

Long Beach Public Schools
Annual Professional Performance Review Plan
Teachers



June 2016

David Weiss, Superintendent of Schools

Board of Education

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Preface

The Annual Professional Performance Review Plan for the Long Beach School District has been developed in conjunction with a directive from the New York State Education Department to implement New York's teacher and principal evaluation law, section 3012-d of the Education Law.

This evaluation system is grounded in the New York State Teaching Standards. The primary objective of the teacher evaluation system is to foster a culture of continuous professional growth. Measures of student achievement selected by Long Beach Public Schools will reflect the priorities, needs and targets of Long Beach Public Schools. Teacher observations and other measures will provide educators with detailed and structured feedback on their professional practice.

This plan was prepared in consultation with central office, building administrators, the Long Beach Classroom Teachers Association, and the Long Beach Administrative, Supervisory, and Pupil Personnel Group under the direction of the Superintendent of Schools. Input from each constituent group will continue to be sought on an annual basis. The plan will be revised to reflect the changing needs of the district, staff and students and where necessary to correspond with annual district goals.

The annual professional performance review will be adopted by the Board of Education by September 1, 2016. By September 10th of each school year the plan will be made available for review by any individual upon request and be posted on the Districts' website.

STATEMENT OF PURPOSE

The purpose of the Annual Professional Performance Review Plan for teachers is to outline a comprehensive plan for the annual review of the professional performance of teachers.

TEACHER AND STUDENT DATA

The District will report teacher and student data, including enrollment, attendance data and any other student, teacher, school, course and student/teacher linkage data necessary in a format and timeline prescribed by the Commissioner. The information will be submitted through the New York State Student Information Repository System (SIRS), TEACH Online Services, and BEDS Online reporting systems. The data elements that will be reported include unique statewide identifiers for all teachers assigned to reported courses, student enrollment in all elementary and middle-level courses linked to a state assessment using the statewide standardized course codes, duration of reported course selection, student teacher linkage start/end dates, duration of student attendance, student enrollment in all remaining courses using to-be-determined statewide standardized course codes, evaluation component score, and any other personnel data required by the State Education Department.

Each classroom teacher and building principal will have the opportunity to verify

the subjects and/or students assigned to them through the student management system and the New York State Teacher Student Roster Verification Reporting website.

INDIVIDUAL SUBCOMPONENT SCORES AND TOTAL COMPOSITE SCORES

The district will report to the New York State Education Department the individual subcomponent scores and the total composite effectiveness score for each teacher of record within the district in a format and timeline prescribed by the New York State Commissioner of Education.

ASSESSMENT DEVELOPMENT, SECURITY AND SCORING PROCESS

For the administration of State Assessments, the District follows the scoring procedures as outlined in the School Administrator's Manual, Teacher Directions Manual, Scoring Site Operations Manual, and Scoring Leader Handbook provided by the NYS Education Department. These documents detail administration and scoring operations from on-site delivery of students' assessment materials to the conclusion of scoring.

Each building principal or his/her designee maintains test security. This includes inventory upon delivery and secure storage in a safe or vault. All testing materials remain sealed until the dates on which they will be administered. As soon as testing of each booklet is completed, all used and unused test booklets and student answer sheets are collected and securely stored until the official scoring process begins.

While scoring is in progress, all student test books and answer sheets, as well as scoring materials, are regarded as secure and confidential. Scorers are teachers, representing grades 3-8, and Scoring Leaders ensure the randomization of test booklets and teachers do not score student test booklets for the students of whom they have a vested interest to the extent practicable.

At the conclusion of the official scoring window, test materials are submitted for secure destruction, as directed by NYS Education Department. For the administration of the locally developed assessments and the Measures of Academic Progress (NWEA), proctoring procedures are followed as outlined by the district and the Northwest Evaluation Association. Students and teachers do not see test questions prior to the administration of the test. The District assures that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.

Evaluator

Lead Evaluator: is the primary person responsible for the teacher's evaluation. The lead evaluator is the person who completes and signs the summative annual professional performance review. The lead evaluator of a teacher should be the principal/other trained district administrator.

Evaluator: any individual who conducts an evaluation of a teacher including, any person who conducts an observation or assessment as part of a teacher's evaluation.

An evaluator may be the teacher's supervisor or other district administrator.

Evaluator Training: Long Beach Public School District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by qualified personnel.

This training will include the following Requirements for Lead Evaluators:

1. New York State Teaching Standards and their related elements performance indicators;
2. Evidence-based observation techniques that are grounded in research;
3. Application and use of Student Growth Percentile and Value Added Growth Model data;
4. Application and use of the State-approved teacher rubrics;
5. Application and use of any assessments tools used to evaluate teachers;
6. Application and use of State-approved locally selected measures of student achievement;
7. Use of Statewide instructional Reporting System;
8. Scoring methodology used to evaluate teachers;
9. Specific considerations in evaluating teachers of English Language Learners and students with disabilities;
10. Training methodology to ensure inter-rating reliability.

Periodic in-service sessions will be conducted to familiarize all evaluators with the procedures and materials used in the system.

Simulation will be used to provide common, controlled experiences for sharpening skills. Educational materials will be drawn from several sources. Subsequent workshops should be built on relevant operational experiences of observers/evaluators.

A list of certified lead evaluators will be provided at the request of the President of the Long Beach Classroom Teachers' Association.

Performance Evaluation

By September 15th of the school year, all teachers will be provided a Long Beach School District Annual Professional Performance Summary, included in **Appendix A**, that identifies the evaluators and all of the components which will be used to arrive at a composite score at the conclusion of the school year.

Rating Scale - Teachers

The supervisor will be required to give a rating of *highly effective*, *effective*, *developing* or *ineffective* in each of the descriptive elements and an overall evaluation. The subcomponents include the Observation Category and the Student Performance Category, which will be used to determine the Composite Score.

Composite Score shall be the total effectiveness rating assigned to a principal conducted pursuant to this Subpart. This score shall be calculated based on the sum of the two subcomponent scores described below:

A) Measures of Teacher Effectiveness – Observation Category (50%)

Table 1. Observation Score Ranges

	Overall Observation Category Score and Rating	
	Minimum	Maximum
H	3.6	4.0
E	2.5	3.59
D	1.5	2.49
I	0	1.49

The Long Beach School District and the LBCTA have agreed to use the NYS approved Danielson Framework for Teaching as the teacher practice rubric. The forms developed for this purpose have been included in **Appendices B and C**. The elements assessed in the summative evaluation will reflect all seven NYS teaching standards.

Each observation will be completed using the selected practice rubric, producing an overall score between 0 (ineffective) and 4 (highly effective). The overall weighted observation score will then be converted to a HEDI rating using the ranges indicated above. Once all observations are completed the different types of observations will be combined using a weighted average as follows:

Observations by Principal(s) or Other Trained District Administrators: 80% of the Teacher Observation Category Score

Observations by Independent Trained Evaluator: 20% of the Teacher Observation Category Score

The measures of teacher effectiveness observation category will be based on multiple (at least two) classroom observations by the building principal, or other trained administrators. At least one observation must be unannounced and all observations will be conducted in-person.

Table 2. Observation Chart

	Non-Tenured	Tenured
Total # Informal/Short Observations	2	1
Total # Formal/Long Observations	2	1

* No teacher shall be observed more than once on the same day

Informal/Short Observation:

The informal observation has been developed to facilitate the supervisory program. A supervisor will visit for a period of at least 10 minutes and should complete an informal observation form and submit to teacher observed. The informal evaluation form consists of 13 selected elements from the Danielson Framework for Teaching. This form reflects each of the New York State Teaching Standards.

Informal/Short Observations:

- Pre-conference is optional
- Post-conference is required for non-tenured, optional for tenured if all elements are rated Distinguished or Proficient
- Written feedback in the form of an observation report is required for all informal/short observations within 10 days following the observation
- Verbal feedback to be provided within 5 days following the observation

Formal/Long Observation:

The formal observation has been developed to facilitate the supervisory program. A supervisor will visit for a period of at least 35 minutes and should complete a formal observation form and submit to teacher observed. The formal evaluation form consists of 19 selected elements from the Danielson Framework for Teaching. This form reflects each of the New York State Teaching Standards.

Formal/Long Observations:

- Pre-conference required for at least one formal observation
- Post-conference is required for all teachers
- Written feedback in the form of an observation report is required for all formal/long observations within 10 days following the observation
- Verbal feedback to be provided within 5 days following the observation

Administrators reserve the right to conduct unannounced observations of classroom teachers above the minimum number detailed in the chart above.

Pre-observation Conference:

The supervisor will notify the teacher prior to conducting a formal observation and shall request a teacher's plan for the lesson to be observed. The information requested shall include but is not limited to:

- Goals and objectives of the lesson
- Congruency to State Standards, District Curriculum, and Pacing Guides
- Lesson design including activities assignments planned, and assessments

The teacher will also inform the evaluator of the situational dynamics and/ or other areas he/she would like the evaluator to pay particular attention.

The pre-observation conference may take the form of an in-person meeting or through the submission of a completed optional pre-observation form, **Appendix D**. This meeting will take place no more than 5 school days prior to the scheduled observation.

Post-observation Conference:

The purpose of the post-observation conference is for the teacher and evaluator to reflect upon the lesson/area observed. Topics for reflection should focus mainly on, but are not limited to, the elements identified on the observation forms.

Post observation conferences between teacher and administrator will be scheduled within 5 school days after the observation. The teacher may submit an optional post-observation reflection form prior to the post-observation conference, **Appendix E**. The administrator shall cite evidence observed during the lesson. Recommendations/suggestions as appropriate should be included and bulleted in the Formal or Informal Observation form. It is an expectation that the summary report reflects the information shared during the post observation conference.

Within ten school days after the observation, the administrator shall submit via the OASYS component of My Learning Plan, the formal or informal observation report to the teacher. The teacher will have the opportunity of responding electronically to the observation report.

The district reserves the right to document any teacher in all areas including those not reflected on the observation form.

The elements selected for use with the formal and informal evaluations have been chosen in collaboration with the LBCTA and the ASPPG.

B) Student Growth Measures Category (50%)

Table 3. Student Performance Score Ranges

	Overall Student Performance Category Score and Rating	
	Minimum	Maximum
H	18	20
E	15	17
D	13	14
I	0	12

Student growth measures – The New York State Education Department (NYSED) is required to score and report the teacher student growth percentile for teachers of Common Branch or ELA or Math in grades 4-8. This may expand to include teachers of other grades and subjects as determined by NYSED. NYSED will provide the growth data to the district by September 1. For all other subjects and grade levels, the student growth measure 50% will be determined through the use of a Student Learning Objective (SLO). A conversion table for the Assignment of Points for the Student Growth portion of the APPR plan can be found in **Appendix F**.

(A) For a teacher whose course ends in a State-created or administered test for which there is a State-provided growth model and at least 50% of a teacher’s students are covered under the State-provided growth measure, such teacher shall have a State-provided growth score based on such model.

NYS Grades 3-8 ELA/Math Assessments and State-provided growth scores cannot be used for the purposes of providing transition scores and ratings during the 2015-16 through 2018-19 school years, and should be used for advisory purposes only until the 2019-20 school year.

In compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents the district assures that:

- *the growth score provided by NYSED will be used, where required,*
- *during the 2016-17 through 2018-19 school years, the results of the NYS Grades 3-8 ELA/Math assessments and State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only,*
- *the alternate SLO during the 2016-17 through 2018-19 school years, then indicate the applicable courses,*
- *starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator for all 4-8 ELA and Math teachers in the event that a State-provided growth score cannot be generated for that teacher,*
- *for the 2019-20 school year and thereafter, for any grade/subject that requires a back-up SLO, but for which there are not enough students, not enough scores, or data issues that prevent a teacher-specific SLO from being created, the Superintendent or another trained administrator shall develop a school-wide back-up SLO using available State/Regents assessments.*

Teachers not receiving a “State Provided Growth Score” will be required, in collaboration with an administrator, to complete an SLO template, found in **Appendix G**, outlining how the growth score will be determined.

(B) For a teacher whose course does not end in a State-created or administered test or where less than 50% of the teacher’s students are covered by a State-provided growth measure, such teacher shall have a Student Learning Objective (SLO) developed and approved by his/her superintendent or another trained administrator, using a form prescribed by the Commissioner, consistent with the SLO process determined or developed by the Commissioner, that results in a student growth

score; provided that, for any teacher whose course ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

For teachers who have one or more SLOs, the district will follow the guidance set forth by SED for Student Learning Objectives in the most recently updated release. Please note the following regarding Student Learning Objectives:

- One or more SLOs must be used in order to include at least 50.1% of a teacher's caseload when a SLO is being used for the state 20% score
- All growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator. Such targets, as determined by the superintendent or another trained administrator may only take the following characteristics into account: poverty, students with disabilities, English language learner status, and prior academic history
- All growth targets are approved by the superintendent or another trained administrator
- Teachers will meet with a designated administrator to discuss and agree upon the goals and targets set forth within the SLO(s)
- Any disagreement between parties regarding the content of the SLO, including growth target, will be resolved by the superintendent or another trained administrator
- Individuals with a vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments
- For teachers with multiple SLOs, the Student Growth Measure 20 point score will be determined by weighting both scores appropriately, as referenced in the NYSED Student Learning Objective Guidance Document

The Superintendent has the sole right to certify that the measures meet the requirements for rigor and comparability. Comparability is defined as using the same measures across a subject and/or grade level within the school district. Rigor is defined as being aligned to the New York State Learning Standards and, to the extent practicable, valid and reliable as defined by the testing standards, meaning the "Standards for Educational and Psychological Testing" (American Psychological Association, National Council on Measurement in Education, and American Educational Research Association; 1999). The district has requested and been approved for the use of District developed student assessments to be used by New York State School Districts in Teacher and Principal Evaluations (RFQ # 15-001).

Composite Score shall be the total effectiveness rating assigned to a teacher or principal for an evaluation conducted pursuant to this Subpart. This score shall be calculated based on the sum of the two subcomponent scores described below:

Table 4. Composite Score Categories

		Teacher Observation Category			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance Category	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 district is not using the optional supplemental student growth measure at this time.

Composite scores will be reflected on OASYS within the Composite Score Report.

End-of-Year: Annual Professional Performance Summary

Commissioner’s Regulations require that all teachers be evaluated annually. When a teacher receives a rating of developing or ineffective rating, evidence supporting that rating must be provided. Those comments will come from claims and/or judgments that are backed by evidence through supporting documentation. Commendations may also be written under the evidence section.

Timeline for feedback:

- A written Composite Growth Score Report - Annual Professional Performance Summary will be fully completed to include the score for observations, student performance, and final rating and received by the Teacher no later than September 1st.

Teacher Improvement Plan

The Teacher Improvement Plan (TIP), **Appendix H**, is designed to provide support for teachers whose performance has been identified in conformity with the observation and evaluation procedures of this Article as Developing or Ineffective.

The sole and exclusive purpose of a TIP is the improvement of teaching practice. In compliance with this Article, the teacher will be required to participate in a Teacher Improvement Plan.

The Principal and/or his/her designee, in collaboration with the teacher, will develop a written prescriptive supervision plan. This plan will include the following:

- Identification of specific areas that are considered to be developing or ineffective based upon the rubric,
- an action plan to include required activities and professional development opportunities to assist in achieving these goals,
- means of assessing progress toward these goals including the number of additional observations required, as well as when a midpoint review will take place. Observations will be completed by at least one additional administrator other than the administrator who developed the TIP, and
- a timeline for completion of identified action plan.

The district will notify the LBCTA President that a teacher will be placed on a TIP. Prior to implementation of such a plan, the appropriate administrator will meet with the teacher to insure that the plan's objectives, and the methods by which these objectives will be realized, are clear to all concerned parties. The administrator will offer the teacher the opportunity to have union representation present for the meeting.

After the TIP is in place the teacher and administrator shall meet according to the schedule identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP.

At the end of the TIP, if the TIP goals are reached the TIP will terminate. The culmination of the TIP will be communicated in writing to the teacher. Successful attainment of TIP goals should result in an end-of-year evaluation rating of "effective" or "highly effective". If the teacher is rated as "developing", a new plan will be developed according to the procedures outlined in this section. If the teacher is rated as "ineffective" the decision on how to proceed will be the choice of the administration.

Education Law §3020-b addresses the streamlined removal procedures for classroom teachers and building principals that have been rated Ineffective. The statute applies to those educators that have received consecutive ratings of Ineffective under Education Law §3012-c or §3012-d. Thus, under Education Law §3020-b(2), a district or employing board may bring charges for two consecutive Ineffective ratings under Education Law §3012-c and §3012-d, and shall bring charges for three consecutive Ineffective ratings under Education Law §3012-c and §3012-d.

Appeals Process

The parties will continue to meet to discuss observations, evaluations and teacher improvement plan procedures as required by Education Law Section 3012(d). The resolution of the issues discussed by the parties shall be in writing, be placed within the appropriate paragraphs of the collective bargaining agreement, and this writing shall constitute compliance with requirements of Education Law Section 3012(d).

Notwithstanding the above, the parties agree that as to the appeals procedure referred to in Education Law Section 3012(d), the following constitute compliance with the statute:

- a. Appeals shall be limited to those evaluations which have resulted in a composite rating of Ineffective or Developing.
- b. Within fifteen (15) calendar days of the receipt of an annual evaluation providing a rating as set forth in Subparagraph (a) above, a teacher may appeal the annual evaluation to the Superintendent of Schools. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 1. the substance of the annual professional performance review;
 2. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(d) of the Education Law;
 3. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and
 4. the school district's issuance and/or implementation of the terms of the teacher's improvement plan.
- c. Any issue not raised in the written appeal shall be deemed waived.
- d. Within fifteen calendar days of receipt of the appeal, the Superintendent of Schools shall render a written determination with respect thereto.
- e. The determination of the Superintendent of Schools as to the substance of the annual professional performance review shall not be grievable, arbitrable, nor reviewable in any other forum. Procedural issues that will be set forth in this Article shall be subject to the grievance machinery of the contract.
- f. The time frames referred to herein may be extended by mutual agreement of the parties.

The terms detailed in the 2016-2017 Long Beach Annual Professional Performance Review Plan have been agreed to by all parties, and are in agreement to the provisions of Education Law 3012-d and Subpart 30-3 of the Rules of the Board of Regents. "The terms of this plan shall be incorporated into the CBA. The content of this form represents the district's entire APPR plan and the plan is in compliance with Education Law 3012-d and Subpart 30-3 of the Rules of the Board of Regents. To the extent the CBA's provisions are inconsistent with this plan the CBA's provisions shall be deemed modified to the extent necessary to comply with the law and agreed upon APPR plan and procedures. Notwithstanding the foregoing, the incorporation of the APPR plan into the CBA shall not be construed as transforming aspects of the APPR plan which are not mandatory subjects of bargaining into negotiable items."


This agreement expires on July 1, 2020 and will not be continued without negotiations and agreement by both parties. The parties agree that any material changes to the APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year, on a form prescribed by the Commissioner, to the Commissioner for approval. The terms detailed in the Long Beach Annual Professional Performance Review Plan have been agreed to by all parties.



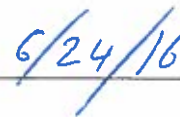
David Weiss, Superintendent of Schools



Date



Keith Harvey, President LBCTA



Date

APPENDIX A
Annual Professional Performance Summary

Long Beach City School District Annual Professional Review Summary

This form shall be submitted through OASYS no later than September 15 of each school year
(form to be developed with MyLearningPlan)

Student Growth on State Assessments (Check one)

State Provided Growth Score _____

NWEA MAP _____

Student Learning Objective _____

This student growth score will correspond with a value out of 20 points. Refer to Table 3 of the District APPR Plan for Conversion to a rating.

Other Measures – Observation Category (Check all that apply)

Observation	Evaluator
Formal 1	
Formal 2	
Formal 3	
Informal 1	
Informal 2	

The observation category score will correspond with an averaged value for all observation reports out of 4 points. Refer to Table 1 of the District APPR Plan for Conversion to a rating.

Observations by Principal(s) or Other Trained Administrators will account for 80% of the Teacher Observation Category Score (For example, a teacher is observed by the principal or vice principal and the element ratings average to 3.2, 3.2 is multiplied by .8)

Observations by Independent Trained Evaluator: 20% of the Teacher Observation Category Score (For example, a teacher is observed by the Executive Director, Director, Coordinator, or Central Office Administrator and the element ratings average to 3.0, 3.0 is multiplied by .2)

The final score for this category is calculated by adding the values together.

$$3.2 \times 0.8 = 2.56$$

$$3.0 \times 3.0 = 0.6$$

$$2.56 + 0.6 = 3.16 \text{ – observation category score, refer to Table 1 – rating - Effective}$$

Submit

Save

Save & Notify

Reset

Print

APPENDIX B
Informal/Short Observation Form



Informal-Short Observation

Date of Observation _____

LB 2a Creating Environment of Respect and Rapport				
Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit discomfort for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional incursions of favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and culture of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
<u>Enter Notes</u>				

LB 2b Establishing a Culture for Learning				
Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only minimal expectations for students' learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
<u>Enter Notes</u>				

LB 2c Managing Classroom Procedures				
Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are pro-actively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
<u>Enter Notes</u>				

LB 2d Managing Student Behavior				
Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Monitoring of student behavior	Students' behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is able to detect behavior at all times.	Monitoring by teacher is subtle and precise. Students monitor their own and their peers' behavior, correcting one another respectfully.
<u>Enter Notes</u>				

LB 2e Communicating with Students				
Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven, since it is done skillfully, but other parts are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experiences.	Teacher's explanation of content is engaging and connects with students' knowledge and experience. Students contribute to explaining concepts in their own ways.
<u>Enter Notes</u>				

LB 2f Using Questioning and Discussion Techniques				
Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Quality of questions	Teacher's questions are usually of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite thoughtful responses.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the
<u>Enter Notes</u>				

with only limited success. EISELSON,

Date:

LE 3d Engaging Students in Learning

Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them initially, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities or projects to enhance their understanding.
<i>Enter Notes</i>				
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for shifts or are closed. Pacing of the lesson is appropriate for all students.
<i>Enter Notes</i>				

LE 3d Using assessments in Instruction

Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
<i>Enter Notes</i>				
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but does not diagnose individual students.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to seek information.	Teacher actively and systematically checks diagnostic information from individual students regarding their understanding and evaluates the progress of individual students.
<i>Enter Notes</i>				
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is unclear, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
<i>Enter Notes</i>				

Overall Comments

APPENDIX C
Formal/Long Observation Form



Formal-Long Observation

Date of Observation: 11/11/11

LB 1a Demonstrating Knowledge of Content and Pedagogy				
Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline, but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
<u>Enter Notes</u>				

LB 1b Demonstrating Knowledge of Student				
Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current, teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
<u>Enter Notes</u>				

LB 1c Setting Instructional Outcomes				
Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency, motivation, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and teaching across the varying needs of individual students or groups.
<u>Enter Notes</u>				

LB 1d Designing Coherent Instruction				
Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Learning activities	Learning activities are not suitable to students or to what is learned, or are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes and most represent a significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
<u>Enter Notes</u>				

LB 2a Creating Environment of Respect and Rapport				
Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher interaction with students	Teacher interaction with at least some students regularly, frequently, or infrequently is inappropriate to the age or culture of the students. Students exhibit distress for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional insensitivity, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and culture of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.

Enter Notes

LB 1a Establishing a Culture for Learning

Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.

Enter Notes

LB 2a Managing Classroom Procedures

Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and all students are productively engaged at all times, with students assuming responsibility for productivity.

Enter Notes

Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Management of transitions	Transitions are chaotic, with much time lost between activities in lesson segments.	Only some transitions are smooth, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their own operation.

Enter Notes

LB 2b Managing Student Behavior

Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Monitoring of student behavior	Students' behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and proactive. Students monitor their own and their peers' behavior, correcting one another respectfully.

Enter Notes

LB 3a Communicating with Students

Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Explanation of content	Teacher's explanations of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.

Enter Notes

LB 3b Using Questioning and Discussion Techniques

Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Quality of questions	Teacher's questions are of low quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession, but only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.

Enter Notes

Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Enter Notes

LB 3c Engaging Students in Learning

Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to most students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are regularly engaged in the activities and assignments in their exploration of content. Students reuse or adapt activities and projects to enhance their understanding.

Enter Notes

Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

Enter Notes

LB 3d Using Assessments in Instruction

Criteria	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have

				contributed to the development of the criteria.
	Exit Slides			
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students or the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
	Exit Slides			
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback to their learning.
	Exit Slides			

Overall Comments

APPENDIX D
Optional Pre-Observation Form

Long Beach School District
Annual Professional Performance Review Plan
Optional Pre-Observation form

Teacher name:

Date of Scheduled lesson:

Each teacher has the option of filling out this form and using it during the pre-observation conference to guide the conversation. Each teacher, however, should be prepared to discuss the components contained herein at the pre-observation conference.

- Identify the curriculum standards to be taught:

- What do you want students to learn as a result of this lesson (i.e. learning objective)?

- How will you know if students are learning the expected outcome?

- How have you designed your lesson (including activities and assignments) to ensure that students achieve the learning objective?

- What assessments will be used during the lesson observed?

- Are there any areas to which you would like the evaluator to pay particular attention?

APPENDIX E
Optional Post-Observation Form

Long Beach School District
Annual Professional Performance Review Plan
Optional Post-Observation form

Teacher name:

Date of Scheduled lesson:

Each teacher has the option of filling out this form and using it during the post-observation conference to guide the conversation. Each teacher, however, should be prepared to discuss the components contained herein at the post-observation conference.

- As you reflect on the lesson, were the students cognitively engaged in the work? How do you know?

- Did the students learn what you expected them to learn? How do you know? If you do not know at this point, when will you know, and what will be evidence of their learning?

- How did the instructional strategies you chose support student learning? How do you know?

- Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how, and for what reason?

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

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

Appendix F
SLO Points Conversion Table

Highly Effective	Effective		Developing		Ineffective															
	18	16	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
37%	33%	30%	25%	20%	15%	14%	13%	12%	11%	10%	9%	8%	7%	6%	5%	4%	3%	2%	1%	0%
100%	95%	92%	89%	84%	79%	74%	65%	59%	54%	48%	43%	38%	33%	28%	24%	20%	16%	9-12%	5-8%	0-4%

Appendix G
SLO Template

New York State Student Learning Objective Template

All SLOs MUST include the following basic elements:																																																																																				
Population	<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>																																																																																			
Learning Content	<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>																																																																																			
Interval of Instructional Time	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?</i>																																																																																			
Evidence	<i>What specific State-approved assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>																																																																																			
Baseline	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>																																																																																			
Target(s)	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period? (Must reflect at least a year's worth of expected growth for all students.)</i>																																																																																			
HEDI Scoring	<i>Districts and BOCES must use the State-determined scoring ranges to determine final scores and HEDI ratings.</i>																																																																																			
	<table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr> <th colspan="3" style="background-color: #0070c0; color: white;">EFFECTIVE</th> <th colspan="2" style="background-color: #0070c0; color: white;">DEVELOPING</th> <th colspan="12" style="background-color: #0070c0; color: white;">INEFFECTIVE</th> </tr> <tr> <th>27</th><th>28</th><th>29</th> <th>30</th><th>31</th> <th>32</th><th>33</th><th>34</th><th>35</th><th>36</th><th>37</th><th>38</th><th>39</th><th>40</th><th>41</th><th>42</th><th>43</th><th>44</th><th>45</th><th>46</th><th>47</th><th>48</th> </tr> </thead> <tbody> <tr> <td>97%</td><td>92%</td><td>88%</td> <td>84%</td><td>80%</td> <td>76%</td><td>72%</td><td>68%</td><td>64%</td><td>60%</td><td>56%</td><td>52%</td><td>48%</td><td>44%</td><td>40%</td><td>36%</td><td>32%</td><td>28%</td><td>24%</td><td>20%</td><td>16%</td><td>12%</td> </tr> <tr> <td>100%</td><td>99%</td><td>92%</td> <td>89%</td><td>84%</td> <td>79%</td><td>74%</td><td>69%</td><td>64%</td><td>59%</td><td>54%</td><td>49%</td><td>44%</td><td>39%</td><td>34%</td><td>29%</td><td>24%</td><td>19%</td><td>14%</td><td>9%</td><td>4%</td><td>0%</td> </tr> </tbody> </table>	EFFECTIVE			DEVELOPING		INEFFECTIVE												27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	97%	92%	88%	84%	80%	76%	72%	68%	64%	60%	56%	52%	48%	44%	40%	36%	32%	28%	24%	20%	16%	12%	100%	99%	92%	89%	84%	79%	74%	69%	64%	59%	54%	49%	44%	39%	34%	29%	24%	19%	14%	9%	4%	0%
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| **Rationale** | *Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.* |

For SLO examples, as well as a downloadable template, please see our SLO resources on EngageNY at the following link: <https://www.engageny.org/resource/student-learning-objectives>

APPENDIX H
Teacher Improvement Plan (TIP)

TEACHER IMPROVEMENT PLAN

(To be completed jointly by teacher and administrator)

Name _____ School _____

School year plan is based on _____ Assignment Grade/Subject _____

Ensuing School Year _____ Grade/Subject _____

Date of related APPR _____ Date of TIP Conference _____

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (DETAIL STEPS TO BE TAKEN)	TIMELINE FOR COMPLETION	RESOURCES	EVIDENCE

In order to make the required improvement I, _____, agree to do the following:

- 1.
- 2.
- 3.

In order to support the teacher I, _____, agree to do the following:

- 1.
- 2.
- 3.

Scheduled Mid-year date: _____ Scheduled End year date: _____

Teacher's signature _____ Date: _____

Administrator's Name and Signature _____ Title: _____

TEACHER IMPROVEMENT PLAN EVALUATION

(To be attached to TIP)

Name _____ School _____

School year plan is based on _____ School Year Evaluation is based on _____

Date of TIP Midyear Conference _____ Date of TIP Evaluation Conference _____

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (detail steps to be taken)	SATISFACTORY PROGRESS		ACTION STEPS COMPLETED	
		YES	NO	YES	NO
TIP SATISFIED?	YES ____ No ____ (If no recommendations must be specified in the administrator's comments below)				

Teacher's Comments:

Administrator Comments:

Teacher's signature _____ Date: _____

Administrator's signature _____ Date: _____

APPENDIX I
Teacher Composite Score Report



Composite Score Report - 3012-d

New York State Performance Matrix

Student Performance	Teacher Practice				
	Highly Effective	Effective	Developing	Ineffective	
Highly Effective	Highly Effective	Effective	Developing	Ineffective	
Effective	Effective	Effective	Developing	Ineffective	
Developing	Effective	Effective	Developing	Ineffective	
Ineffective	Developing	Developing	Developing	Ineffective	

Teacher Practice

Teacher Practice Rubric Score Report #1 (80%)

Rubric	Progress	Excl	Med	Good	Avg	Last Completed
--------	----------	------	-----	------	-----	----------------

Teacher Practice #1
Average Score

Teacher Practice Rubric Score Report #2 (20%)

Rubric	Progress	Good	Med	Dist	Avg	Last Completed
--------	----------	------	-----	------	-----	----------------

Teacher Practice #2
Average Score

Teacher Practice #1
Weighted Score (80%)

Teacher Practice #2
Weighted Score (20%)

Teacher Practice Total
Weighted Score

Teacher Practice Rating: **Ineffective**

Student Performance

Student Learning
Objective Score

State Growth Score

Overall Student
Performance Score

Student Performance
Rating: **N/A**

APPENDIX J
Teacher Composite Score Calculation Components

Teacher Assignment	Observation (Danielson Or Narrative)	Student Performance	15-16 and thereafter Alternate SLO
AIS Math K-5	Danielson	NWEA	
Art K-12	Danielson	SLO	
Business Education	Danielson	SLO	
Elementary Classroom K-3	Danielson	NWEA	
Elementary Classroom 4-5	Danielson	State Growth	NWEA
English Language Arts 6-8	Danielson	State Growth	SLO
English Language Arts 9-12	Danielson	SLO	
ENL K-12	Danielson	SLO	
FACS	Danielson	SLO	
FLES	Danielson	SLO	
Library/SPIRIT/LARC K-5	Danielson	SLO	
Library Media 6-12	Narrative	NA	
Math 6-8	Danielson	State Growth	SLO
Math 9-12	Danielson	SLO	
Music K-12	Danielson	SLO	
Physical Education/Health	Danielson	SLO	
Reading K-5	Danielson	NWEA	
Reading 6-12	Danielson	SLO	
Science 6-12	Danielson	SLO	
PPS (Guidance Counselors, Nurses, Psychologists, & Social Workers)	Narrative	NA	NA
Social Studies 6-12	Danielson	SLO	
Special Education K-12	Danielson	SLO	
Speech	Narrative	NA	NA
World Languages 6-12	Danielson	SLO	
Technology 6-12	Danielson	SLO	
Teacher on Special Assignment (Dean, Instructional Coach, Teacher in Charge)	Narrative	NA	