher regarding the specific areas in need of improvement including specific standards based goals as well as the anticipated contents of the CDP.
3. Within two school days following the initial meeting, the Principal or designee will present a draft CDP document to the teacher. The teacher should review the CDP document and consult with his/her Association representative. The teacher must

provide any recommendations for additions and/or modifications to the CDP to the Principal and/or District designee within two school days after receipt.

4. The Principal or designee will provide the final CDP document to the teacher within two school days for implementation. In addition to identifying the specific areas in need of improvement including specific standards based goals, the CDP document shall include the following as appropriate:
  - a. The manner in which improvement will be assessed;
  - b. Expected evidence of growth/change including benchmarks;
  - c. Appropriate, differentiated activities to support improvement including but not limited to professional learning activities that the teacher may complete including appropriate District professional development courses and activities within the District;
  - d. Additional support or assistance, such as co-teaching, modeling, etc. may be provided to the teacher; and
  - e. Expected timetable for plan including meetings, submission of required documentation (if any), observations, and completion dates for specific activities. Continuous Development Plans should be no less than sixty days in length;
  - f. During the plan, the parties shall meet according to the schedule established pursuant to Paragraph (e) to assess the effectiveness and appropriateness of the CDP for the purpose of assisting the teacher to achieve the CDP goals. Based on the outcome of that review, if appropriate, the CDP shall be modified accordingly.

Improved performance by the teacher is the desired result of the development plan; the parties understand that completion of the improvement strategies identified alone may not create improvement in all cases.

### **Creation of a Continuous Development Plan – Other Areas Identified as in Need of Growth**

Where an area in need of growth for a teacher has been identified independent of the APPR rating, a Continuous Development Plan may be implemented by the Principal or designee at the completion of the professional performance review process. The process for developing a Continuous Development Plan should be a helpful, professional conversation, where the parties collaboratively identify possible solutions to concerns and decide upon resources that will assist the teacher. The Plan shall follow the same structure as set forth for 3012-d plans above.

## **Section M: Appeals Process**

### **Appeals Procedures**

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The appeal

procedures shall provide for the timely and expeditious resolution of the appeal. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

### **APPR Subject to Grievance Procedure**

Any teacher who believes he/she has been aggrieved by the following issues may use the Grievance Procedure contained in Article 3 of the collective bargaining agreement:

- Adherence to the negotiated procedures of APPR
- Implementation of a Teacher Improvement Plan (TIP)
- Adherence to the Appeals Procedure

### **APPR Subject to Appeal Procedure**

Any teacher receiving an APPR rating of either “Effective” or “Highly Effective” may not challenge that APPR rating. However, they may attach a statement to their APPR that will be included in their personnel file.

Any teacher receiving an overall composite APPR rating of either “Ineffective” or “Developing” may challenge that rating.

In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

### **Grounds for an Appeal**

An appeal may be filed challenging the overall composite score/APPR rating. The substance of any component or the entire evaluation may be part of the appeal.

### **Notification of the Appeal**

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within ten (10) school days after the teacher has received the Overall Composite Score/APPR rating. The teacher shall submit a detailed written statement with the specific point(s) of disagreement and information relevant to the resolution of the appeal to the lead evaluator. The teacher shall also specify the requested remedy. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. Notification of the appeal shall be submitted to the Superintendent and Association President.

## **Appeal Resolution Process**

### ***Step 1 – Conference with the Evaluator***

Within ten (10) school days of receipt of an appeal, the evaluator will schedule a conference with the teacher. The teacher shall upon request be entitled to an Association representative being present. The conference shall be an informal meeting wherein the authoring evaluator and the teacher are able to discuss the evaluation and the areas of dispute. Within ten (10) school days, the evaluator shall issue their response in writing. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal.

### ***Step 2 – District and Association Panel***

If the teacher is not satisfied with the outcome at Step 1, he/she may proceed to Step 2. The Step 2 shall be initiated by the teacher within ten (10) school days of the evaluator's written response. The teacher shall submit a written appeal to the Panel with the specific point(s) of disagreement and information relevant to the resolution of the appeal. Appeals shall be reviewed by a three member panel consisting of the Association President or designee, an administrator appointed by the Superintendent, and a third member appointed by the Association President. The appointed members of the panel cannot be from the same building as the teacher and must not have been involved in the evaluation of the teacher. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The Panel shall submit a written recommendation to the Superintendent to rescind, modify or affirm the rating.

### ***Step 3 – Superintendent of Schools***

The Superintendent shall review the recommendation of the Panel and communicate a final decision to the teacher within ten (10) school days of receipt of the Panel's recommendation. This decision shall be binding and no further remedy shall be sought.

## **Section N: Other**

### ***A. Portfolio Review***

First year teachers will submit a portfolio per New York State Education Department regulations as part of the review process. The contents of the portfolio will be determined between the teacher and lead evaluator no later than November 15 and may include, but are not limited to: a video of teaching performance, a sample lesson plan, a sample of student work, student assessment instruments and the teacher's reflection on his/her classroom performance. The portfolio must be submitted to the building administrator no later than May 15<sup>th</sup>.

### ***B. Notice of Discontinuance***

When a building administrator is considering recommending to the Superintendent the termination of services of a probationary or tenured unit member following proper evaluation of that unit member, a written notice shall be sent to the unit member no later than April 1 with reason or reasons stated.

## **Appeal**

At the request of the unit member, a meeting shall take place between the teacher, the principal and/or director, and representative from the Association. The purpose of this meeting is to seek a clarification and explanation of the reasons for the immediate supervisor's recommendation. This meeting shall take place no later than five (5) school days after notification.

Within three (3) school days, the principal and/or director shall notify the unit member of his/her decision. If the decision is to recommend termination, then the unit member may request a hearing with the Superintendent of Schools.

The hearing before the Superintendent will be held within ten (10) school days after notification to unit member from his/her principal and/or director. The request for this hearing shall be made no later than three (3) school days after the notification as outlined above.

At the Superintendent's hearing the unit member shall present his/her position. The principal and/or director shall present their positions. The unit member shall be entitled to have a representative of the Association present, and shall be afforded those rights set forth in Section 3.6 of the Grievance Procedure.

The Superintendent shall consider the evidence presented and shall render his decision in writing no later than May 1. A copy of the decision will be sent to the affected unit member.

**Appendices** -(See OASYS for the exact forms that are used, which have been modeled after these negotiated forms)

A. NYS Standards Placemat

B. APPR Timeline

C. Observation Forms

1. Professional Focus Planning & Evaluation Form 2. Pre-Observation Form

3. Observation Evidence Form

4a. Post-Formal Observation Teacher Self-Reflection Form

4b. Post-Formal Observation Feedback Form

5. Unannounced Visit Feedback Form

D. Teacher Practice 1-4 Rubric Scoring Form

E. Rubric Score conversion chart F. SLO Guidance-Includes template, timelines and HEDI conversion chart.

G.. Teacher Improvement Plan

H. Continuous Development Plan

I. Overall Composite Score/HEDI Rating Teacher Evaluation

## Appendix A. NYS Standards & Elements Placemat

<p><b>Standard 1: Knowledge of Students &amp; Student Learning</b></p> <p>1.1 Knowledge of child and adolescent development, including students’ cognitive, language, social, emotional, and physical developmental levels</p> <p>1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes</p> <p>1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students</p> <p>1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning</p> <p>1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students’ learning</p> <p>1.6 Knowledge and understanding of technological and information literacy and how they affect student learning</p>	<p><b>Standard 4: Learning Environment</b></p> <p>4.1 Create a mutually respectful, safe, and supportive learning environment that is inclusive of every student</p> <p>4.2 Create an intellectually challenging and stimulating learning environment</p> <p>4.3 Manage the learning environment for the effective operation of the classroom</p> <p>4.4 Organize and utilize available resources [e.g. physical space, time, technology] to create a safe and productive learning environment.</p>
<p><b>Standard 2: Knowledge of Content and Instructional Planning</b></p> <p>2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s]</p> <p>2.2 Understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.</p> <p>2.3 Use a broad range of instructional strategies to make subject matter accessible.</p> <p>2.4 Establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.</p> <p>2.5 Design relevant instruction that connects students’ prior understanding and experiences to new knowledge.</p> <p>2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.</p>	<p><b>Standard 5: Assessment for Student Learning</b></p> <p>5.1 Design, select, and use a range of assessment tools and processes to measure and document student learning and growth.</p> <p>5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction</p> <p>5.3 Communicate information about various components of the assessment system</p> <p>5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.</p> <p>5.5 Prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.</p> <p><b>Standard 6: Professional Responsibilities and Collaboration</b></p> <p>6.1 Uphold professional standards of practice and policy as related to students’ rights and teachers’ responsibilities</p> <p>6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning</p> <p>6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success</p> <p>6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations</p> <p>6.5 Understand and comply with relevant laws and policies as related to students’ rights and teachers’ responsibilities.</p>
<p><b>Standard 3: Instructional Practice</b></p> <p>3.1 Use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning</p> <p>3.2 Communicate clearly and accurately with students to maximize their understanding and learning</p> <p>3.3 Set high expectations and create challenging learning experiences for students</p> <p>3.4 Explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement</p> <p>3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology</p> <p>3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs</p>	<p><b>Standard 7: Professional Growth</b></p> <p>7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth</p> <p>7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies</p> <p>7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice</p> <p>7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources</p>



**APPENDIX B. TIMELINE**

**APPR TIMELINE**

<b>DATE</b>	<b>ACTIVITY</b>
<b>Beginning of school year</b>	<ul style="list-style-type: none"> <li>• <b>Lead and independent evaluator is identified for each teacher</b></li> </ul>
<b>By November 15th</b>	<ul style="list-style-type: none"> <li>• <b>SLO(s) are determined by teachers needing SLOs (see above)</b></li> </ul> <p><b>IF ALTERNATIVE OBSERVATION SELECTED:</b></p> <ul style="list-style-type: none"> <li>• <b>Professional focus is identified through initial meeting. Additional meeting dates identified.</b></li> </ul>
<b>By December 1st</b>	<ul style="list-style-type: none"> <li>• <b>First formal observation is completed for non-tenured teachers</b></li> </ul>
<b>By April 1st</b>	<ul style="list-style-type: none"> <li>• <b>Second formal observation is completed for non-tenured teachers</b></li> </ul>
<b>Between October 30th-May 15th</b>	<ul style="list-style-type: none"> <li>• <b>Unannounced observations occur</b></li> </ul>
<b>By May 15th</b>	<ul style="list-style-type: none"> <li>• <b>Formal observation is completed for tenured teachers</b></li> </ul>
<b>By May 15th</b>	<ul style="list-style-type: none"> <li>• <b>All observations (formal &amp; unannounced) completed for all teachers</b></li> </ul>
<b>By May 15th</b>	<ul style="list-style-type: none"> <li>• <b>Final meeting for those selecting Alternative Observation is held.</b></li> </ul>
<b>By September 1st (within 10 days after District receives NYS score)</b>	<ul style="list-style-type: none"> <li>• <b>Teacher receives Overall Composite Score/HEDI rating</b></li> </ul>
<b>Within 10 school days of receipt of composite score</b>	<ul style="list-style-type: none"> <li>• <b>Teacher may appeal APPR rating if “Ineffective” or “Developing”</b></li> </ul>
<b>Within 10 schools days of next school year</b>	<ul style="list-style-type: none"> <li>• <b>Teacher who receives an “Ineffective” will have a Teacher Improvement Plan (TIP)</b></li> <li>• <b>Teacher who receives a “Developing” rating will have a Continuous Improvement Plan.</b></li> </ul>



**Professional Focus Planning and Evaluation**  
**Form**

Teacher Name: \_\_\_\_\_

Building: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date of Initial Meeting \_\_\_\_\_

School Year: \_\_\_\_\_

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**SECTION 1: PLANNING**

**Objective:**

The purpose of the Annual Professional Performance Review (APPR) is to:

- provide opportunities for teachers to be reflective
- recognize and reinforce teacher competencies
- promote and encourage professional development
- assess teacher performance using agreed upon professional standards.

The purpose of this form is to allow the teacher to document the professional development plan collaboratively developed with their respective evaluator. This form should be considered a working document that covers the entire school year.

**Professional Practice Focus and Targets:**

The evaluation of teaching and related services is a professional responsibility requiring a broad experience and technical understanding of the processes of learning and teaching. Teachers will develop a professional focus for the year which will be aligned to one or more of the standards as represented in the NYSUT rubric. The identification of a focus will be done in conjunction with the administrator at the fall meeting.

**Form, Content, and Organization**

The collection of evidence should display the teacher's best work that demonstrates the NYS Teaching Standards corresponding to the standards not assessed through the observation process. Examples should portray classroom activities and student learning. The evidence should be well organized. There is no one standard format.

Evidence should be a reflection of your professional focus and not a complete compilation of your entire work for the year – it is not intended to be a portfolio (with the exception of first year teachers who may merge the professional focus with the State required portfolio).

“Evidence” is defined as a physical document or recording that demonstrates a performance level of 1, 2, 3 or 4 on the rubric scale. This may include but is not limited to photocopies of student work, a case study of a particular student’s progress, copies of e-mail, log of phone calls, lesson plans, teacher-developed curriculum materials, transcripts from MyLearning Plan, or student surveys.

Please refer to Appendix A: Summary of Standards and Elements and select which elements the teacher and evaluator want to target for the current year evaluation.  
Teacher Narrative (Rationale and Plan):

What is your focus?
What is the anticipated impact of your focus on student achievement?
Why was this focus selected?
Anticipated plan for addressing the focus: (list activities, anticipated professional development, etc. that you plan to engage in).
Possible evidence which will demonstrate your successful completion of your focus.

NYS Teaching Standard	Targeted Elements (From Appendix A e.g. 3.4, 4.1)
Knowledge of Students and Student Learning	
Knowledge of Content and Instructional Planning	
Instructional Practice	
Learning Environment	
Assessment of Learning Environment	
Professional Responsibilities and Collaboration	
Professional Growth	

**Timeline for Observations and Mid-Year Update:**

This section is to set tentative date ranges for the formal observations and mid-year meeting. The dates should be collaboratively set based on availability and considering the elements targeted. The mid-year meeting may occur in conjunction with a post observation meeting if the timeframe corresponds to a formal observation.

<b>Evaluation</b>	<b>Targeted Lessons/Units</b>	<b>Targeted Date Range</b>
Observation 1 <i>&lt;If non-tenured, must be completed by December 1<sup>st</sup>&gt;</i> <i>&lt;If tenured, must be completed by May 15<sup>th</sup>&gt;</i>	<Optional>	Pre-Observation: Observation: Post Observation:
Observation 2 (if applicable) <i>&lt;Non-tenured must be completed by April 1<sup>st</sup>&gt;</i>	<Optional>	Pre-Observation: Observation: Post Observation:
Mid Year Update and Review <i>&lt;Must be done by February 1<sup>st</sup>&gt;</i>	NA	

**SECTION 2: MID-YEAR REVIEW AND MODIFICATIONS**

The purpose of the mid-year meeting will be to review the progress of the staff member to date and the plan for the remainder of the year.

Date of Meeting: \_\_\_\_\_

[Teacher Self-Reflection and Proposed Modifications]
[Evaluator feedback of progress, suggested performance improvement observations, and/or suggested modifications to plan/targeted elements]

**SECTION 3: EVALUATION / FUTURE CONSIDERATIONS**

**Evaluation of Professional Focus:**

The administrator will rate the work against the criteria outlined within the agreed upon rubric and in accordance with the APPR plan.

Summary of Pertinent Evidence Collected:	Standard/Element
Evaluators Comments on Evidence Collected	

**End of Year Summary and Considerations for Next School Year:**

*(To be completed by the last teacher work day of the school year)*

The final written evaluation will be narrative in form and reflect a measure of overall effectiveness using the HEDI descriptors outlined in the APPR Plan. Evaluator should describe in narrative format the evaluation of each of the standards based on the evidence collected throughout the year. The narrative should support the quantitative rating given on the final professional practice score.

Teacher Self-Reflection/ Considerations for Subsequent School-Year:

Evaluator Summary Based on Evidence Collected:

Considerations for Subsequent School Year:

Administrator Certification

I have completed the required number of unannounced visits as agreed to in the APPR plan. Furthermore, I previously communicated and documented any concerns noted during my unannounced visits to the teacher.

(Evaluator Initials \_\_\_\_\_)

**Signature Section:**

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*The teacher's signature is to acknowledge receipt of this form and to acknowledge their understanding that this document may be considered in the teacher's final evaluation. The signature does not necessarily signify the teacher's agreement with its content.*



## Pre-Observation Form

Teacher Name: \_\_\_\_\_

Building: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date of Meeting \_\_\_\_\_

School Year: \_\_\_\_\_

Both the evaluator and the teacher will 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. Please feel free to type / write key points or notes for each reflection question. There is no need to include formal writing (complete sentences, paragraphs, etc.). Also, not all questions may be applicable to the particular lesson to be observed.

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:

- 1. Identify the curriculum standards to be taught and how they connect to other standards within or outside of the discipline. (2.4)**

- 2. 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)**

- 3. What do you want students to learn as a result of this lesson? (2.1, 2.2, 2.3, 2.4, 2.5)**

- 4. Throughout the lesson, how will you know if students are learning the expected outcomes? (5.1, 5.2)**



**5. How do you plan to cognitively engage students in the content? What will you do? What will students do? (2.2, 2.3, 2.5, 2.6)**

**6. How will differentiation be used to meet student needs? (2.3, 2.4, 2.6, 5.1, 5.2)**

**7. What formative and summative assessments will be used to measure student learning? (5.1)**

**8. How will you use the results of assessment to adjust instruction? (5.2)**

**9. What other information would you like the evaluator to know about the class, material to be taught, and/or look for during the lesson (e.g. physical environment)? (1.1, 1.3, 1.4, 1.5)**

**10. On what areas would you like specific feedback?**

APPENDIX C Form 3



**Observation  
Evidence Form**  
(For Lead Evaluator Use, Only)

Teacher Name: \_\_\_\_\_ Course/Subject: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Evidence from Pre-Observation Conference:	Standard, element, indicator
Evidence from Observation:	

Appendix C Form 4A



Post Formal Observation

Teacher Self-Reflection Form

Teacher Name: \_\_\_\_\_

Building: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Course/Subject: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Date of Post Observation

Meeting: \_\_\_\_\_

Teachers will complete reflection questions prior to the post-observation conference. Please feel free to type / write key points or notes for each reflection question. There is no need to include formal writing (complete sentences, paragraphs, etc.).

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

2. 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? (5.1, 7.1)

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

4. How did the instructional strategies you chose support student learning? How do you know (5.1, 7.1)

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

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

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

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

**Appendix C Form 4B**



**Post Formal Observation  
Feedback Form**

Teacher Name: \_\_\_\_\_ Building: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_ Course/Subject: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ Date of Post Observation Meeting: \_\_\_\_\_

Using the appropriate Teaching Standards and indicators contained in the NYSUT rubric, as well as specific elements targeted by the teacher in their Planning Document, comment on evidence collected during the formal observation. Please include areas of strength and any areas for growth that will be considered in the final evaluation of the teacher.

Standard/Indicators Evaluated (e.g. Standard: 4 Element: 2)	Pertinent Evidence Collected	Comment/Feedback

Summary of Observation:



APPENDIX C Form 5



**Unannounced Visit Feedback Form**

*(This form does not need to be used for an unannounced visit. It is optional.)*

Teacher Name: \_\_\_\_\_

Building: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date of Unannounced Visit: \_\_\_\_\_

This form is not required for an unannounced visit but is the appropriate form to use if the evaluator chooses to provide feedback. However, if the evaluator collects evidence that may lead to a “Developing” or “Ineffective” evaluation, this form must be used and discussed with the teacher within ten school days.

Standard, element (limited to standards 3 and 4):	Pertinent Evidence Collected During the Visit:

Areas for concerns (if any present):	
Suggestions for improvement:	
Teacher comments:	

Teacher should check this box to request a second announced visit. An unchecked box does not exclude administrators from unannounced visits.

The evaluator will check this box if this form will be considered as part of the teacher's summative evaluation.

Teacher Signature \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*The teacher's signature is to acknowledge receipt of this form and to acknowledge their understanding that this document may be considered in the teacher's final evaluation. The signature does not necessarily signify the teacher's agreement with its content.*



# Appendix D Teacher Practice Rubric Score Form



NOTE: It is not expected that all boxes will have a score. This does not count against the teacher's score. Only scored boxes are included in Rubric Score Calculation.

## Calculating the Teacher Observation Rubric Score

Teacher Name: \_\_\_\_\_ Grade/Subject Area: \_\_\_\_\_  
 Evaluator Name: \_\_\_\_\_ School Year: \_\_\_\_\_

1	Knowledge of Students and Student Learning	Score
1.1a	Describes and plans using knowledge of developmental characteristics of students	
1.2a	Uses strategies to support learning and language acquisition	
1.2b	Uses current research	
1.3a	Plans for student strengths, interests, experiences to meet diverse learning needs of each student	
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 and its impact on student learning	
<b>A</b>	<b>Total of all indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

2	Knowledge of Content and Instructional Planning	Score
2.1a	Understands key discipline concepts, themes, learning standards and key disciplinary language	
2.1b	Uses current developments on pedagogy and content	
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 learning experiences that connect to students' life experiences	
2.3b	Designs self-directed learning experiences	
2.4a	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 time	
2.6b	Selects materials and resources	
<b>A</b>	<b>Total of all indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

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	Articulates measures of success	
3.3b	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 to monitor and adjust pacing	
3.6b	Provides feedback during and after instruction	
<b>A</b>	<b>Total of all indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

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



## Calculating the Score of Professional Practice

Teacher Name: \_\_\_\_\_  
 Evaluator Name: \_\_\_\_\_

Grade/Subject Area: \_\_\_\_\_  
 School Year: \_\_\_\_\_

5	Assessment for Student Learning	Score
5.1a	Designs and/or selects assessments to establish learning goals and inform instruction	
5.1b	Measures and records student achievement	
5.1c	Aligns assessments to learning goals	
5.2a	Uses assessment data as feedback to set goals with students	
5.2b	Engages students in self-assessment	
5.3a	Accesses, analyzes 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	
<b>A</b>	<b>Total of all indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

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	Communicates student performance to families	
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 and accesses resources	
<b>A</b>	<b>Total of all indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

7	Professional Growth	Score
7.1a	Reflects on evidence of student learning	
7.1b	Plans professional growth	
7.2a	Sets goals	
7.2b	Engages in professional growth to expand knowledge base	
7.3a	Gives and receives constructive feedback	
7.3b	Collaborates	
7.4a	Accesses professional memberships and resources	
<b>A</b>	<b>Total of all indicators</b>	
<b>B</b>	<b>Divide A by number of indicators assessed</b>	
<b>C</b>	<b>Total standard score</b>	

Assessment of Practice	Scores
Transfer standard scores to the boxes below	
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 of Student Learning	
Standard 6 Professional Responsibilities and Collaboration	
Standard 7 Professional Growth	
<b>Subtotal</b>	
<b>Divide by 7</b>	
<b>Total of score of professional practice</b>	

<b>Rating</b>	<b>Minimum Rubric Score</b>	<b>Maximum Rubric Score</b>
Highly Effective	3.50	4.0
Effective	2.50	3.49
Developing	1.50	2.49
Ineffective	0	1.49

## Appendix F

### Guidance Document for Creating Student Learning Objectives (SLO)

#### Definition of Student Learning Objective (SLO)?

A Student Learning Objective (SLO) is an academic target based on student performance throughout a course of study. Teachers will set specific and measurable targets for student learning at the start of a course for students to strive to achieve by the end. The target represents the most important learning for the year (or semester, term where applicable) as defined within state or national standards for learning.

#### Elements of a Student Learning Objective

Student Learning Objectives (SLOs) **must** consist of the following eight elements:

**1. 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.

**2. 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?

**3. Interval of Instructional Time:**

*What is the instructional period covered?*

If not a year, rationale for semester/quarter/etc.

**4. Evidence:**

*What pre- and post-assessments will be used?*

Identify which assessment(s) or student work product(s) will be used to measure this goal.

**5. Baseline:**

*Where does the baseline data tell you about student needs?*

Analysis of pre-assessment, and other data, where available, to determine where students are starting from.

**6. Target:**

*What is the academic goal for success?*

Description of the academic target to be met by the end of the instructional period.

Base Target Statement:

*80% of the students will accomplish/score the identified target.*

**7. HEDI Criteria:**

*How will evaluators determine the score?*

Evaluators will 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. These ranges will be established for the entire district.

## 8. Rationale:

### *Why choose this learning content, evidence and target?*

Summary of decision-making processes for determining the learning content to be covered in the evidence, as well as how the target was set.

## Determination of which staff need a SLO

The NYSED APPR Guidance Document defines the Student Learning Objective requirements as:

*For teachers who have SLOs, if any course/section has State-provided growth measures, at least one SLO must use it (for example, a teacher with one section of 7th grade Math and 4 sections of 7th grade Science must have an SLO associated with the State-provided growth measure for Math). SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered. If any of the largest courses has a State assessment, but does not have a State-provided growth measure, the State assessment must be used as evidence in the SLO.*

## The SLO Process

### **Step 1: Identify the most important learning content for grade level and/or discipline. Timeframe: Beginning of school year**

#### Guidelines

1. SLOs must address the most important learning content and areas of high need for all included students which can be identified through:
  - a. Analysis of available data (state and local end of year assessments)
  - b. Use of department, building or district goals, state and national standards and curricular priorities defined through the district program evaluation process.

#### Guiding Questions

1. What needs were identified for all students and student sub-groups?
2. What strengths were identified for all students and student sub-groups?
3. What are the discipline, building or district priorities?
4. If no formal data are available for my subject what other methods can I use to determine my students’ needs?
5. Are the identified needs aligned with my grade level standards?

### **Step 2: Develop or align existing assessments to student learning of that content in order to measure student growth over the full length of a course.**

**Timeframe: Beginning of school year**

Assessment development of some type will be necessary for the majority of teachers developing a SLO. In order to ensure comparability, assessments will be created by district based teams using the *Brighton Central Schools Guidance on Assessment Design and Use* as a resource. Assessments will be rigorous and comparable. NYSED defines *rigorous* as 'locally-selected measures aligned to the New York State Learning Standards or, in instances where there are no such learning standards that apply to a subject/grade level, evidence of alignment to research-based learning standards and, to the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing'. *Locally-comparable* refers to the comparability across classrooms, which means that 'the same locally-selected measures of student growth are used across all classrooms in the same grade/subject in the district or BOCES.

#### Assessment Approval

All locally developed assessments will be developed by district based teams and approved by lead evaluators. To do this, teacher leaders should provide lead evaluators with a copy of the assessment and the name of the course and instructors it covers. Teachers whose course ends in a state level exam (Regents, Gr 8 Science, Gr 3 ELA/Math) must use that state exam as a summative assessment.

### **Step 3: Administer pre-assessments, collect baseline data.**

**Timeframe: September- November 15th**

#### Directions for Data Analysis and Determining Baseline

1. Highlight outliers, those data points which are far above or below the majority of data points.
2. Calculate the CLASS SIZE, AVERAGE & RANGE.
  - How will class size impact your selection of the target type? Is it realistic to have an individual target for every student included in the SLO?
  - What does the range tell you about how students did on the pre-assessment as a whole class?
3. 'BIG PICTURE' ANALYSIS
  - Are there trends in the data? Do the scores show specific patterns?
  - What percentage of students do you expect to perform at grade level? Mastery?
4. 'ZOOM IN' ANALYSIS
  - Looking at the patterns in the scores, can you find similarities between the students? Are there differences?
  - What other data sources would be helpful in learning more about the students and help determine their level of proficiency at the start of the course?

All SLOs must have individual student data combined on a single table/spreadsheet with the following fields: Student Last Name, First Name, all baseline data (pre-assessment, post-assessment, additional data), Target Score, Actual Growth and Met Target? (Y/N).

### **Step 4: Complete SLO template by defining baseline and setting targets.**

**Timeframe: by November 15th.**

#### To be turned into and approved by building administrator:

1. Completed SLO template
2. Course roster including baseline data and targets

Elements of SLO Template

Element	Criteria	Other Areas to Possibly Include
<p><b>Element 1: Student Population</b>            Essence: These are the students included in the SLO</p> <p>Task: Specify the assigned students who are included in this SLO along with the course sections and student names. (Full class rosters of all students must be provided for all included course sections.)</p>	<ul style="list-style-type: none"> <li>○ Provides information about course sections and enrollment</li> <li>○ Includes all students in selected course sections</li> </ul>	
<p><b>Element 2: Learning Content</b>            Essence: This is the content to be taught in the SLO</p> <p>Task: Identify the course name and source of standards (Common Core, national, state, local) associated with this SLO, and specify the exact standards, performance indicators, etc., that will be taught, learned, and assessed.</p>	<ul style="list-style-type: none"> <li>○ Uses the appropriate body of standards (Common Core, national, state, local, etc.)</li> <li>○ Names the exact standards, performance indicators, etc.</li> <li>○ Selects specific and measurable standards, indicators, etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ Highlights most important or priority standards, indicators, etc., for the course.</li> <li>○ Includes CCLS</li> <li>○ Aligns to district/school priorities</li> <li>○ Aligns to college and career readiness</li> </ul>
<p><b>Element 3: Interval of Instructional Time</b>            Essence: This is the timeframe within which the learning content will be taught. (This is assumed to be one academic year, unless the course is set as a semester or quarter course.)</p> <p>Task: Specify when the teaching for this learning content will begin and end.</p>	<ul style="list-style-type: none"> <li>○ Indicates a clear start and end date.</li> <li>○ Provides a rationale if the interval is less than one year (e.g., course length is less than one year).</li> </ul>	

<p><b>Element 4: Evidence</b> Essence: These are the assessments used for determining students' levels of learning.</p> <p>Task: List the specific pre-assessment(s) and summative assessment(s) that will be used for providing baseline and summative data for the SLO.</p>	<ul style="list-style-type: none"> <li>○ Identifies pre- and summative assessment(s).</li> <li>○ Selects appropriate summative assessment(s).</li> <li>○ Offers accommodations as required and appropriate.</li> <li>○ Ensures that those with vested interest are not scoring summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>○ Demands higher order thinking and/or real world application of knowledge/skills.</li> <li>○ Includes a majority of constructed response and/or performance measures.</li> <li>○ Measures a majority of the learning content standards, indicators, etc. in more than one way.</li> <li>○ Uses a rubric, scoring guide, and/or answer key to minimize scoring subjectivity.</li> </ul>
<p><b>Element 5: Baseline</b> Essence: This is the level of students' knowledge and skill in the targeted learning content at the beginning of the interval of instructional time.</p> <p>Task: Describe how students performed on the identified pre-assessment(s) for the learning content, as well as any additional data that informed SLO development.</p>	<ul style="list-style-type: none"> <li>○ Describes student performance on the preassessment.</li> <li>○ Provides a baseline score for each student in the SLO.</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses multiple data sources</li> </ul>
<p><b>Element 6: Target(s)</b> Essence: This is the numeric achievement goal which articulates the amount that students will have to grow during the interval of instructional time.</p> <p>Task: Define numeric growth goals for student performance on identified summative assessment(s) which measure student knowledge and skill in the learning content. (Actual final projected scores for each student are required.)</p>	<ul style="list-style-type: none"> <li>○ Provides a target statement.</li> <li>○ Sets targets consistent with district-level expectations for target-setting in this grade/subject.</li> </ul>	<ul style="list-style-type: none"> <li>○ Requires students to make at least a year's growth in a year's time, with students below grade level being required to grow more than a year's growth in a year's time.</li> <li>○ Requires 85% or more of students, including special populations, to meet their goals.</li> <li>○ Includes goals for special student populations that are equally challenging and rigorous.</li> </ul>



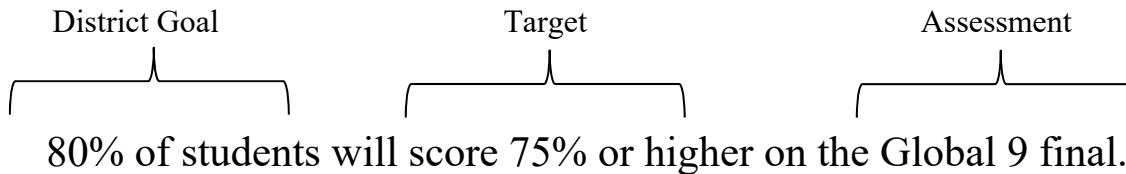


Student 2	Spanish 3	91	85	65	75	91	Yes
Student 3	Spanish 3	91	95	68	75	86	Yes
Student 4	Spanish 3	94	85	69	75	86	Yes
Student 5	Spanish 3	75	78	45	75	75	Yes
Student 6	Spanish 3	72	74	51	75	68	No
Percent of students who reached targets (will be converted using SLO HEDI chart)							83.3%

### Definition of Target

A target is a numeric achievement goal which articulates the amount that students will have to grow during the interval of instructional time. Teachers will be required to define a numeric growth goal for student performance on a summative assessment(s) that measures student knowledge and skill in the learning content. A growth target may be set for a whole class, differentiated groups or individual students, and is based on student performance on a pre-assessment and other baseline data, where available.

### Example of Target



Note: The District goal is 80% of all students covered by the SLO.

### Types of Targets

1. **Growth:** Defined as an increase in points, or levels, from the beginning to the end of the year.
2. **Mastery:** Static score that could be defined as percent or other form of achievement level that demonstrates students' growth from the beginning to the end of the year.

### Target Setting to Meet the Needs of Diverse Groups

1. **Whole group target** - one target, growth or mastery, for all students in SLO

**Example #1:** 80% of students will achieve 75% or greater on the final summative assessment.

- This is derived from historical trends.

**Example #2:** Based on mathematical calculation - 80% of students will grow by 50% on their final assessment.

- Required Growth =  $(100 - \text{Pre Test Score}) \div 2 = \text{Growth Target for whole group}$

2. **Tiered/grouped target** – Set 2 to 3 targets, growth or mastery, for groups of students in SLO based on preassessment scores. Set target bands from historical data analysis.

**Example:** - 80% of students will **meet group targets** on the Regents exam

- 85% for students who scored between 36-44% on pre-assessment
- 65% for students who scored between 9-35% on pre-assessment

3. **Individual target** - each student in the SLO receives a target, growth or mastery based on preassessment performance and other baseline data. (May incorporate formula found above in Example 1.)

80% of students will **meet individual targets** on the Regents exam

- Student A = 65%
- Student B = 55%
- Student C = 70%
- Student D = 85%

### Determining Which Type of Target/Goal to Set

Review pre-assessment data to determine if you should use a single or multi-tiered target.

- If scores are clustered in the same general range (e.g. 10–40), then a single tiered target is most appropriate
- If scores are spread over a wide range (e.g. 0–90) then a multi-tiered target is most appropriate.

### Guidelines

1. Target/Goal must state that a minimum of 80% of students achieve the specified growth.
2. Must require substantial growth for all students, including those who scored close to or above passing.
3. When not using the formula, Growth Targets may be multi-tiered to address a wide range of pre-assessment scores, but all growth must be comparable to that defined in the formula.
4. Tiers may only be defined by pre-assessment scores.
5. Set goals so that students make at least a year's growth, including those students who may be starting at a lower point, thus requiring them to grow more.
6. Ensure that goals for special student populations are equally challenging and rigorous as for other students, considering each student's starting point.
7. Use pre-assessment data to set rigorous, but realistic growth goals.

### **Step 5: Final Assessment and Calculation of Goal and HEDI Score**

**Timeframe: To be reviewed with building administrator during final meeting of the year or before the last day for teachers.**

### Guidelines

1. Students must have both a pre and post-assessment in order to count as having achieved the growth target.
2. If a student withdraws from your class at any point during the school year, keep his/her name on the spreadsheet and mark “withdrawn” in the post-assessment field. Do not include these students when calculating your final percentage.

3. Calculate the final percentage of students who met your goal by using the following formula:
  - o Final % = number of students who met specified growth ÷ total number of students in SLO
  - o If a teacher is required to write more than one SLO in order to represent more than 50% of their teaching assignment, the teacher evaluator will need to:
    1. Calculate the HEDI score for each SLO
    2. Weight the HEDI scores based on the total number of students in ALL SLOs
4. Add any extra notes or comments in the “Teacher Comments” field. If you did not meet your Growth Target and have students with any special circumstances that you feel should exempt them from being included in your SLO, explain that here. You should also bring any documentation regarding these circumstances to your summary meeting with your principal. Do not change your percentage to exclude these students.

Translating Target to HEDI Score

Use the following translation table to convert your targets to HEDI score.

<b>H</b>			<b>E</b>			<b>D</b>			<b>I</b>											
<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
97-100	93-96	90-92	85-89	80-84	75-79	67-74	60-66	55-59	49-54	44-48	39-43	34-38	28-33	25-28	21-24	17-20	13-16	9-12	5-8	0-4

Teachers with >1 SLO:

Final HEDI score will be based on a weighted proportion. To do:

1. Calculate the HEDI score for each SLO
2. Weight the HEDI scores based on the total number of students in ALL SLOs

**Example:**

**SLO #1: Global Studies II**

TARGET: 80% of students will:

- score 85% or higher if they scored between a 50-60% on the pre-assessment,
- score 65% or higher if they scored between 25-49% on the pre-assessment,
- score 55% or higher if they scored between 5-24% on the pre-assessment.

# of Students = 33	% Target = 78%	HEDI POINTS = 13
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**SLO #2: US History**

TARGET: 80% of students will

- score 85% or higher if they scored between a 40-50% on the pre-assessment,
- score 65% or higher if they scored between 25-39% on the pre-assessment

# of Students = 50	% Target = 84%	HEDI POINTS = 16
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TOTAL NUMBER OF STUDENTS = 83

	HEDI Score	Weight	Score x Wt	Final Score
SLO # 1	13	.4	5.2	14.8 = 15
SLO # 2	16	.6	9.6	

## SLO Template

Teacher Name:

Course/Content Area:

<i>All SLOs MUST include the following basic components:</i>	
<b>Population</b>	<i>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.)</i>
<b>Learning Content</b>	<i>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?</i>
<b>Interval of Instructional Time</b>	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i>
<b>Evidence</b>	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>
<b>Baseline</b>	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>

<b>Target(s)</b>	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p> <p><i>80% of students will.....</i></p>																																																																											
<b>HEDI Scoring</b>	<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th colspan="3">H</th> <th colspan="3">E</th> <th colspan="2">D</th> <th colspan="10">I</th> </tr> <tr> <th>20</th> <th>19</th> <th>18</th> <th>17</th> <th>16</th> <th>15</th> <th>14</th> <th>13</th> <th>12</th> <th>11</th> <th>10</th> <th>9</th> <th>8</th> <th>7</th> <th>6</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> </tr> </thead> <tbody> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">97-100</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">93-96</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">90-92</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">85-89</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">80-84</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">75-79</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">67-74</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">60-66</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">55-59</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">49-54</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">44-48</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">39-43</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">34-38</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">28-33</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">25-28</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">21-24</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">17-20</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">13-16</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">9-12</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">5-8</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">0-4</td> </tr> </tbody> </table> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	H			E			D		I										20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	97-100	93-96	90-92	85-89	80-84	75-79	67-74	60-66	55-59	49-54	44-48	39-43	34-38	28-33	25-28	21-24	17-20	13-16	9-12	5-8	0-4															
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<b>Rationale</b>	<i>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.</i>
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**Appendix G**

**TEACHER IMPROVEMENT PLAN (TIP)**

**STATUS**

- 1<sup>st</sup> Year Probation       2<sup>nd</sup> Year Probation  
 3<sup>rd</sup> Year Probation       4<sup>th</sup> Year Probation  
 Tenured  
 Other \_\_\_\_\_

**DATE FINAL EVALUATION CONDUCTED:**

\_\_\_\_\_

Teacher: \_\_\_\_\_ Tenure Area: \_\_\_\_\_ Observation Dates: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Timeline for TIP: \_\_\_\_\_

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

**Knowledge of Students and Student Learning**   
  **Knowledge of Content and Instructional Planning**   
  **Instructional Practice**   
  **Learning Environment**

**Assessment for Student Learning**                     
  **Professional Responsibilities and Collaboration**                     
  **Professional Growth**

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the teacher's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Goals to address area(s) checked off above.	Activities to support improvement	How will the improvement be assessed?	Expected Date of Completion

**APPENDIX H**

**CONTINUOUS DEVELOPMENT PLAN (CDP)**

**STATUS**

- 1<sup>st</sup> Year Probation       2<sup>nd</sup> Year Probation  
 3<sup>rd</sup> Year Probation       4<sup>th</sup> Year Probation  
 Tenured  
 Other \_\_\_\_\_

**DATE FINAL EVALUATION CONDUCTED:**

\_\_\_\_\_

Teacher: \_\_\_\_\_ Tenure Area: \_\_\_\_\_ Observation Dates: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Timeline for TIP: \_\_\_\_\_

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

**Knowledge of Students and Student Learning**   
  **Knowledge of Content and Instructional Planning**   
  **Instructional Practice**   
  **Learning Environment**

**Assessment for Student Learning**                     
  **Professional Responsibilities and Collaboration**                     
  **Professional Growth**

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the teacher's improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Goals to address area(s) checked off above.	Activities to support improvement	How will the improvement be assessed?	Expected Date of Completion

See OASYS for the form that is used for the final APPR rating.

## ***Brighton Annual Teacher Evaluation Overall Rating***

Teacher  
Name: \_\_\_\_\_

Building: \_\_\_\_\_

Evaluator  
Name: \_\_\_\_\_

Title: \_\_\_\_\_

School Year: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher's overall rating is based on the evaluation matrix combining the teacher's rating on the Student Performance Category and Teacher Observation Category. The overall rating will be determined as follows:

Student Performance Category		MIN	MAX
SLO (chart to right): _____	H	18	20
	E	15	17
	D	13	14
	I	0	12

Teacher Observation Category		MIN	MAX
Teacher Observation (chart to right): _____	H	3.5	4
	E	2.5	3.49
	D	1.5	2.49
	I	0	1.49

Overall Rating		Teacher Observation				
Teacher's Rating (chart to right):  _____	<b>Student Performance</b>		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
	Highly Effective (H)	H	H	E	D	
	Effective (E)	H	E	E	D	

		Developing (D)	E	E	D	I
		Ineffective (I)	D	D	I	I

If overall rating is "Ineffective" or "Developing," a Teacher Improvement Plan (TIP) or Continuing Development Plan (CDP) should be developed no later than October 1st of the following school year. Also, in such a case, the teacher has the right to appeal within 10 school days of receipt. Signature does not indicate agreement.

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

## Signature Page

For the District:

\_\_\_\_\_  
Dr. Kevin McGowan, Superintendent

\_\_\_\_\_  
Date

For the Association:

\_\_\_\_\_  
Judy Wegman, President

\_\_\_\_\_  
Date