

**NORTH COLONIE CENTRAL SCHOOL DISTRICT  
AND THE NORTH COLONIE TEACHERS ASSOCIATION**

**Annual Professional Performance Review**

**TABLE OF CONTENTS**

- I. Introduction**
- II. Philosophy**
- III. Observation Methods and Procedures (NYS Teaching Standards 1—5)**
- IV. Professional Responsibilities and Collaboration (NYS Teaching Standards 6—7)**
- V. Growth on State Assessments**
- VI. Growth Using Comparable Measures—Student Learning Objectives**
- VII. Locally Selected Measures of Student Achievement**
- VIII. Subcomponent and Composite Scoring and Ratings**
- IX. Appeals Process**
- X. Teacher Improvement Plan**
- XI. Appendices**
  - A. Chronology of Deadlines**
  - B. New York State Teaching Standards**
  - C. Marshall Teaching Rubric**
  - D. Pre-Observation Form**
  - E. Observation Form**
  - F. Professional Contribution Log**
  - G. Assurances**

## **I. Introduction**

The mandated elements of the APPR Plan as outlined in part 100.2 of the Regulations of the Commissioner of Education are fulfilled in the North Colonie Central School District's APPR Plan. This APPR Plan is founded on the New York State Teaching Standards, the teaching rubrics of Kim Marshall and the North Colonie philosophy for supervision and evaluation of teachers.

Early in the 2012—2013 academic year, before the evaluation process begins, all teachers and evaluators should participate in a general orientation on teacher evaluation process. This orientation, presented jointly by members of the NCTA and the administration, should include a review of dates and deadlines for meetings and evaluation events. It would also identify preparation strategies for pre and post observations. In addition, the officers of the NCTA will be given up to 30 minutes on pre-school workshop day to discuss and explain the APPR process. This time would be in addition to the forty-five (45) minutes referred to in Article III, section five of this Contract.

Teachers will receive a copy of the summative evaluation (60% rubric based portion) by no later than June 15<sup>th</sup>.

The District will provide training to evaluators and lead evaluators in conjunction with turnkey training offered by Capital Region BOCES and Michael Kim Marshall.

## **II. Philosophy**

The North Colonie community seeks to promote ongoing, collegial, reflective dialogue in order to enhance teacher performance and improve student learning. The Evaluation Document will best serve the professionals in this organization and, accordingly, our students if it is crafted collaboratively and viewed not only as a means to ensure quality, but also to promote professional learning. Observations leading to evaluation should not be viewed as inspections, but as opportunities for professional, collaborative reflections. With a primary goal of improving conversation around and understanding of the complex task of teaching, the evaluation document should be a springboard, one piece of a larger plan which integrates seamlessly with professional development opportunities, allowing all educators to become more reflective practitioners.

As part of a meaningful professional growth plan, the evaluation document supports:

- An emphasis on improved student learning
- The promotion of professional, collaborative endeavors
  
- The close supervision and support of new teachers

- The importance of self-reflection and analysis of practice
- The availability of resources available to contribute to one's learning
- The opportunity to engage in learning activities to improve practice
- The value of educational innovation in a supportive environment

### **III. Observation Methods and Procedures (Teaching Standards 1—5); 31 points**

#### **A. Understandings**

- In addition to its focus on New York State Teaching Standards 6 and 7, the summative evaluation will address the teacher's continued demonstration of proficiency in New York State Teaching Standards 1—5. Direct observation of classroom instruction is understood to be one part of a larger process to evaluate proficiency in Standards 1—5.
- The intent of the observation is to provide a structured opportunity for teacher and administrator to dialogue about and reflect upon instructional practice. If any significant concerns are noted by the observer or teacher during a formal observation, additional formal observation(s) may be scheduled.
- It is understood that at the secondary level, principals and directors/supervisors shall coordinate their visits.
- It is understood that the principal, directors/supervisors and Central Administrators who have a right to be in the school may visit a classroom or other educational activity without prior arrangement as long as such visit does not substitute for the formal observation process. Any superlatives or concerns from the informal visitation will be shared with the teacher through his or her direct supervisor. Teachers are encouraged to invite the principal and directors/supervisors to observe any portion of the program that they believe is outstanding or is in need of improvement.
- 31 of the 60 points shall be based on classroom observations by principal, or other agreed upon trained administrator.
- It is agreed that observations will not occur the day before or after a designated school break
- It is agreed that the Marshall Teaching rubric will be used with the following understandings:
  - The rubric will be used as a tool to enhance the partnership between teachers and administrators. It will not be used as a checklist during an observation.
  - The use of the rubric will inform the observation of New York State Teaching Standards 1—5. Teaching Standards 6 and 7 will be evaluated through a different evidence-based process.
  - The philosophy of “preponderance of evidence” should guide the assignment of a category (highly effective, effective, etc.) to a particular standard.
  - “Preponderance of evidence”, should be understood to mean that a teacher's overall lessons and other “teacher artifacts” will serve as factual evidence that it is, *more likely than not*, that a teacher is meeting subsets of a domain that have not been directly observed in the classroom.

- The rubric will be used “holistically” as it is not realistic to assume that every aspect of the rubric will be observable in every lesson.
- The subsections of each Marshall domain are considerations for discussion, not mandates for observations. It is understood that not every subsection will be observable in every lesson, and the intent is not to list or comment on the subsections that were not observed.
- In a post-observation conference, teachers may share evidence/artifacts to speak to those areas which were not observable in a particular lesson.
- Administrators and teachers should think first in terms of qualitative descriptions of a teacher’s effectiveness (highly effective, effective, etc.) not in terms of point values first.
- Both the district administrators and members of the NCTA leadership team attended a day of training with Kim Marshall in July 2012 and will attend a follow up session in the fall of 2012.
- The final score will follow the completion of the evidence gathering process, during which the evaluator and the teacher discuss all evidence as it relates to each of the seven NYS Teaching Standards.

B. One formal, announced observation will be completed annually for all tenured teachers prior to December 1st.

- The formal observation will be announced with at least three school days’ notice.
- For the announced observation, a pre-conference observation form will be completed and submitted prior to the observation. A pre-observation conference may be scheduled at the discretion of the teacher or administrator.
- A private post-observation conference will occur within two weeks of the observation.
- The teacher may decide to bring relevant instructional artifacts to the post-observation conference. These artifacts could include, but are not limited to:
  - Homework assignments or extension activities that engage students in learning more about the topic being studied.
  - Plans for lessons immediately preceding or following observed lesson.
  - Unit plan to which the individual lesson plan belongs
  - Assessment used within the unit or lesson, e.g. writing assignment with accompanying rubric, project with accompanying rubric, paper/pencil test with scoring key, etc.
  - Samples of student work representing the low, middle, and high range of student work on a related assignment, project, or assessment.
- The administrator shall complete a draft observation summary in anticipation of the conference.
- The teacher and the administrator will review and discuss the observation summary, recognizing that there could be a need for revision.

- C. A minimum of two formal, announced observations will be completed annually for all untenured teachers, at least one of which will occur prior to November 1<sup>st</sup> and a second prior to February 1<sup>st</sup>.
- These two observations will be announced with at least three school days' notice
  - A pre-conference observation form will be completed and discussed in a pre-observation conference prior to the observation.
  - A private post-observation conference will occur within two weeks of the observation.
  - The teacher shall bring relevant instructional artifacts to the post-observation conference. These artifacts could include, but are not limited to:
    - Homework assignments or extension activities that engage students in learning more about the topic being studied.
    - Plans for lessons immediately preceding or following observed lesson.
    - Unit plan to which the individual lesson plan belongs
    - Assessment used within the unit or lesson, e.g. writing assignment with accompanying rubric, project with accompanying rubric, paper/pencil test with scoring key, etc.
    - Samples of student work representing the low, middle, and high range of student work on a related assignment, project, or assessment.
  - The administrator shall complete a draft observation summary in anticipation of the conference.
  - The teacher and the administrator will review and discuss the observation summary, recognizing that there could be a need for revision.
- D. Each observations will receive a score out of 31 as detailed below:

Domain B	Domain C	Domain D	Rating
H	H	H	31
H	H	E	30
H	H	D	29
H	H	I	28
H	E	H	30
H	E	E	27
H	E	D	26
H	E	I	25
H	D	H	29

H	D	E	26
H	D	D	21
H	D	I	20
H	I	H	28
H	I	E	25
H	I	D	20
H	I	I	14
E	H	H	30
E	H	E	27
E	H	D	26
E	H	I	25
E	E	H	27
E	E	E	26
E	E	D	25
E	E	I	24
E	D	H	26
E	D	E	25
E	D	D	20
E	D	I	19
E	I	H	25
E	I	E	24
E	I	D	19
E	I	I	13
D	H	H	29
D	H	E	26
D	H	D	21
D	H	I	20

D	E	H	26
D	E	E	25
D	E	D	20
D	E	I	19
D	D	H	21
D	D	E	20
D	D	D	19
D	D	I	18
D	I	H	20
D	I	E	19
D	I	D	18
D	I	I	12
I	H	H	28
I	H	E	25
I	H	D	20
I	H	I	14
I	E	H	25
I	E	E	24
I	E	D	19
I	E	I	13
I	D	H	20
I	D	E	19
I	D	D	18
I	D	I	12
I	I	H	14
I	I	E	13
I	I	D	12

I	I	I	0
---	---	---	---

- Thus, a rating of 0—14 is considered ineffective; a rating of 15—23 is considered developing; a rating of 24—29 is considered effective; a rating of 30—31 is considered highly effective.
- With the full period announced observation, once the observation has begun, the observation will count for the record.
- For untenured teachers, the scores from the two formal observations will be averaged.

#### **E. Mini-Observations**

- After the post observation conference for the announced observation is completed, all teachers will have five unannounced mini observations typically ranging in length from ten to fifteen minutes.
- The mini-observations will be scheduled at different times of day to account for different courses (secondary) or subjects (elementary) taught.
- During the observation the observer is focusing specifically on three major components of classroom instruction and taking brief notes:
  1. The teacher's instructional practices
  2. Classroom Management
  3. Student Engagement
- After the observation, the observer then compares his or her notes about observed behaviors to the Marshall Rubric Domains B, C, and D and assesses the teacher's overall performance accordingly.
- Based on alignment with the Marshall rubric, the observer assigns an overall rating of Highly Effective, Effective, Developing, or Ineffective.
- The observer provides feedback to the teacher in writing on each of the three areas and shares the overall rating of Highly Effective, Effective, Developing, or Ineffective.
- All teachers will receive written feedback on the mini-observation form. Any teacher who receives a rating of developing or ineffective for any mini-observation will have a meeting with his or her supervisor to discuss the observation and suggestions for improvement.
- Regardless of rating, any teachers who so wishes may, of course, schedule a meeting with his or her supervisor.
- Upon completion of the five mini-observations, a teacher's score from the formal observation will be modified according to guidelines established below:



- Of the five observations, if a teacher has:
  - 3 or more observations in the same category as the formal observation from the fall (i.e. a teacher was scored in the developing range in the fall, and developing in at least three of the mini-observations), the score out of 31 given after the first observation stands.
  - 3 or more observations in the category above the formal observation from the fall (i.e. a teacher was scored in the developing range in the fall, but effective in at least three of the mini-observations) his or her score will move up to the lowest score point associated with the next domain. (In this example, a teacher would move from anywhere in the developing score range to the 22 points in the effective range)
  - 4 or more observations in the category below the formal observation from the fall (i.e. a teacher was scored in the developing range in the fall, but ineffective in at least four of the mini-observations) his or her score will move down to the highest score point associated with the next domain. (In this example, a teacher would move from anywhere in the developing score range to the 14 points in the ineffective range)
- **For a teacher who receives a rating of ineffective for the formal observation the following guidelines will apply:**
  - 3 or more observations in the same category as the formal observation from the fall , the score out of 31 given after the first observation stands.
  - 3 or more observations in the developing category will result in the teacher's score moving up to the lowest score point associated with the developing domain.
  - 4 or more observations rated in either effective or highly effective, the teacher's score will move to the lowest score point associated with the effective rating.

#### **IV. Professional Responsibilities and Collaboration (Standards 6 and 7); 29 points**

##### **A. Understandings**

- Any teaching standards not addressed in classroom observations must be assessed at least once a year.
- 29 points shall be assessed through a structured review of teacher artifacts/evidence and the professional contribution log
- As part of the ongoing professional dialogue, the Professional Contribution Log and the “expected professional responsibilities” will be reviewed annually by the teacher and immediate supervisor by February 15. In preparation for the summative evaluation, the teacher will submit the Professional Contribution Log to the immediate supervisor annually by May 1<sup>st</sup>. Should the

teacher have the need to do so, a teacher may submit an amendment to their Professional Contribution Log by June 1<sup>st</sup> to reflect professional activities which occurred during the month of May.

## B. Expected Professional Responsibilities

- A maximum of 12 of the 29 points for all teachers will be derived from an evaluation of their “expected professional responsibilities” as defined by the subsections listed below from Marshall domains A, E, and F :
  - **Domain A: Planning and Preparation for Learning**
    - Knowledge
    - Standards
    - Lessons
    - Engagement
    - Differentiation
  - **Domain E: Family and Community Outreach**
    - Respect
    - Belief
    - Expectations
    - Communication
    - Responsiveness
  - **Domain F: Professional Responsibilities**
    - Attendance
    - Reliability
    - Professionalism
    - Judgment
    - Above and Beyond
- Supervisor will review each of the three domains and share with the teacher and based upon the preponderance of evidence, a category assignment (H, E, D, I) for each of the five subsections of that domain.
- Each subsection gets assigned points based on the following scale:

H	4.0
E	3.5
D	2.5
I	0—2
- Based on the subsection scores, an average score for the entire domain will be calculated for each of the three domains.
- The three domain averages are then added and rounded to the whole number using standard rounding rules, with a maximum of 12.

### C. Additional Professional Responsibilities

- The following considerations can be used to earn the remainder of the 17 points (not an exhaustive list; others by mutual consent and approved by supervisor). Teachers must accomplish a minimum of one activity from each of the three domains
- Point values for activities will be determined based on time commitment, with a one hour commitment corresponding to one point. Teachers who are on leaves of absence for one semester or more will be able to earn the maximum 17 points upon completing 8 hours of commitment to professional activities.
- Teachers are to record activities and the corresponding amount of time spent on the Professional Contribution Log

<b>A. Planning and Preparation for Learning</b>	<b>E. Family and Community Outreach</b>	<b>F. Professional Responsibilities</b>
<ul style="list-style-type: none"> <li>• Completing graduate course work</li> <li>• Pursuing National Board certification</li> <li>• Attending a conference</li> <li>• Engaging in a research activity (select a research topic, read articles on that topic, and discuss/reflect on the research with the supervisor)</li> <li>• Participating in a professional book club</li> <li>• Participating in a collegial circle study group</li> <li>• Participating in peer classroom visitations</li> <li>• Working with a district consultant</li> <li>• Participating in professional development delivered through approved distance learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Attending/chaperoning a school/district/community event (P.T.A. meetings, Booster Club meetings, Friends of Music) or other school-related events</li> <li>• Writing class newsletters</li> <li>• Maintaining a teacher website and/or WIKI</li> <li>• Presenting at a conference</li> <li>• Arranging guest speakers</li> <li>• Presenting at Board of Education meetings</li> <li>• Advising an extra-curricular activity</li> <li>• Developing and sending monthly classroom newsletters</li> <li>• Advising service clubs</li> <li>• Organizing school-community outreach activities</li> <li>• Coaching intramurals</li> <li>• Meeting with parents before or after the school day</li> <li>• Others by mutual consent and approved by supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Supervising a student teacher</li> <li>• Completing graduate course work</li> <li>• Grant writing</li> <li>• Pursuing National Board certification</li> <li>• Hosting a college student in pre-student teaching field work</li> <li>• Publishing original writing related to job</li> <li>• Participating as a member in professional organization</li> <li>• Participating in new teacher orientation</li> <li>• Serving as a mentor</li> <li>• Presenting at a conference</li> <li>• Teaching an in-service course</li> <li>• Organizing a staff development WIKI</li> <li>• Organizing and facilitating a professional book club</li> </ul>

<ul style="list-style-type: none"> <li>• Developing curriculum and/or new courses to be shared with other teachers</li> <li>• Engaging in a research activity with a team (select a research topic, read articles on that topic, and discuss/reflect in the research with the team)</li> <li>• Contributing to a staff development WIKI</li> <li>• Participating in an in-service course</li> <li>• Meeting with curriculum coaches before or after the school day</li> <li>• Collaborating with colleagues on curriculum issues or student concerns before or after the school day</li> <li>• Others by mutual consent and approved by supervisor</li> </ul>		<ul style="list-style-type: none"> <li>• Organizing and facilitating a collegial circle study group</li> <li>• Presenting formally at a faculty meeting, department meeting, or grade level meeting</li> <li>• Presenting at a District Workshop Day</li> <li>• Advising an extra-curricular activity</li> <li>• Teaching a related college course</li> <li>• Consulting for SED</li> <li>• Serving on building and/or district-level committees</li> <li>• Developing curriculum and/or new courses to be shared with other teachers</li> <li>• Serving as a mentor</li> <li>• Writing letters of recommendation</li> <li>• Others by mutual consent and approved by supervisor</li> </ul>
---	--	---

**V. Growth on State Assessments**

- A. Teachers in grades 4—8 of ELA and mathematics will receive a score from New York State which will count for a maximum of 20 points (25 points with an approved value-added measure)

**VI. Growth Using Comparable Measures—Student Learning Objectives**

- A. Student Learning Objectives will be developed at the grade level for elementary school and at the department level for secondary school and special area subjects
- B. All teachers of the same grade/course will have the same mutually-agreed upon S.L.O. content goals, pre-assessment, and post assessment measures for the S.L.O.
- C. Student learning targets will be set as a result of the pre-assessment results. Data from all students in a particular grade or course will be analyzed and grade level/Department teams will decide upon appropriate differentiated targets.
- D. Teachers will then complete the SLO template for each course where they are required to do so with the agreed upon content goal, interval, assessments, and targets.
- E. Teachers will complete a roster for each class with an SLO. The roster will show the pre-assessment results for each student and the expected target.
- F. Teachers will submit SLO templates and rosters to their immediate supervisors by October 30<sup>th</sup>

**VII. Locally Selected Measures of Student Achievement**

- A. The district will use locally-developed assessments, with the use of the Test Wiz data bank of questions as appropriate.
- B. Assessments will be created at the grade level/department level by teachers in consultation with administrators as to the length of the assessment, nature of the assessment, and content of the assessment.
- C. To ensure assessment security, teachers will work with administrators to provide

- a bank of acceptable questions which contains more items than the actual assessment will use. All of the items will then be sequestered with the administrator selecting the items for inclusion on the actual assessment.
- D. All students taking the same course will take the same assessment.
- E. The Superintendent will review and approve all measures as being comparable in rigor to the state testing system.
- F. The decision as to whether to administer the locally-developed assessment with an SLO (where allowed by State guidelines) or strictly as an achievement measure will rest with each department/grade level.

#### **VIII. Subcomponent and Composite Scoring and Ratings**

<b>*No value-added measure</b>	<b>Growth or Comparable Measures (20)</b>	<b>Locally Selected Measures (20)</b>	<b>Other Measures of Effectiveness (60)</b>	<b>Overall Composite Score</b>
<b>Highly Effective</b>	<b>18-20</b>	<b>18-20</b>	<b>55--60</b>	<b>91--100</b>
<b>Effective</b>	<b>9—17</b>	<b>9—17</b>	<b>45--54</b>	<b>75--90</b>
<b>Developing</b>	<b>3—8</b>	<b>3—8</b>	<b>39--44</b>	<b>65--74</b>
<b>Ineffective</b>	<b>0—2</b>	<b>0—2</b>	<b>0--38</b>	<b>0--64</b>

## **IX. Appeals Process**

### **APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY**

Only tenured teachers who receive a rating of “ineffective” and “developing” on their Annual Professional Performance Review (“APPR”) may appeal their APPR through the procedure herein. Ratings of “effective” and “highly effective” may not be appealed. A teacher may file only one appeal from a single APPR. Those eligible for an appeal shall simply be referred to as “teacher” below.

Probationary teachers may not file appeals through the procedure herein or any other procedure but may submit a written response which shall be filed with the APPR.

### **WHAT MAY BE CHALLENGED IN AN APPEAL**

Under Education Law §3012-c, appeals will be limited to the following subjects:

- a. the school district’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- b. the adherence to the Commissioner’s regulations, as applicable to such reviews;
- c. compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- d. the school district’s issuance and/or implementation of the terms of the teacher or improvement plan under Education Law §3012-c.

### **PROHIBITION AGAINST MORE THAN ONE APPEAL**

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

### **BURDEN OF PROOF**

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

### **TIMEFRAME FOR FILING APPEAL**

All appeals must be submitted in writing no later than 15 school days of the date when the teacher receives his or her annual professional performance review. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed with 15 school days of issuance

of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit to the Superintendent of Schools a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

#### **TIMEFRAME FOR DISTRICT RESPONSE**

Within 15 school days of receipt of an appeal, the school district staff member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit to the Superintendent of Schools a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

#### **DECISION-MAKER ON APPEAL**

An appeal will be heard by a committee comprised of two tenured members of N.C.T.A. appointed by the N.C.T.A. president and two tenured members of the administration, appointed by the Superintendent of Schools. Any parties involved in the appeal are ineligible to serve on the committee. The Committee will convene within ten (10) school days of receipt from the Superintendent of the written appeal. The teacher's written appeal, APPR, and evaluating administrator's response (if any) shall comprise the record on appeal. Members of the Committee will receive the appeal record at least 48 hours in advance of the scheduled meeting.

All Committee deliberations will be conducted privately and remain confidential except as is required below to further process an appeal.

- a. The Committee will evaluate the merits of the appeal based on review of submitted written documentation.



- b. If the Committee comes to consensus and is in agreement on whether the appeal should be denied or granted, a single written determination shall be prepared and issued. This determination shall be provided to the appealing teacher, evaluating administrator, Association president, and the Superintendent of Schools within three (3) school days of the meeting of the Committee. If the consensus of the committee is to uphold the evaluation rating, the teacher shall have the right within ten school days of receipt of the decision to submit a written appeal of such decision directly to the Superintendent of Schools. The Superintendent of Schools shall review the written appeal and render a final and binding verdict within ten school days of receipt of the teacher's appeal.
- c. If the Committee cannot reach consensus, the matter shall be referred to the Superintendent of Schools immediately following the meeting of the Committee. Each member of the Committee (individually or jointly with another member) may submit to the Superintendent within three (3) business days of the meeting of the Committee a written statement describing his or her conclusions, justifications, and recommendation for disposition of the appeal. Any Committee Member statements submitted shall not be disclosed to either the appealing teacher or evaluating administrator. The Superintendent of Schools and the N.C.T.A. president will review all statements and the record on appeal. The Superintendent shall make the final determination in writing within ten (10) business days of the Committee's notice that it could not reach a determination or, if applicable, within ten (10) business days of the Superintendent's receipt of any written Committee statements referenced above. Copies of the Superintendent's determination shall be provided to the appealing teacher, evaluating administrator and Association president.

## **DECISION**

A written decision on the merits of the appeal shall be rendered no later than 30 school days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have

been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

#### **EXCLUSIVITY OF §3012-C APPEAL PROCEDURE**

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

The parties agree that the Appeal process described herein shall be subject to future review upon the mutual agreement of the parties. The parties also agree that in view of the developing nature of the newly negotiated A.P.P.R. plan, the District will not utilize a teacher's rating of "ineffective" for the 2012-2013 school year in determining whether to pursue an expedited 3020-a proceeding against the teacher. The District retains the right to initiate disciplinary action not related to the assigned 2012-2013 quality rating category.

#### **X. Teacher Improvement Plan (TIP)**

A teacher improvement plan may be developed at any point in the evaluation cycle when a teacher is demonstrating areas of performance concern that need to be addressed. However, if a summative APPR results in a teacher being rated as developing or ineffective, a teacher shall be provided a TIP as soon as practicable and in no case later than ten school days after the opening of classes for the school year. The Parties agree that the sole purpose of a TIP is improvement of practice and is not a disciplinary action. The TIP shall be developed in consultation with the principal/administrator, the Assistant Superintendent for Curriculum and Instruction and with the president of the Teachers' Association or his or her designee. The teacher shall be advised of the right to such representation. The Teachers Association president shall be informed whenever a teacher is placed on a TIP, and with the agreement of the teacher, shall be provided with a copy of the TIP.

A TIP shall specify:

- The area (s) in need of improvement;
- The performance goals expectations, standards and timelines the teacher must meet to achieve an effective rating;
- How improvement will be measured and monitored;

- Schedule of periodic reviews of progress;
- Appropriate differentiated professional development opportunities, materials, resources, and supports the District will provide, including where appropriate the assignment of a mentor.

A tenured teacher who believes that the terms of a TIP are arbitrary, unreasonable, inappropriate or defective, or that the administration has failed to meet its obligation to properly implement the terms of the TIP, may seek relief through an appeal to the Administrative Advisory Review Panel (consisting of 2 administrators from the Association and a Central Office Administrator designated by the Superintendent). Decisions of the Administrative Advisory Review Panel shall be made by consensus (meaning unanimous).

Costs associated with the implementation of a TIP shall be borne by the District. No disciplinary action predicated upon an ineffective or developing rating, which is the subject of a TIP, shall be taken by the District against a teacher until the TIP has been fully implemented and its effectiveness in improving the teacher's performance has been evaluated. Nothing shall be construed to require a TIP or to restrict or limit the District's right to bring disciplinary charges against a teacher based upon other grounds, including but not limited to misconduct, immoral character or lack of certification. In addition, nothing shall be construed to restrict or limit the district's right to deny tenure, or to otherwise terminate a probationary teacher, in compliance with law and the collective bargaining agreement.

**The TIP will consist of the following components:**

- I. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher to accomplish during the period of the plan.
- II. **EXPECTED OUTCOMES:** Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, realistic achievable activities for the teacher.
- III. **RESOURCES:** Identify specific resources and support systems available to assist the teacher to improve performance. Examples: colleagues; coaching; role playing activities; visitations; courses; workshops; peer visits; materials; etc.
- IV. **RESPONSIBILITIES:** Identify responsible administrator(s) and steps to be taken by administrator(s) and the teacher throughout the Plan. Examples: observations of the teacher ; supervisory conferences between the principal/administrator and the teacher; written reports and/or evaluations, etc.
- V. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE:** Provide a specific timeline for implementation of the various components for the TIP for its final completion. Identify the dates for preparation of written documentation regarding the completion of the Plan.

**XI. Appendices**

- A. Chronology of Deadlines**
- B. New York State Teaching Standards**
- C. Marshall Teaching Rubric**
- D. Pre-Observation Form**
- E. Observation Form**
- F. Professional Contribution Log**
- G. Assurances**

## CHRONOLOGY OF DEADLINES

DATE	ITEM DUE
SEPTEMBER	
OCTOBER 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>• SLOs and Corresponding Rosters</li> </ul>
NOVEMBER 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Deadline for first announced observation for untenured teachers</li> </ul>
DECEMBER 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Deadline for first announced observation for tenured teachers</li> </ul>
JANUARY	
FEBRUARY 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Deadline for second announced observation for untenured teachers</li> </ul>
FEBRUARY 15 <sup>TH</sup>	<ul style="list-style-type: none"> <li>• Deadline for midyear review of Professional Contribution Log</li> </ul>
MARCH	
APRIL	
MAY 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Professional Contribution Log</li> </ul>
JUNE 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Amendment to Professional Contribution Log (as needed)</li> </ul>
JUNE 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Summative Evaluation based on at least 60 points</li> </ul>

**New York State  
Teaching Standards**

- I. Knowledge of Students and Student Learning
- II. Knowledge of Content and Instructional Planning
- III. Instructional Practice
- IV. Learning Environment
- V. Assessment for Student Learning
- VI. Professional Responsibilities and Collaboration
- VII. Professional Growth

**Standard I: Knowledge of Students and Student Learning:**  
**Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.**

Element I.1:

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



Element I.2:

Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

Element I.3:

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

Element I.4:

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

Element I.5:

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

Element I.6:

Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

**Standard II:****Knowledge of Content and Instructional Planning :**

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

**Element II.1**

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

**Element II.2**

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

**Element II.3**

Teachers use a broad range of instructional strategies to make subject matter accessible.

**Element II.4**

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

**Element II.5**

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

**Element II.6**

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

**Standard III:****Instructional Practice:**

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

**Element III.1**

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

**Element III.2**

Teachers communicate clearly and accurately with students to maximize their understanding and learning.

**Element III.3**

Teachers set high expectations and create challenging learning experiences for students.

**Element III.4**

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

**Element III.5**

Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

**Element III.6**

Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

**Standard IV:**            **Learning Environment:**  
**Teachers work with all students to create a dynamic learning environment that supports achievement and growth.**

**Element IV.1**

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

**Element IV.2**

Teachers create an intellectually challenging and stimulating learning environment.

Performance Indicators:

**Element IV.3**

Teachers manage the learning environment for the effective operation of the classroom.

**Element IV.4**

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

**Standard V:**            **Assessment for Student Learning:**  
**Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.**

**Element V.1**

Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth.

**Element V.2**

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

**Element V.3**

Teachers communicate information about various components of the assessment system.

**Element V.4**

Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly.

**Element V.5**

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



**Standard VI:**           **Professional Responsibilities and Collaboration:**  
**Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.**

**Element VI.1**

Teachers uphold professional standards of practice and policy as related to students’ rights and teachers’ responsibilities.

**Element VI.2**

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

**Element VI.3**

Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

**Element VI.4**

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

**Element VI.5**

Teachers understand and comply with relevant laws and policies as related to students’ rights and teachers’ responsibilities.

**Standard VII:**           **Professional Growth:**  
**Teachers set informed goals and strive for continuous professional growth.**

**Element VII.1**

Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

**Element VII.2**

Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.

**Element VII.3**

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

**Element VII.4**

Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

## A. Planning and Preparation for Learning

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
<b>a. Knowledge</b>	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
<b>b. Standards</b>	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on external assessments.	Plans the year so students will meet high standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
<b>c. Units</b>	Plans all units embedding big ideas, essential questions, knowledge, skill, and non-cognitive goals that cover all Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals covering most of Bloom's levels.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
<b>d. Assessments</b>	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
<b>e. Anticipation</b>	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
<b>f. Lessons</b>	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
<b>g. Engagement</b>	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
<b>h. Materials</b>	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
<b>i. Differentiation</b>	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
<b>j. Environment</b>	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

## B. Classroom Management

	<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b>	<b>2</b> <b>Improvement Necessary</b>	<b>1</b> <b>Does Not Meet Standards</b>
The teacher:				
<b>a. Expectations</b>	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year.
<b>b. Relationships</b>	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
<b>c. Respect</b>	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Wins almost all students' respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
<b>d. Social-emotional</b>	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
<b>e. Routines</b>	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
<b>f. Responsibility</b>	Gets all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
<b>g. Repertoire</b>	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
<b>h. Efficiency</b>	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
<b>i. Prevention</b>	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
<b>j. Incentives</b>	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

## C. Delivery of Instruction

	<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b>	<b>2</b> <b>Improvement Necessary</b>	<b>1</b> <b>Does Not Meet Standards</b>
The teacher:				
<b>a. Expectations</b>	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
<b>b. Mindset</b>	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
<b>c. Goals</b>	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
<b>d. Connections</b>	Hooks all students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
<b>e. Clarity</b>	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
<b>f. Repertoire</b>	Orchestrates highly effective strategies, questions, materials, technology, and groupings to boost the learning of all students.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
<b>g. Engagement</b>	Gets all students highly involved in focused work and discussions in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
<b>h. Differentiation</b>	Successfully reaches all students by skillfully differentiating and scaffolding and using peer and adult helpers.	Differentiates and scaffolds instruction and uses peer and adult helpers to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
<b>i. Nimbleness</b>	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
<b>j. Application</b>	Consistently has all students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

## D. Monitoring, Assessment, and Follow-Up

	<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b>	<b>2</b> <b>Improvement Necessary</b>	<b>1</b> <b>Does Not Meet Standards</b>
The teacher:				
<b>a. Criteria</b>	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
<b>b. Diagnosis</b>	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
<b>c. On-the-Spot</b>	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
<b>d. Self-Assessment</b>	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
<b>e. Recognition</b>	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
<b>f. Interims</b>	Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
<b>g. Tenacity</b>	Relentlessly follows up with struggling students with personal attention so they all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
<b>h. Support</b>	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
<b>i. Analysis</b>	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
<b>j. Reflection</b>	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

## E. Family and Community Outreach

	<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b>	<b>2</b> <b>Improvement Necessary</b>	<b>1</b> <b>Does Not Meet Standards</b>
The teacher:				
<b>a. Respect</b>	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
<b>b. Belief</b>	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
<b>c. Expectations</b>	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
<b>d. Communication</b>	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
<b>e. Involving</b>	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
<b>f. Homework</b>	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
<b>g. Responsiveness</b>	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
<b>h. Reporting</b>	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
<b>i. Outreach</b>	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
<b>j. Resources</b>	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

## F. Professional Responsibilities

	<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b>	<b>2</b> <b>Improvement Necessary</b>	<b>1</b> <b>Does Not Meet Standards</b>
The teacher:				
<b>a. Attendance</b>	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
<b>b. Language</b>	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
<b>c. Reliability</b>	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
<b>d. Professionalism</b>	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
<b>e. Judgment</b>	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
<b>f. Above-and-beyond</b>	Is an important member of teacher teams and committees and frequently volunteers for extra activities.	Shares responsibility for grade-level and schoolwide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
<b>g. Leadership</b>	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
<b>h. Openness</b>	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
<b>i. Collaboration</b>	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
<b>j. Growth</b>	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

**NORTH COLONIE CENTRAL SCHOOL DISTRICT:  
Pre-Observation Form**

A pre-observation conference is mandatory for all untenured teachers. A conference for tenured teachers is optional and may be scheduled at the discretion of the teacher or administrator. Should a tenured teacher not have a conference, the completed form should be submitted at least 24 hours prior to the scheduled observation.

Teacher's Name: \_\_\_\_\_ Date of Observation: \_\_\_\_\_  
Subject/Grade: \_\_\_\_\_ Observer's Name: \_\_\_\_\_

Your lesson will be observed to assess your application of the New York State Teaching Standards via the Marshall Teaching Rubric: **Domain B: Classroom Management, Domain C: Delivery of Instruction, and Domain D: Monitoring Assessment and Follow Up.**

Name of Current Unit of Study: \_\_\_\_\_

Standards Taught/Assessed in this Unit: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Placement of this lesson in unit: \_\_\_\_\_  
(i.e. beginning, middle, end)

<b>Student/Class Profile:</b> Describe the makeup of your class and any accommodations in this lesson to meet student learning needs	
<b>Learning Outcomes:</b> Identify what concept, knowledge and/or skill you will specifically teach in this lesson	
<b>Engagement in Learning:</b> Explain how you will focus the students in the opening of the lesson; list activities to engage the students in the essential learning, and describe how you plan to close the lesson	



<p><b>Adjustments/Modifications:</b> In what ways do you anticipate you will adjust the lesson if monitoring of the students' progress/ understanding indicates a need to do so?</p>	
<p><b>Groups:</b> How will the students be grouped for each segment of the lesson?</p>	
<p><b>Resources:</b> List resources and/or materials you have consulted and/or will be using during this lesson.</p>	

Teachers may record answers to the following or simply come to the pre or post observation conference prepared to discuss the following topics:

1. How do you create a classroom environment that is conducive to learning? (Please review the Marshall **Rubric B** and select three—five elements which are integral to your classroom management style.)
2. Describe what the students will do to show that they are making progress toward and/or have learned the concept, knowledge, or skill from this lesson. How will the results of your informal and formal assessments help you to plan for future lessons? (Please review the Marshall **Rubric D** and select three—five elements which are integral to the way you use assessments to monitor student progress and plan accordingly.)

<b>NORTH COLONIE CENTRAL SCHOOL DISTRICT: TEACHER OBSERVATION FORM</b>
--

Teacher's Name \_\_\_\_\_ School Year \_\_\_\_\_

School \_\_\_\_\_ Subject \_\_\_\_\_ Grade \_\_\_\_\_

Observer \_\_\_\_\_ Date of Observation \_\_\_\_\_ Time of Observation \_\_\_\_\_

**I. Description of the lesson:** *(Describe the lesson as you observe)*

**II. The following strengths were noted and/or recommendations should be considered regarding**  
**Domain B:** *(analysis of observation informed by Marshall rubric upon completion of the observation)*

**III. The following strengths were noted and/or recommendations should be considered regarding**  
**Domain C:** *(analysis of observation informed by Marshall rubric upon completion of the observation)*

**IV. The following strengths were noted and/or recommendations should be considered regarding**  
**Domain D:** *(analysis of observation informed by Marshall rubric upon completion of the observation)*

**V. Teacher Comments/Artifacts *(to be discussed/reviewed at a post-observation conference)***

**VI. Summary/Additional Remarks *(from post-observation conference):***

**VII. Based on this observation, the following represents the preponderance of evidence for each domain as assessed by the classroom observation, discussion, and artifact review. (*Circle one descriptor for each domain*)**

**Domain B—Classroom Management**

**Highly Effective                      Effective                      Developing                      Ineffective**

**Domain C—Delivery of Instruction**

**Highly Effective                      Effective                      Developing                      Ineffective**

**Domain D—Monitoring, Assessment, and Follow-Up:**

**Highly Effective                      Effective                      Developing                      Ineffective**

**VIII. Scoring**

Based on the preponderance of evidence, this lesson is rated:

***Highly Effective                      Effective                      Developing                      Ineffective***

With a score of \_\_\_\_\_ (Please consult Observation Conversion Chart to determine actual point value.)

**The above report has been discussed and it is being placed in the teacher's personnel file.**

\_\_\_\_\_  
**Teacher's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Observer's Signature**

\_\_\_\_\_  
**Date**

**cc: Teacher, Principal/Supervisor, Personnel File**

# APPENDIX F

## NORTH COLONIE CENTRAL SCHOOL DISTRICT: Professional Contribution Log

DATE	PROFESSIONAL ACTIVITES	MARSHALL DOMAIN (A,E, F)	TIME COMMITMENT
<b>TOTAL (for hours column only)</b>			

*Please be reminded that teachers are expected to accomplish a minimum of one activity in each of the three Marshall domains: A (Planning and Preparation for Learning); E (Family and Community Outreach); F(Professional Responsibilities)*

## ASSURANCES

### Ensuring Accurate Teacher and Student Data

The District shall ensure that the State Education Department (the “SED”) receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course and teacher/student linkage data necessary to comply with the Regulations of the Board of Regents by providing such data in a format and timeline prescribed by the Commissioner. This process shall also provide an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them.

North Colonie CSD uses a student management system, Infinite Campus, to schedule and roster courses and student assignments. The schedules are built at the building level in this system by the building administrators. Once set up in the student management system, students are placed into the schedule. The resulting rosters are reviewed by teachers and content area administrators to ensure that courses and classes are accurate and balanced in terms of numbers of students. The resulting electronic roster, linked by course and section to the teacher, forms the base to record all other student performance data, including grades, attendance, behavior and special program placement. The teacher and course data is exported from the student management system to be loaded into the regional data warehouse.

### Reporting Individual Subcomponent Scores

The District will report to the SED the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in the District in a format and timeline prescribed by the Commissioner.

The district will use its information software systems to create an application to record the results of the educator evaluations. Specifically, the district will use the Human Resources software system and the TEACH system to create a list of all educators, with corresponding identification information such as TEACH ID, location, and course assignments. The district will create a database that will allow evaluators to record the subcomponent scores and the total composite score for each educator. The records will be reviewed by the Assistant Superintendent for Curriculum and Instruction and the Director of Human Resources, prior to being submitted to SED. If the results can be submitted through the SED portal, the CIO will prepare and submit the electronic records, after certification internally by the Assistant Superintendent for Curriculum and Instruction.

### Development, Security and Scoring of Assessments

The District shall develop assessments, and shall ensure their security and scoring processes in a manner that ensures that any assessments and/or measures used to evaluate teachers and principals under this section are not disseminated to students before administration and that teachers and principals do not have a vested interest in the outcome of the assessments they score.

The District will follow all New York State security protocols so that assessments are not disseminated to students, teachers, or administrators before administration. Additionally, the district will work with SED and the regional testing center to ensure that teachers and/or principals do not have a vested interest in the outcomes of the assessments they score.