

*AGREEMENT BETWEEN WEST HEMPSTEAD EDUCATION ASSOCIATION AND
WEST HEMPSTEAD UNION FREE SCHOOL DISTRICT*

ARTICLE VII - TEACHER EVALUATIONS

The Annual Professional Performance Review Plan (APPR)

I. Statement of Purpose

The goal of the teacher evaluation system is to promote student learning and improve professional practice. All teachers and staff not governed by Education Law §3012-d will continue to be evaluated under the 2016-17 APPR Plan. The APPR encourages professional growth and development through a process that is based on current research on best practices and aligned with New York State's Teaching Standards. It assures a common language, and common expectations among all teachers and evaluators. The NYSUT Teacher Practice Rubric has been adopted for the 2016-17 school year (See Appendix A). It is intentionally linked with the district's Professional Development Plan to ensure teacher-driven professional development and support. In using evaluation to support teacher-growth and student learning, it has implications for how the school system is structured and organized in the areas of policies and procedures, data systems, and time and job responsibilities.

The West Hempstead Union Free School District formed a committee comprised of teachers and administrators to draft the Annual Professional Performance Review Plan to be recommended to the Board of Education for adoption in our district for the 2016-17 school year. This committee will reconvene at the request of either party to review specific aspects of the APPR. It is further agreed that the committee will meet annually to review the measures of student performance and recommend changes to the targets for student performance based on the prior years results and any changes to the assessments. The committee is required to reconvene should there be a change in law or regulations that require a substantive change the APPR plan. Otherwise, it is understood and agreed that the APPR will continue in effect until the end of the 2018-19 school year.

The following principles will govern the APPR process:

- It is every teacher's responsibility to continue to grow professionally.
- It is the district's responsibility to provide the resources and support for teachers to improve instruction and professional practice.
- It is the district's responsibility to engage in practices that promote equity in conditions that affect teaching and learning.
- The overarching goal of the evaluation process is that teachers and evaluators examine the evidence obtained by multiple measures of teaching practice and student achievement to plan for meaningful professional learning and improvement of instruction.

Evaluations will be conducted openly and objectively with the full involvement of the teacher. Nothing in the APPR Plan will be construed to abrogate any provisions of the collective bargaining agreement between the West Hempstead School District ("District") and the West Hempstead Teachers' Association ("Association").

The West Hempstead School District and Teachers' Association will maintain a joint labor-management APPR Committee ("Committee"). This Committee shall include a combination of teachers and administrators appointed by their respective associations and will be responsible for reviewing the policies and procedures related to the APPR. The APPR committee shall have the power to establish sub-committees when necessary to represent disciplines and academic levels. Sub-committees shall report their recommendations to the APPR Committee. It is understood and agreed that the APPR will continue in effect until such time as there is mutual agreement on any change. Either party may request that the joint committee review specific aspects of the APPR. Any changes to the evaluation procedures of teachers recommended by the APPR Committee shall be submitted to both the District and the Association. Any necessary revisions as mandated under Education Law §3012-d, shall be accomplished through collective bargaining and only be effective upon mutual written agreement of the Association and the District.

II. Plan Requirements

Under Education Law §3012-d, each classroom teacher must receive an APPR resulting in a rating of "highly effective," "effective," "developing," or "ineffective." The composite score will be determined as follows:

- Student growth on state assessments or student learning objective (SLO). A back-up SLO will be created for all 4-8 ELA and math teachers to be used in the event a state-provided growth score cannot be produced.
- Teacher observation aligned with the state's teaching standards. The procedures are to be established locally through collective bargaining.

The intent of the evaluation system is to foster a culture of continued growth for professionals. The APPR is required to be a significant factor in employment decisions including but not limited to retention, tenure determination, termination, and professional development. Each decision is to be made in accordance with the collective bargaining agreement.

Should the APPR Plan be rejected by the Commissioner of State Education for any deficiencies, each such deficiency shall be resolved through collective bargaining to the extent required by Education Law 3012-d and when concluded, the APPR Plan will be resubmitted. The District and the West Hempstead Education Association, through a joint labor-management committee known as the APPR Committee, will meet at least annually for the purpose of reviewing guidelines, procedures, measurements, targets, point allocations, and assessments related to the APPR. This meeting will take place as soon as practicable but not later than March 1 of each school year.

III. Collection and Reporting of Teacher and Student Data

A. Growth Measures

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. The process shall also provide an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them prior to using student growth and/or achievement data in an APPR. Teachers acknowledge the responsibility of verifying class rosters as required. Any classroom teacher who believes that the list is incorrect and/or inconsistent with the standards established by the Commissioner's regulations for making teacher-of-record determinations shall be entitled to seek review of this determination.

B. Ongoing Data Verification

Beginning of School Year

- The regulations require that all classroom teachers be evaluated. The regulations define classroom teacher as a teacher in the classroom teaching service, who is a teacher of record.
- Generally, a "teacher of record" is defined as an individual (or individuals, such as in co-teaching assignments) who has been assigned responsibility for a student's learning in a subject/course with aligned performance measures.
- The regulations define classroom teacher as a teacher in the classroom teaching service as defined in §80-1.1 of the Commissioner's regulations.
- Local verification of the student roster shall occur no later than the last day of the third week of the school year.
- For accountability purposes, the roster shall close on "BEDS" day.

Throughout the School Year

- Verification of subjects and/or student rosters shall take place no later than the last day of the third week of each marking period.
- Verification of subjects and/or student rosters shall take place throughout the year for new student entrants.
- In addition, teachers will also be notified, of all subsequent changes made by the State Education Department, as soon as practicable.
- Teachers shall receive confirmation from the building administration of any corrections or changes.

Based on State Assessment Dates

- District shall notify teachers of all student verification procedures and timelines.
- The verification of the roster will be completed pre and post administration of the state assessment.

C. Reporting to SED

The District shall adhere strictly to the requirements for reporting student performance and teacher observation ratings and final matrix ratings to the New York State Department of Education established by regulations. A unique identifier will be used, and the names of individual teachers will not be provided. Upon the request of a parent or legal guardian, the District shall disclose the final quality rating for each of the teachers to which the student is assigned after making reasonable efforts to verify that such request is a bona fide request by a parent or guardian who is entitled to review and receive such information under the law. Except as provided above for parent and legal guardians, the APPRs of individual teachers shall not be subject to disclosure pursuant to the Freedom of Information Law. No public release of APPR information by the District shall include any personally identifying information for a teacher.

IV. Training for Evaluators and Staff

A. Evaluators

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

B. Staff

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include:

- a review of the content and use of the evaluation system
- the NYS Teaching Standards
- the NYSUT Teacher Practice Rubric
- forms and procedures to be followed consistent with the approved APPR plan and associated contractual provisions

All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted at the District provided New Teacher Orientation or within seven calendar days of their official start date.

V. Student Performance Measures

A. Required State-provided Measure of Student Growth

During the transition period, teachers in non-testing subjects and grades, and those who give State 3-8 ELA and Math Assessments, will have a group measure. Those subjects

and grades include K – 8, art, music, technology, etc. Teachers of Regents courses and 8th grade science where the majority of students (50% or more) end in a state assessment will have an individual SLO based on his/her students.

For the transition period, the methodology for determining the transition rating will be based on a group measure. The calculations used for this rating will be based on the following:

- The last three-year average of the number of students passing the Regents US History and Government (65% or higher) and the Grade 4 Science Assessment (proficient or higher) according to the NYS Report Card. This average will be converted to a HEDI score as per Appendix K.
- The percent of students meeting the target will be converted to a Student performance score between the numbers 0 and 20. Then, according to the conversion chart a HEDI rating will be given. See Appendix K.

Following the transition period, classroom teachers of grades 4-8 ELA and Math, the state assessments will be used for the growth component. Teachers of subjects where there is no state-provided measure of student growth on state assessments (i.e. subjects without a state assessment and subjects where a state-provided growth/achievement measure has not yet been created based on the state assessment), must use student learning objectives (SLO). Teachers of non-tested subjects will continue to use a group measure. A back-up SLO will be created for all 4-8 ELA and math teachers to be used in the event a state-provided growth score cannot be produced.

It is anticipated that SED will score and report the state-provided growth no later than September 1st following the year the teacher is evaluated. Teachers will not be penalized in any way because of such data not being received in a timely manner, which results in an incomplete rating.

B. Student Learning Objectives (SLO)

SLOs, by definition, require an understanding of local needs and objectives. Because of this, SLOs will need to be developed collaboratively between administrators and an individual teacher, or groups of teachers. SLO targets can take into account student characteristics such as SWD, ELL, poverty and prior history. For teachers of Regents courses, the district will provide time for the development SLOs.. Forms have been included in the Appendix B to help members develop individual SLOs. It is understood that assessments selected for SLOs must be approved by SED.

C. Additional Readjustment of established Targets for Student Growth or Achievement

During the course of the school year, teachers are also entitled to request a change to the established Targets for Student Growth based on extenuating circumstances (e.g. student mobility, large number of students with IEPs, large number of students who are ELL, large number of AIS, etc). This consideration shall be at the discretion of the Superintendent, but shall not be unreasonably denied. The decision shall be made prior

to the computation of this sub-component score. Upon the request of either party, the teacher and evaluator shall meet to discuss extenuating circumstances. Documentation of such circumstances will be maintained by the teacher and evaluator.

VI. Teacher Observations

Teacher observations will be weighed as follows:

- Principal/supervisor observation will be 80% of the evaluation.
- The independent/external observation will be 20% of the evaluation.

The selection of the teacher practice rubric and multiple measures of teacher effectiveness shall be determined by a joint committee, consisting of a majority of teachers, appointed by WHEA and administrators appointed by the Superintendent. Both parties understand and acknowledge the need for broad representation of different subject and grade levels.

Critical to this subcomponent is the selection of the rubric that will be used to collect evidence of teacher effectiveness. The NYSUT Teacher Practice Rubric (Teacher Practice Rubric) has been selected from the list of state-approved rubrics because it aligns with the New York State Teaching Standards. All parties recognize that effective assessment of teaching practice is a progression and have agreed to utilize a cyclical teacher evaluation teacher evaluation and development process supported by the collection and analysis of evidence.

All forms associated with the evaluation of teachers according to these measures of teacher effectiveness are attached in the appendices and are subject to review only through collaboration between the District and the Association.

In accordance with education law §3012-d, the District and the Association have agreed upon the following scoring belt for evaluating teacher effectiveness based on the NYS Teaching Standards:

Teacher Effects Conversion Scale

Level	Overall rubric average score
Ineffective	0.0-1.49
Developing	1.5-2.49
Effective	2.5-3.49
Highly Effective	3.5-4

The following guiding principles will be used as evidence of professional practice and obtained through multiple measures:

A. Self-reflection

Early in the school year teachers will submit the self-reflection form at a date to be determined annually within the APPR committee. The self-reflection is designed as a means to establish a sustained professional dialogue on best practice with an evaluator. A self-reflection conference (non-inclusive of the pre-observation conference) between the teacher and evaluator will take place early in the school year prior to any collection of evidence used for the APPR. During the self-reflection meeting, the lead evaluator will notify the teacher of the name of the evaluator and the anticipated timeframe of the observations.

Self-reflection bridges the previous year's goal setting and professional learning plan with the challenges of the year ahead. Self-reflection is designed to allow all teachers to examine their teaching practices in relation to performance expectations described in the Teacher Practice Rubric. Teachers may also use a series of questions to assess their readiness for the school year ahead, particularly in the context of changes that may have occurred in their professional lives, or in the school community. See Appendix C for the self-reflection form.

B. Analysis of teaching practice through multiple measures (October through May)

1. Observations-These measures will include at least 2 observations; at least one will be unannounced. Each teacher will receive a HEDI score based upon the average score of the standards collected as evidence by the trained evaluator.

HEDI Ratings

- Highly Effective
 - Effective
 - Developing
 - Ineffective
- a. Probationary teachers will be observed a minimum of four times a school year (2 formal/announced and 2 unannounced) with an additional summative evaluation.
 - b. Tenured teachers will be observed a minimum of two times a school year (1 formal/announced and 1 unannounced) with an additional summative evaluation.
 - c. All observations should take place after the self-reflection conference takes place and end no later than the end of May.
 - d. All formal and unannounced observations must be observed for the entirety of the lesson by a trained evaluator.

2. Formal/ Announced Observations (To be done by building principal or department director)

- a. *Submitted lesson plan* - The trained evaluator must provide the teacher at least five school days written notice that a formal observation will occur. During that time, the teacher must fill out and submit a written lesson plan at least one day prior to the pre-conference. An example lesson plan template is listed in Appendix D.
- b. *Pre-conference* - Before a formal observation takes place, the teacher and evaluator will meet within five days of the observation to discuss the teacher's preparation, lesson plan, student learning objectives, strategies and other supporting documentation. The rich, constructive and collaborative dialogue that results lay an important foundation for the professional development that follows. Refer to Appendix E for sample procedures for a pre-conference.
- c. *Observation* - The trained evaluator observes the teacher using the NYSUT Teacher Practice Rubric to collect evidence of the teacher's professional practice. An observation guideline is listed in Appendix F.
- d. *Post-conference* - The teacher and evaluator will establish a meeting date within five school days of the observation, to discuss the evidence gathered through the observed lesson, and engage in a structured review of student work. The teacher and evaluator shall discuss the lesson observed and may refer to Appendix F for sample questions to facilitate an appropriate, professional conversation. At this time, the teacher may offer additional analysis of the presentation, including insights on the capacity of the evidence to best represent teacher effectiveness in light of the standards. These are discussed and finalized. The teacher and evaluator discuss next steps, including the focus of additional formal/ unannounced observations, for teacher's growth. A Personal Professional Development Plan (PPDP) will not be given at the post-observation conference. See Appendix F for suggestions of topics to discuss in the post-observation conference.
- e. *Written Evaluation* - An evaluator will provide a written evaluation to the teacher within twelve school days of the classroom observation. For each element witnessed and evidence obtained, a rubric score of 1-4 will be given. The teacher's rating will drive how many points the teacher received in this sub- component of the composite score. The evaluator must add all the scores and take the average score to determine the overall rating for the lesson. See conversion chart below for overall rubric average scores. In this sub-component, the rating the teacher receives would determine where the teacher falls in the HEDI Observation category. The Classroom Observation Report form is listed in Appendix G.

Teacher Effects Conversion Scale

Level	Overall rubric average score
Ineffective	0-1.49
Developing	1.5-2.49
Effective	2.5-3.49
Highly Effective	3.5-4

If the teacher receives an ineffective or developing rating observation on a classroom observation, a Personal Professional Development Plan (PPDP) meeting will be scheduled. The PPDP is intended for ongoing professional growth during the year and will not be part of the teacher’s summative evaluation. The Teacher’s Improvement Plan (TIP) is intended to follow the summative evaluation. Refer to Section IX for Personal Professional Development Plan (PPDP) and Teacher Improvement Plan (TIP) procedures. The Personal Professional Development Plan (PPDP) and the Teacher Improvement Plan (TIP) form are listed in Appendix H. All evaluator signatures will be affixed to the observation prior to the teacher's signature. All written and signed observations should be received at central office within 15 school days of teacher's receipt of the written observation. The teacher has the right to reply to the observation.

3. Unannounced Observations - Observations must be for the entirety of the lesson to be considered an observation. Each teacher will receive a HEDI score based upon the average score of the standards collected as evidence by the trained evaluator. Unannounced observations cannot occur on the day before or the day after an extended vacation period (5 school days or longer). Whenever possible, the teacher will be given prior notice as to when an unannounced observation will occur.
 - a. *Observation* - The trained evaluator observes the teacher using the NYSUT Teacher Practice Rubric to collect evidence of the teacher's professional practice.
 - b. *Post-conference* - The teacher and evaluator will establish a meeting date within five school days of the observation to discuss the evidence gathered through the observed lesson, and engage in a structured review of student work. The teacher and evaluator may utilize the post-observations forms as a guide for discussion. At this time, the teacher may offer additional analysis of the presentation, including insights on the capacity of the evidence to best represent teacher effectiveness in light of the standards. These are discussed and finalized. The teacher and evaluator discuss next steps, including the focus of additional formal/ unannounced observations, for teacher's growth. A Personal Professional Development Plan (PPDP) will not be given at the post-observation conference.

- c. *Written Evaluation* - An evaluator will provide a written evaluation to the teacher within twelve school days of the classroom observation. For each element witnessed and obtained evidence, a rubric score of 1-4 will be given. The teacher's rating will drive how many points the teacher received in the sub- component of the composite score. The evaluator must add all the scores and take the average score to determine the overall rating for the lesson. See conversion chart below for overall rubric average scores. In this sub-component, the rating the teacher receives would determine where the teacher falls in the HEDI categories. See chart on the previous page for Teacher Effects Conversion Scale.

If the teacher receives an ineffective or developing rating observation, a Personal Professional Development Plan (PPDP) meeting will be scheduled. Refer to Personal Professional Development Plan section for procedures. All evaluator signatures will be affixed to the observation prior to the teacher's signature. All written and signed observations should be received at central office within 15 school days of teacher's receipt of the written observation. The teacher has the right to reply to the observation.

4. Other evidence gathering - Each trained evaluator will compile evidence that conforms to New York State Teaching Standards to complete a summative evaluation.

C. Summative Evaluation [May - June]

The summative evaluation includes the teacher's annual rating of effectiveness and the rationale supporting the rating. Both areas of strength and areas in need of improvement should be identified as specific recommendations made to improve effectiveness. The summative evaluation will include all of the evidence of effective teaching practice and the measures of student achievement. A teacher's summative evaluation must be completed by his/her trained principal or department director.

Should they choose to do so, teachers will have the opportunity to meet with their summative evaluator. At that meeting they will identify ways to enhance instructional practice, student achievement and to tie their individual goals to the attainment of school and district goals. A professional learning plan may be developed by the teacher to improve effectiveness and student learning. The summative evaluation form is Appendix I.

VII. Composite Score

A. Rating System

On the first day of school for teachers, teachers will be informed of the rating procedures and made aware of what is required for a teacher to be rated "highly effective," "effective," "developing," and "ineffective."

B. Computing a Composite Score of Teacher Effectiveness

The "District" and "WHEA" agreed to use the Teacher Practice Rubric with a 1-4 scale, with all teaching standards weighed equally. Observations *must* be attributed to observations by a *trained* evaluator in person. Every teacher must be annually assessed on each of the seven New York Teaching Standards, but not necessarily on all of the elements of each Standard. After gathering evidence, the trained evaluator writing the summative evaluation scores each performance indicator, adds the highest scores, and divides the total score by the number of indicators. This becomes the Total Average Rubric Score. 80% of the teachers evaluation will be from the principal or supervisor's observation and 20% of the rating will be from the independent evaluator's observation. (See Appendix J). Next, the individual's Total Average Rubric Score is calculated using the conversion chart listed in Appendix J to identify in which scoring range the teacher observation category falls into. Next, the trained evaluator acquires the score of the student performance measure (Appendix J). Finally, the trained evaluator applies the final category ratings to the matrix to determine the final effectiveness rating.

Overall Effectiveness Matrix

		Observation			
		Highly Effective	Effective	Developing	Ineffective
Student Performance	Highly Effective	H	H	E	D
	Effective	H	E	E	D
	Developing	E	E	D	I
	Ineffective	I	I	I	I

Example

A teacher rated:

- Observation = Effective
- Student performance = Developing
- Will be effective overall

		Observation			
		Highly Effective	Effective	Developing	Ineffective
Student Performance	Highly Effective	H	H	E	D
	Effective	H	E	E	D
	Developing	E	E	D	I
	Ineffective	I	I	I	I

C. Notification of Score

The complete APPR shall be provided to the teacher as soon as practicable but no later September 1st for teachers following the year of the evaluation. The teacher’s rating and score on the teacher observation category and any other measures available shall be computed and provided to the teacher, in writing, by no later than the last day of the school year for which the teacher is being evaluated. The purpose of this notification is to give teachers sufficient time to assess their practice and plan accordingly, including seeking professional development and other supports.

D. Consistency Assurance

The District and the WHEA are committed to promoting equity, accountability and participation among all stakeholders in the evaluation system. To uphold these principles, the following policies and practices will be utilized:

The District and the Association agree to reconvene the APPR Committee at the end of the first year under the new law for the purposes of checking and improving consistency and manageability of the system.

The District shall work to improve scheduling practices aimed at enhancing equity across classes. These practices include the following:

- Classes of similar levels being taught by multiple teachers will be populated to ensure heterogeneous, equitable distribution of student population, according to the principles established by the State Education Department.
- In an effort to achieve class equity, teachers will have an opportunity to provide input prior to the end of the school year.
- In the event that a review of Teacher-of-Record assignments reveals concerns in class population, the District and the Association shall meet to discuss the disparity as soon as possible.
- Classroom characteristics will be considered when setting targets for SLOs.

VIII. Professional Development

The parties agree that the purpose of conducting an APPR is to improve professional practice and improve student performance. APPR must therefore be a significant factor in shaping the professional development opportunities provided to teachers. The District and the Association shall cooperate in designing professional development activities that are appropriate for and responsive to the needs of teachers as identified in the APPR.

The District Professional Development Committee shall be responsible for developing all aspects of the Professional Development Plan. Among the responsibilities of the committee shall be to:

1. Oversee the design, selection and implementation of professional development activities
2. Ensure that teachers are afforded the opportunity to participate in selecting professional development activities that are appropriate for his/her needs.
3. Determine the appropriateness and/or effectiveness of existing professional development activities and to direct that changes be made where necessary
4. Ensure that professional development includes training on all the Teacher standards and rubric used in the APPR process
5. Make recommendations, other than those requiring the expenditure of additional district funds, as may be necessary to ensure the continued implementation of effective professional development opportunities for all District teachers.

All costs associated with the provision of professional development will be borne by the district. Every effort will be made to provide professional development within the teachers' contractual day or during contractual after-school meeting time or on days within the contractual work year that are designated for professional development. In the event that professional development must occur outside of the teachers' contractual day or on days other than contractual workdays, teachers will be compensated at the contractual hourly rate.

IX. Personal Professional Development Plan (PPDP) and Teacher Improvement Plan (TIP)

- A. The Personal Professional Development Plan (PPDP) and Teacher Improvement Plan (TIP) are designed to provide support for teachers whose performance has been identified in conformity with the observation and summative evaluation procedures of this Article as **developing or ineffective**.
- B. The Parties understand and agree that the sole and exclusive purpose of a PPDP or TIP is the improvement of teaching practice, and is not to be construed as either a punishment or a reprimand.
1. The teacher and evaluator will collaborate in the development of the Personal Professional Development Plan and the Teacher Improvement Plan.
 2. The teacher is encouraged to seek input from teacher colleagues to assist in the implementation of the PPDP and the TIP.
 3. A summative evaluation TIP meeting must be developed no later than: October 1st, following the school year for which the teacher has received a rating of developing or ineffective.
 4. An observation evaluation PPDP meeting must be held no more than five school days after the post-observation conference. Subsequently, the teacher should receive the written PPDP plan no more than five school days after the PPDP conference. The teacher may request that a WHEA association be present at their meeting.
 5. All costs associated with the administrator's recommendations for the implementation of a PPDP or TIP including, but not limited to, tuition, fees, books and travel, shall be borne by the District in their entirety.
 6. If a formal mentor constitutes one of the recommended actions, the teacher shall have the opportunity for a peer mentor from the District's pool of trained mentors. The teacher and the administrator will collaboratively select the mentor from a pool of trained mentors. If the teacher and administrator cannot decide on a mentor, the Superintendent and Association President will select a mentor.
 7. The teacher and the mentor will be provided time during the school day to collaborate on the development of a plan to accomplish the PPDP or TIP goals. All dealings between the teacher and the mentor will be confidential.
 8. No disciplinary action predicated upon ineffective performance shall be taken by the District against a teacher based on a PPDP. No disciplinary action will be predicated based on TIP until the TIP has been fully implemented and its effectiveness in improving the teacher's performance has been evaluated.

9. After the agreed upon meetings, the administrator will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the PPDP or TIP will be adjusted appropriately.
- C. The trained evaluator, in collaboration with the teacher, will develop a written Personal Professional Development Plan (PPDP) or Teacher Improvement Plan (TIP). This plan will include the following:
1. The Areas of Improvement section spells out to the teacher member exactly what areas of performance are in need of improvement. The statements should relate directly to the NYSUT Teacher Practice Rubric. This section describes those areas in such a way that a teacher and administrator understand what is not happening and what should be happening.
 2. The Action Plan section explains what both the administrator recommends and what the teacher expresses they need in terms of support so as to improve in areas of concern identified in the Areas of Improvement section. Activities may include, but are not limited to:
 - i. Attendance at workshops, courses and/or conferences that address the targeted needs of the teacher
 - ii. Having the teacher speak with/observe a consenting colleague who have expertise in the targeted needs
 - iii. Observe a demonstration lesson by an administrator
 - iv. Read support materials provided by the administrator, followed up by a conversation regarding those materials
 - v. Attending collegial circles
 - vi. Taping and reviewing of teacher performance in conjunction with the administrator
 - vii. Writing expanded lesson plans to be submitted to the administrator
 - viii. Role-playing opportunities to practice desired new behaviors or skills in a restricted environment before applying it
 - ix. Peer review (as suggested and arranged by the teacher)
 - x. Assignment of a formal mentor
 - xi. Other activities as mutually agreed upon between administrator and teacher

This section will also include the resources (people, materials, workshops, etc.) that are available to assist the teacher in his/her efforts to improve.

3. The Timeline for Completion section describes how progress on the plan will be measured. It should include the pattern and approximate timelines for observations, conferences, and interim and final reports. For a Summative TIP, The teacher and supervisor shall meet on a bi-monthly basis, beginning in September, no later than the last day of the month, to discuss the impact of the improvement activities on the teacher's professional performance.

4. The Evidence section will include a description of the progress or completion of each action step by both the administrator and teacher.

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

E. At the end of the PDP or TIP, if the goals are reached the PPDP or TIP will terminate. The culmination of the PPDP or TIP will be communicated in writing to the teacher. Successful attainment of PPDP or TIP goals should factor into the upcoming summative evaluation.

X. *District Mentor Plan*

The Educational community of West Hempstead recognizes the importance and value of a mentoring program to support new teachers in their transition from teacher preparation to practice. We recognize that a well devised and executed mentor program will increase the skills of new teachers thereby improving student achievement in accordance with the Common Core Standards. The mentor program will help retain well-trained professionals in an atmosphere where their growth is nurtured and their expertise valued.

The Mentor Program guidelines are listed in Appendix M.

XI. Termination and Tenure Determinations for Probationary Teachers

The APPR is to be a significant factor for termination and tenure determinations. In the event that an evaluator is concerned with the competence of a probationary teacher, it is agreed that the teacher will be invited to a conference with the evaluator as early in the school year as reasonable. The conference will result in an intervention and a TIP being developed. See section X on page 16 for TIP procedures.

A probationary teacher, who is dismissed, not renewed, or denied tenure, based in whole or in part upon classroom performance or any other factor measured by the APPR, shall have the right to appeal such actions through the APPR Appeals procedure. Nothing herein relieves the District of its obligations under New York State Education Law Sections 3012(2) and 3031.

The parties agree that in cases of teachers appointed to a probationary term at the start of the school year, notification dates shall be as follow:

- The notice of the Superintendent's recommendation to grant or deny tenure shall be provided to the unit member by March 1 of the final probationary year.
- A probationary teacher shall be informed of the final action of the Board of Education on the granting or denial of his/her tenure by May 1 of the final probationary year.

In the case of teachers appointed after the opening of the school year and who are eligible for tenure, the notifications dates shall be as follows:

- The notice of the Superintendent's recommendation to grant or deny tenure shall be provided to the unit member by the first day of the month four months prior to the conclusion of their final probationary year.
- A probationary teacher shall be informed of the final action of the Board of Education on the granting or denial of his/her tenure a minimum of sixty days prior to the conclusion of their final probationary year.

XII. Appeals Procedures

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. All tenured and probationary employees who meet the appeal process criteria identified below may use the appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

A. Procedure:

Any unit member aggrieved by an APPR Summative rating of either "ineffective or "developing" may challenge that APPR. The Appeals forms are listed in Appendix N.

In accordance with *Education Law* §3012-d (5), an APPR that is subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any *Education Law* §3020-a or b proceeding.

B. Grounds for an Appeal:

An appeal may be filed challenging the APPR based on one or more of the following grounds:

- a. The substance of the Annual Professional Performance Review;
 1. Where a teacher is rated ineffective on the student performance category but rated highly effective on the observation category based on an anomaly determined locally.
- b. The district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to *Education Law* §3012- c and applicable rules and regulations;
- c. The district's failure to comply with either the applicable regulations of the Commissioner of Education or the procedures put in place in this Article

- d. The district's failure to issue/or implement the terms of the Teacher Improvement Plan, where applicable, as required under *Education Law* §3012-d.

C. Notification of Appeal:

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within 10 school days after the teacher has received the APPR. Notification of the appeal shall be provided to the superintendent of schools or his designee. The response must include any and all additional documents or written materials that are specific to the points(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberation related to the resolution of the appeal. Within 10 school days of receipt of an appeal, the supervising administrator must submit a detailed written response. Material not submitted at the time the response is filed shall not be considered in the deliberation related to the resolution of the appeal.

D. Supervising Administrator's written response to appeal:

The response must include any and all additional documents or written materials that are specific to the points(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberation related to the resolution of the appeal.

E. Decision on Appeal:

Step 1 - **Conference with the supervising administrator.** The bargaining unit member shall upon request be entitled to an Association representative being present. The supervising administrator may also choose to have an administrative unit representative present during the meeting. The teacher may request that the independent evaluator be present at the conference. The conference shall be an informal meeting wherein the authoring administrator and the employee are able to discuss the evaluation and areas of dispute. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the next step.

Step 2 - The next step in the appeal process shall be initiated by the unit member notifying the President of the Association, the Grievance officer and the Superintendent of Schools within five (5) school days of the conclusion of the conference with the supervising administrator of the intention to appeal to the Superintendent.

Step 3 - The unit member shall appeal to the Superintendent within 10 school days

of the initial meeting with the supervising administrator. The Superintendent shall consider the written record and schedule a meeting with the parties, and issue a written decision within ten (10) school days thereof. The determination of the Superintendent of Schools shall be final and shall not be grieveable, arbitrable, nor reviewable in any other forum; however, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure.

However, nothing shall prevent a teacher from challenging the substance of an evaluation within the context of a proceeding pursuant to *Education Law* §3020-a.

XIII. Procedural Violations:

Any issue related to procedural violations of this agreement will be handled using the existing grievance procedures as outlined in the CBA Article XX with WHEA and the District.

WEST HEMPSTEAD UNION FREE SCHOOL DISTRICT ANNUAL
PROFESSIONAL PERFORMANCE REVIEW (APPR) PLAN
MEMORANDUM OF AGREEMENT

MEMORANDUM OF AGREEMENT, dated this day of June __ 2016, by and between the negotiating representatives of the WEST HEMPSTEAD UNION FREE SCHOOL DISTRICT (the "District") and the WEST HEMPSTEAD EDUCATION ASSOCIATION (the "Association").

WHEREAS, the District and the Association have been negotiating certain aspects of the District's Annual Professional Performance Review (APPR) Plan, as required by Education Law §3012-d and Subpart 30-2 of the Rules of the Board of Regents; and

WHEREAS, the parties have resolved all negotiable aspects of the APPR as they relate to the performance and conduct of teachers employed by the District; and

WHEREAS, the parties desire to memorialize their agreement as it relates to the APPR.

NOW, THEREFORE, IT IS AGREED by and between the District and the Association as follows:

1. The attached APPR Plan documents set forth at Appendix "A" represent the District's complete APPR Plan for its teachers. The elements of the APPR Plan that require negotiation pursuant to Education Law §3012-d and Subpart 30-2 of the Rules of the Board of Regents have been agreed to by the parties. It is expressly understood that the terms and conditions of the APPR Plan that are non-negotiable as a matter of law pursuant to Education Law §3012-d shall remain non-negotiable and nothing herein shall be construed to convert any such non-negotiable matter into a negotiable mandatory subject of bargaining.
2. The parties shall utilize Appendix "A" to complete the electronic form created by the New York State Education Department for submission of the District's APPR Plan to NYSED.
3. The parties acknowledge that the submission of the APPR Plan to NYSED is subject to the approval of the Plan by the District's Board of Education and ratification by the WHEA. Upon such approval and ratification, the parties agree to complete the joint certification which is part of the NYSED electronic form and submit the same to NYSED.
4. The parties further acknowledge that the APPR Plan is subject to approval by the Commissioner of Education.
5. In the event the Commissioner rejects and/or requires modifications to the APPR Plan with respect to areas that require negotiation pursuant to Education Law §3012-d and

Subpart 30-2, the parties agree to promptly reconvene to negotiate modifications with respect to those areas requiring collective bargaining.

Negotiating Representative(s) for the District:

Date: _____

Negotiating Representative(s) for Association:

Date: _____

WEST HEMPSTEAD ANNUAL PROFESSIONAL PERFORMANCE REVIEW



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APPENDIX A

Standard 1: Knowledge of Students and Student Learning

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

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

Element I.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

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

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

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Element I.2: Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.

NYSED Indicators: *Design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student. Design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student. Teachers explain their instructional decisions citing current research.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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Standard II: Knowledge of Content and Instructional Planning

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

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

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

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

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

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

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

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

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Element II.3: Teachers use a broad range of instructional strategies to make subject matter accessible.

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

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

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

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

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

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Element II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

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

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

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

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Organizes physical space</i>	Teacher does not plan the use of physical space to meet learner needs and curricular goals.	Teacher plans the use of physical space to meet some learner needs and curricular goals.	Teacher plans the use of physical space to meet all learner needs and curricular goals.	Teacher plans the use of physical space to meet all learner needs and curricular goals. Teacher acknowledges student suggestions for physical space.
B.	<i>Incorporates technology</i>	Teacher does not understand how technology can enhance student learning or chooses not to use technology even when aware of the benefits.	Teacher occasionally incorporates available technology in lessons to enhance student learning or technology is used for communication and relatively rote activities.	Teacher regularly incorporates available technology in lessons to enhance student learning. Technology is used to extend and apply learning in the lesson beyond communication and completion of classroom assignments.	Teacher regularly incorporates available technology in lessons to enhance student learning. Technology is used to support complex understanding of subject matter.
C.	<i>Organizes time</i>	Teacher does not consider time allocations to achieve learning goals.	Teacher considers time allocations but those times may be either too long or too short to achieve the learning goals.	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time. Students may request additional or less time to achieve learning goals.
D.	<i>Selects materials and resources</i>	Teacher is unaware of curricular materials and resources that align with student learning standards or is aware but chooses not to use or adapt materials and resources to meet diverse learning needs.	Teacher selects curricular materials and resources that align with student learning standards. Teacher occasionally adapts materials and resources to meet diverse learning needs.	Teacher selects curricular materials and resources that align with student learning standards. Teacher regularly adapts materials and resources to meet diverse learning needs.	Teacher selects a variety of curricular materials and resources that align with student learning standards. Teacher regularly adapts materials to meet diverse learning needs and seeks out additional materials and resources to support student learning.

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Standard III: Instructional Practice

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

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

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

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

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

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Element III.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.

NYSED Indicators: *Students understand directions and procedures. Teachers use a variety of questioning techniques to advance student learning and reflection. Students' comments and questions are acknowledged and utilized to advance learning. Students understand lesson content through teachers' use of oral, written and graphic methods. Adjust communication in response to student needs.*

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

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

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

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

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Element III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.

NYSED Indicators: *Use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction. Incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes. Incorporate into instruction motivating and meaningful opportunities in learning experiences.*

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

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

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

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

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Element III.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

NYSED Indicators: Utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress. Seek and provide feedback during and after instruction. Adjust the pace of instruction, focus of instruction, and method of delivery based on student progress.

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

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Standard IV: Learning Environment

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

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

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

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Interactions with students</i>	Teacher interaction with at least some students is inappropriate to the age or culture of the students. The classroom climate is not conducive to feeling accepted or free to take learning risks.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Only some students feel accepted and free to take learning risks.	Teacher-student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Teacher creates a safe learning environment where students feel accepted and free taking learning risks.	Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individuals as well as groups of students. Teacher creates a safe learning environment where all students feel accepted and free taking learning risks.
B.	<i>Supports student diversity</i>	Teacher ignores diversity in the classroom and does not use it to support the learning environment.	Teacher acknowledges diversity in the classroom but is inconsistent in using it to enrich the learning environment.	Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment.	Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment. Students take initiative to respect and support diversity.
C.	<i>Reinforces positive interactions among students</i>	Teacher does not address student interactions that are inappropriate and disrespectful.	Teacher inconsistently addresses inappropriate student interactions.	Teacher ensures that student interactions are generally polite and respectful. Such interactions are appropriate to the age and cultures of the students.	Teacher ensures that students demonstrate respect for one another and monitor one another's treatment of peers. Students correct classmates respectfully when needed, and assume and demonstrate personal responsibility.

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Element IV.2: Teachers create an intellectually challenging and stimulating learning environment.

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Establishes high expectations for achievement</i>	Teacher discourages students from expressing their ideas, and/or initiating their own learning and achievement.	Teacher inconsistently creates an environment where students express their ideas, take initiative and have high expectations for their own learning and achievement.	Teacher creates an environment where students are encouraged to express their ideas, take initiative and have high expectations for their own learning and achievement.	Teacher creates an environment where all students are expected to express their ideas, take initiative and have high expectations for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals.
B.	<i>Promotes student curiosity and enthusiasm</i>	Teacher conveys a negative attitude, suggesting that learning is not important or has been mandated. Students are not cognitively engaged in learning.	Teacher conveys importance of learning, but with little conviction and only minimal apparent buy-in by the students. Some students are cognitively engaged.	Teacher conveys enthusiasm for learning, and students demonstrate consistent commitment to its value. Students are cognitively engaged in appropriately challenging learning.	Teacher conveys genuine enthusiasm for learning. Students— through their curiosity, initiative, and active participation— demonstrate enthusiasm for learning. Students are cognitively engaged and striving to meet challenging learning goals.
C.	<i>Promotes student pride in work and accomplishments</i>	Teacher does not promote a sense of pride in student work or accomplishment. Students are not motivated to complete work or are unwilling to persevere.	Teacher inconsistently promotes a sense of pride in student work or accomplishment. Students minimally accept the responsibility to “do good work” but invest little of their energy into its quality.	Teacher consistently promotes a sense of pride in student work or accomplishment. Students accept the teacher’s insistence on work of high quality and demonstrate perseverance.	Teacher consistently promotes a sense of pride in student work or accomplishment. Student work demonstrates innovation, flexibility, originality, and perseverance in their work.

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Element IV.3: Teachers manage the learning environment for the effective operation of the classroom.

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

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

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

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Organizes the physical environment</i>	Teacher has not organized the physical environment to meet student learning needs, or the teacher makes poor or inequitable use of physical resources.	Teacher has organized the physical environment to adequately accommodate student learning needs. Available resources and technologies are accessible to most students. The resources may be adjusted for a lesson, but with limited effectiveness.	Teacher has organized the physical environment to accommodate all student learning needs. Available resources and technologies are equally accessible to all students. The resource arrangement supports the learning activities.	<ul style="list-style-type: none"> Teacher has organized the physical environment to accommodate all student learning needs. Available resources and technologies are equally accessible to all students. Students adjust the resources to advance their learning.
B.	<i>Manages volunteers and/or paraprofessionals</i>	Teacher does not effectively use the services and skills of available paraprofessionals and/or volunteers.	Teacher attempts to use the services and skills of available paraprofessionals and/or volunteers with limited effectiveness.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers.	<ul style="list-style-type: none"> Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers, and supports their contributions to a productive learning environment.
C.	<i>Establishes classroom safety</i>	Teacher does not know, or knows but does not implement classroom safety procedures.	Teacher inconsistently implements classroom safety procedures.	Teacher consistently implements classroom safety procedures.	<ul style="list-style-type: none"> Teacher knows and implements classroom safety procedures consistently. Students have internalized the safety procedures.

Standard V: Assessment for Student Learning

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

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions, and leverages

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both teacher and student feedback. Further, these practices also incorporate student self-assessment and teacher analysis and reflection to inform instruction.

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

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Uses assessments to establish learning goals and inform instruction</i>	Teacher does not use appropriate diagnostic or ongoing formative assessment to establish learning goals or to inform instruction.	Teacher occasionally uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction.	Teacher frequently uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction.	Teacher regularly and skillfully uses appropriate diagnostic and ongoing formative assessment to establish learning goals and inform instruction.
B.	<i>Measures and records student achievement</i>	Teacher does not use multiple measures to determine a summative assessment of student achievement. Teacher rarely and/or ineffectively uses multiple formats, including available technology, to document student performance.	Teacher uses limited measures to determine a summative assessment of student achievement. Teacher inconsistently uses multiple formats, including available technology, to document student performance.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, including available technology, to document student performance.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, including available technology, to document student performance. Students participate in documenting their own performance.
C.	<i>Aligns assessments to learning goals</i>	Teacher designs assessments that are not aligned with curricular and instructional goals and do not accurately determine mastery of student skills and knowledge.	Teacher designs some assessments that are aligned with curricular and instructional goals and accurately determine mastery of student skills and knowledge.	Teacher designs most assessments to align with curricular and instructional goals and to accurately determine mastery of student skills and knowledge.	Teacher designs all assessments to align with curricular and instructional goals and to accurately determine mastery of each student's skills and knowledge.
D.	<i>Implements testing accommodations</i>	Teacher does not implement required testing accommodations.	Teacher inconsistently implements required testing accommodations.	Teacher consistently implements required testing accommodations.	Teacher consistently implements required testing accommodations. Teacher works with specialists as necessary to ensure accommodations meet student needs.

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

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

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

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

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

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

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

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

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

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

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

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

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Standard VI: Professional Responsibilities and Collaboration

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

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

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

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Demonstrates ethical, professional behavior</i>	Teacher interactions with colleagues, students, families and the public are characterized by dishonesty and/or unethical, self-serving conduct. Teacher is not self-reflective and/or unreceptive to feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public are usually characterized as honest and ethical. Teacher occasionally self-reflects and/or accepts feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public are consistently characterized by high standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior.	Teacher interactions with colleagues, students, families and the public consistently model the highest standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior. Teacher seeks out stakeholder feedback on his/her own initiative.
B.	<i>Advocates for students</i>	Teacher does not advocate to meet the needs of students resulting in some students or groups being ill served.	Teacher sometimes advocates to meet the needs of students efforts.	Teacher consistently advocates to meet the students' needs.	Teacher is proactive in advocating for students' needs, and in seeking out resources when necessary.
C.	<i>Demonstrates ethical use of information and information technology</i>	Teacher does not comply with or advocate for the ethical use of information or information technology.	Teacher sometimes complies with and advocates for the ethical use of information and information technology.	Teacher consistently complies with and advocates for the ethical use of information and information technology.	Teacher consistently models ethical use of information and information technology, and ensures respect for intellectual property rights, credits sources, and adheres to safe and legal use guidelines.

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D.	<i>Completes training to comply with State and local requirements and jurisdictions</i>	Teacher does not complete trainings to meet State and local requirements.	Teacher inconsistently completes trainings to meet State and local requirements.	Teacher consistently completes trainings to meet State and local requirements.	Teacher seeks out training opportunities to meet or exceed State and local requirements, and contributes positively to student achievement.
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Element 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.

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

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

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	Indicators	Ineffective	Developing	Effective	Highly Effective
				information and/or best practices with colleagues to improve practice and to support high expectations for student learning.	information and/or best practices with colleagues.
C.	<i>Collaborates with the larger community</i>	Teacher does not to collaborate with the larger community to access and/or share learning resources.	Teacher occasionally collaborates with the larger community to access and share learning resources when invited or required to do so.	Teacher frequently collaborates with the larger community to access and share learning resources.	Teacher regularly and willingly leads efforts to collaborate with the larger community to access and share learning resources.

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Element VI.3: Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

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

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

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

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

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

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Element VL5: Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Communicates policies</i>	Teacher does not communicate relevant regulations and policies to stakeholders or is unaware of such policies.	Teacher communicates relevant regulations and policies to stakeholders, but may have limited understanding of such policies.	Teacher knowledgeably communicates relevant regulations and policies to stakeholders.	Teacher is proactive and knowledgeable in communicating relevant regulations and policies to stakeholders.
B.	<i>Maintains confidentiality</i>	Teacher does not maintain confidentiality regarding student records or information.	Teacher inconsistently maintains confidentiality regarding student records and information.	Teacher maintains confidentiality regarding student records and information in a professional manner.	Teacher models the maintenance of confidentiality regarding student records and information in a professional manner.
C.	<i>Reports concerns</i>	Teacher does not report instances of child abuse, safety violations, bullying or other concerns.	Teacher reports instances of child abuse, safety violations, bullying and other concerns but may not be fully aware of regulations and policies.	Teacher always reports instances of child abuse, safety violations, bullying and other concerns.	Teacher always reports instances of child abuse, safety violations, bullying and other concerns, and models appropriate reporting.
D.	<i>Adheres to policies and contractual obligations</i>	Teacher does not adhere to board policies, district procedures, and/or contractual obligations.	Teacher usually adheres to board policies, district procedures, and contractual obligations. Teacher may not be fully aware of policies and obligations.	Teacher adheres to board policies, district procedures, and contractual obligations.	Teacher always adheres to board policies, district procedures, and contractual obligations, and actively advocates compliance.
E.	<i>Accesses resources</i>	Teacher does not access information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities.	Teacher accesses some information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities. Teacher may be unaware of all available resources.	Teacher accesses information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities.	Teacher accesses information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities, and serves as a resource to others.

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Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

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

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

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

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Reflects on evidence of student learning</i>	Teacher does not examine and/or analyze formal and informal evidence of student learning to inform professional growth.	Teacher occasionally examines and/or analyzes formal and informal evidence of student learning; professional growth is only loosely aligned with the needs of students.	Teacher regularly examines and analyzes formal and informal evidence of student learning; professional growth is aligned with the needs of students.	Teacher engages in an ongoing examination and analysis of formal and informal evidence of student learning; professional growth is aligned with the needs of students. The teacher reviews the impact of professional learning on student achievement.
B.	<i>Reflects on biases</i>	Teacher does not recognize or acknowledge how prior experiences may bias their professional practice.	Teacher reflects on prior experiences, however may not recognize how those experiences may bias professional practice.	Teacher reflects on prior experiences, and acknowledges how those experiences may bias professional practice.	Teacher reflects on prior experiences and acknowledges how those experiences may bias professional practice, and identifies necessary steps to address any biases
C.	<i>Plans professional growth</i>	Teacher rarely uses reflection or other information to identify strengths and weaknesses to plan professional growth.	Teacher occasionally uses reflection and other information to identify strengths and weaknesses to plan professional growth. Teacher may need guidance selecting appropriate professional opportunities.	Teacher uses reflection and other information to identify strengths and weaknesses to plan professional growth.	Teacher regularly uses reflection and other information to identify strengths and weaknesses to plan professional growth. Teacher seeks out professional growth opportunities to address areas of weakness.

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

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

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

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

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

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

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

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

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

APPENDIX
B

SLO targets must reflect a minimum growth target of one year’s expected growth for every student, which may vary based upon a student’s academic preparedness (i.e., prior achievement) and learning needs. Such targets may take the following characteristics into account: poverty, students with disabilities, English language learners, and prior academic history.

New York State Student Learning Objective Template

All SLOs MUST include the following basic components:

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 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-developed or State-approved assessment(s) will be used to measure this goal? The assessment selected must align to the learning content of the course. State assessments (including Regents examinations, Regents equivalents, and/or any State- approved equivalents) <u>must</u> be used as evidence if one of the courses required to have an SLO has a State assessment.</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? (All targets must include a minimum of one year of expected academic growth and all targets must be approved by the superintendent or another trained administrator serving as his or her designee.)</i>																			
HEDI Scoring	<i>Districts and BOCES must use the State-determined scoring ranges to determine final scores and HEDI ratings.</i>																			
	HIGHLY EFFECTIVE			EFFECTIVE			DEVELOPING		INEFFECTIVE											
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%
Rationale	<i>Describe the reasoning behind the choices regarding the components of the SLO and how the SLO will be used together with instructional practices to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i>																			

New York Student Learning Objectives Analytic Rubric for Rating the Quality of SLO Elements

The Context for SLOs

A Student Learning Objective (SLO) is an academic goal for a teacher's students developed at the start of a course. It is aligned to Common Core, national, state, and/or local standards, as well as any other district and school priorities. SLOs represent the most important learning for a given course and should be specific and measurable. SLOs require analyzing available student learning data.

SLO Elements

New York State Education Department requires that SLOs contain the following eight elements:

1. Student Population
2. Learning Content
3. Interval of Instructional Time
4. Evidence
5. Baseline
6. Target(s)
7. HEDI Criteria
8. Rationale

	Student Population	Learning Content	Interval of Instructional Time	Evidence	Baseline	Target(s)	HEDI Criteria	Rationale
<i>Element Score</i>								

SLO Quality Ratings		
Quality Rating	Quality Rating	Quality Rating
<i>High Quality</i>	<i>Acceptable</i>	<i>Unacceptable</i>
The element exceeds requirements and enhances the SLO's overall quality.	The element adheres to NYSED requirements.	The element does not meet NYSED guidelines and must undergo revisions before approval can be granted.

Purpose and Use of the SLO Rubric

This rubric was designed to assist Network Team members in guiding districts to develop quality SLOs, thereby helping to ensure rigor and comparability across classrooms within and across schools. Its aim is to put forth a common expectation across the State for the various required elements of an SLO. This rubric can be used to rate the quality of SLO elements while also providing specific coaching feedback to those developing SLOs (teachers, districts, etc.) via the quality rating criteria for each element. It is expected this rubric will be adapted for a district based on its established processes and expectations for SLO development. Districts may choose to use portions of this rubric to evaluate elements selected at the school level. Note that high quality SLOs have been associated with higher academic outcomes for students.

Element 1: Student Population

Essence: These are the students included in the SLO.

Task: Specify the assigned students who are included in this SLO along with the course sections and student names and/or identification numbers. (Full class rosters of all students must be provided for all included course sections.)

Quality Rating 3	Quality Rating 2	Quality Rating 1
<ul style="list-style-type: none">○ Is not applicable.	<ul style="list-style-type: none">○ Provides course sections included in the SLO.○ Includes all students in selected course sections.D Provides student names and/or ID numbers for all students in the SLO.	<ul style="list-style-type: none">○ Results if any of the Quality Rating 2 criteria are not met.

Element 2: Learning Content

Essence: This is the content to be taught in the SLO.

Task: Identify the course name and source of standards (Common Core, national, state, local) associated with this SLO, and specify the exact standards, performance indicators, etc., that will be taught, learned, and assessed.

Quality Rating 2	Quality Rating 2	Quality Rating 1
<p>Meets all of the following :</p> <ul style="list-style-type: none"> D Meets the Quality Rating 2 criteria. D Selects specific and measurable standards, indicators, etc. D Selects the most important standards, indicators, etc., for the course. o Includes Common Core standards to supplement NYS Learning Standards for courses other than ELA or math (e.g., Literacy in History/Social Studies, Science, and Technical Subjects). <p>Meets one or both of the following:</p> <ul style="list-style-type: none"> o Aligns to district and/or school priorities. o Aligns to future coursework, as well as college and career readiness. 	<ul style="list-style-type: none"> D Identifies course name. o Uses the appropriate body of standards (Common Core, national, state, local). o Names the exact standards, performance indicators, etc. 	<ul style="list-style-type: none"> o Results if any of the Quality Rating 2 criteria are not met.

Element 3: Interval of Instructional Time

Essence: This is the timeframe within which the learning content will be taught. (This is generally one academic year, unless the course is set as a semester, quarter, etc.)

Task: Specify when the teaching for this learning content will begin and end. (Rationale is required if less than the typical year-long

Quality Rating	Quality Rating 2	Quality Rating 1
D Is not applicable.	D Indicates a clear start and end date. D Provides a rationale if the interval is less than one year (e.g., course length is less than one year).	D Results if any of the Quality Rating 2 criteria are not met.

Element 4: Evidence

Essence: These are the assessments used for determining students' levels of learning.

Task: List the specific pre-assessment(s) and summative assessment(s) that will be used for providing baseline and summative data for the SLO. (Districts and BOCES must verify comparability and rigor for any assessments they develop.)

Quality Rating	Quality Rating 2	Quality Rating 1
<p>Meets all of the following:</p> <ul style="list-style-type: none"> D Meets Quality Rating 2 criteria. D Aligns tightly to the selected learning content using authentic measures. D Demands higher order thinking of students. D Uses a clear rubric, scoring guide, and/or answer key to minimize subjectivity of scoring. D Matches score reporting to the specificity of learning content. <p>Meets one or more of the following:</p> <ul style="list-style-type: none"> D Selects pre-assessment from either the State-approved list or those developed and approved by the district/BOCES, and supported by superintendent's approval for comparability. D Provides an opportunity for real-world application of knowledge and skill. D Includes a majority of constructed response and/or performance measures. D Measures a majority of the learning content standards, indicators, etc. in more than one way. 	<ul style="list-style-type: none"> D Identifies pre-assessment(s) and summative assessment(s). D Selects summative assessments from either the State-approved list or those developed and approved by the district/BOCES, and supported by superintendent's certification of rigor and comparability. D Offers accommodations as legally required and appropriate. D Ensures that those with vested interest are not scoring summative assessments. 	<ul style="list-style-type: none"> D Results if any of the Quality Rating 2 criteria are not met.

Element 5: Baseline

Essence: This is the level of students' knowledge and skill in the targeted learning content at the beginning of the interval of instructional time.

Task: Describe how students performed on the identified pre-assessment(s) for the learning content, including any additional data that

Quality Rating	Quality Rating 2	Quality Rating
Meets all of the following: D Meets Quality Rating 2 criteria. D Indicates via pre-assessment data, a clear need for focusing on this learning content. D Uses multiple data sources (in addition to pre-assessment data) to set appropriate targets, make instructional decisions, and drive student growth.	D Describes how students performed on the identified pre- assessment(s). D Provides a baseline score for each student in the SLO.	D Results if any of the Quality Rating 2 criteria are not met.

Element 6: Target(s)

Essence: This is the numeric achievement goal which articulates the amount that students will have to grow during the interval of instructional time.

Task: Define numeric growth goals for student performance on identified summative assessment(s) which measure student

Quality Rating	Quality Rating 2	Quality Rating
Meets all of the following: D Meets Quality Rating 2 criteria. D Requires students to make at least a year's growth in a year's time, with students below grade level being required to grow more than a year's growth in a year's time. D Requires 80% or more of students, including special populations, to meet their individual goals. D Includes goals for special student populations that are equally challenging and rigorous as those for other	D Provides a target statement. D Provides a specific growth goal for each student. D Sets targets consistent with district-level expectations for target-setting in this grade/subject.	D Results if any of the Quality Rating 2 criteria are not met.

Element 7: HEDI Criteria

Essence: This is how different levels of student growth will translate into one of four rating categories: Highly effective, Effective, Developing, and Ineffective.

Task: Provide specific descriptions of student learning for each rating category.

Quality Rating 3	Quality Rating 2	Quality Rating 1
<p>Meets all of the following:</p> <ul style="list-style-type: none"> o Meets Quality Rating 2 criteria. o Requires 80% or more of students, including special populations, to meet their individual goals to earn 9 points (minimum rating in the "effective" category). o Defines HEDI rating categories that are rigorous, attainable, and in-line with district growth expectations or goals. o Includes special populations explicitly in the HEDI structure. 	<ul style="list-style-type: none"> o Categorizes all possible scoring results in the HEDI structure such that <ul style="list-style-type: none"> o Highly effective = exceeds district expectations o Effective = meets district expectations o Developing = is below district expectations o Ineffective = is well below district expectations o Is mathematically possible for the teacher to obtain every point value within a rating category. o Allocates points clearly and objectively within a HEDI rating category. 	<ul style="list-style-type: none"> o Results if any of the Quality Rating 2 criteria are not met.

Element 8: Rationale

Essence: This describes the reasoning behind the choices regarding learning content, evidence, and target.

Task: Describe the selection of the elements (learning content, evidence, and target) and how they will be used together to prepare students for future growth and development, as well as college and career readiness.

Quality Rating	Quality Rating 2	Quality Rating 1
<p>Meets all of the following:</p> <ul style="list-style-type: none"> o Meets Quality Rating 2 criteria. o Indicates a thoughtful level of detail resulting in defensible decisions for the following elements: learning content, evidence, target(s) , baseline, and HEDI. o Explains how learning content and target(s) align to future coursework , as well as college and career readiness. <p>D Explains how multiple and appropriate data points are used to select the learning content and target(s) for the student population.</p> <p>Meets one or both of the following:</p> <ul style="list-style-type: none"> o Articulates cohesion among all of the elements to effectively prepare students for future coursework, as well as college and career readiness. o Plans for ongoing reflection on student progress and uses that information to differentiate instruction to ensure students' targets are met. 	<p>D Provides reasoning for the selection of the learning content, evidence, and target.</p> <ul style="list-style-type: none"> o Describes how the elements will be used together to prepare students for future coursework, as well as college and career readiness. 	<ul style="list-style-type: none"> o Results if any of the Quality Rating 2 criteria are not met.



APPENDIX C

West Hempstead School District

Self-Reflection (to be completed by the teacher)

Name: _____

Date: _____

At the beginning of each school year, teachers self-reflect by reviewing the NYS Teaching Standards and the TED Teacher Practice Rubric in consideration of the needs of their incoming student population, changes in curriculum, and developments in content area, assessments, and school and community contexts. Self-reflection bridges the goal setting from the previous year's evaluation to a new school year context.

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

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

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

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

5. Based on my self-reflection, what are my goals for this school year? Goals describe results, impact or outcomes on teacher practice or student learning. Goals should be specific, measurable, attainable, relevant or realistic and timely.

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

7. These goals are aligned with: (identify teaching standards and other building/district goals)?



D. Sample Lesson Plan Template

(submitted by the teacher prior to pre-conference)

Name:

Unit:

Lesson: Date:

Curriculum

Standard(s)

Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline.

Student/Class Profile

Identify any accommodations in instruction to meet student learning needs.

Learning Outcomes

Identify the important concepts and skills that students will be expected to learn.

Assessments

Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson.

Cognitive Engagement

Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity.

Adjustments/Modifications

Identify ways in which you may adjust the lesson if formative assessments warrant modification.

Groups

How will students be grouped for each activity of the lesson?

Resources

Identify resources and materials needed for lesson.



APPENDIX E

West Hempstead School District

Sample Pre-Conference Guidelines

Overview

Teacher Role:	Evaluator Role:	Estimated Time:
Artifact preparer Primary presenter	Listener, discussant, collaborator Evidence collector	20-30 minutes in conference

Activity purpose:

For the teacher to provide evidence of student development and performance through the analysis of artifacts of teacher practice, such as the lesson plan for the upcoming lesson (to be observed in 28), materials, assessments, and other artifacts.

Activity description:

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

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

Standards to be assessed:

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

Other Standards:

- a. How is the lesson organized to promote standards-based, cognitively engaged learning and to ensure that students achieve the desired objectives?

Evidence to prepare/gather:

- a. What instructional objectives and standards-based learning outcomes form the focus of this lesson? What will students learn?
- b. How were the objectives established; what data and sources informed their selection?
- c. How will the teacher know if students have achieved the instructional objective?
- d. How will students demonstrate what they have learned?
- e. How does the lesson plan connect other
- v. decisions/lesson design?

learning opportunities?

- f. What instructional strategies will be employed?
- g. How do those strategies promote high levels of cognition?
- h. How is this lesson organized to address short - and long- term learning objectives?
- i. How will the teacher allocate time for learning activities during the lesson?
- j. How has student achievement data informed the instruction, and how does this lesson specifically address the identified student?
- k. How will instruction be differentiated to meet the needs of all students?
- l. What is the pre- and post-requisite knowledge related to this lesson?
- m. What misconceptions may students have related to this topic?
- n. Where might students get "stuck" in this learning
- o. sequence?
- p. How might these obstacles to learning be addressed?
- q. How are the assessments aligned with the lesson objectives?
- r. How will student learning be assessed, including both formative and summative assessments?
- s. What methods will be used to check for understanding during the lesson?
- t. How might instruction be modified if students have not demonstrated the expected level of understanding during the lesson?
- u. How has achievement data been used to inform instructional



Appendix E **Sample Pre-Conference** **Guidelines Agenda and Meeting** **Notes**

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

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

- How has student achievement data informed your instruction, and how does this lesson specifically address the needs identified from a review of the data? (1.31 2.5, 5.2)

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

- How will you know if students are learning the expected outcome? (5.1, 5.2)

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

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

- What assessments will be used? (5.1)

- How will you use the results of assessment to adjust instruction? (5.2)

- On what areas would you like specific feedback?

APPENDIX F



West Hempstead School District

Sample Observation Guide

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

Activity purpose:

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

Activity overview:

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

Standards to be assessed:

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

Other Standards: Evidence to gather:

1. Value of effort and challenge
2. Collaborative learning
3. Communication of behavioral expectations
4. Monitoring and responding to behavior
5. Teacher interactions with students
6. Student-student interactions
7. Respect and rapport

8. Interactions among students
9. Routines and procedures, managing the environment
10. Instructional pacing
11. Communication of the learning objectives
12. Connections to prior and future learning experiences III Criteria for success
13. Learning experiences and activities
14. Questioning and discussion strategies
15. Conversation techniques
16. Responses to students' questions
17. Resources and instructional resources materials
18. Checking for students' understanding
19. Feedback to students
20. Student self-assessment

Evidence Collection

Elements	Performance	Evidence/ Notes
1.1 Teachers demonstrate knowledge of child and adolescent development, including students'	a. Describes developmental characteristics of	
1.2 Teachers demonstrate current, research-based knowledge of learning and language acquisition	a. Uses strategies to support learning and language	
1.3 Teachers demonstrate knowledge of and are responsive to diverse learning needs, interests,	a. Meets diverse learning needs of all students	
1.4 Teachers acquire knowledge of individual students, families,	a. Communicates with parents, guardians, and/or	
1.5 Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community	a. Incorporates the knowledge of school community and environmental	
1.6 Teachers demonstrate knowledge and understanding of	a. Understands technological literacy	
2.1 Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).	a. Understands key concepts and themes in the discipline b. Understands key disciplinary language c. Uses current	
2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts.	a. Incorporates diverse social and cultural perspectives b. Incorporates individual and collaborative critical thinking and problem	
2.3 Teachers use a broad range of instructional strategies to make subject matter accessible.	a. Designs instruction to meet diverse learning needs of students b. Designs learning experiences that connect to students'	

Elements	Performance	Evidence/Notes
2.4 Teachers establish goals and expectations for all students that are aligned with learning standard sand	a. Aligns learning standards b. Articulates learning	
2.5 Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.	a. Designs instruction using current levels of student understanding	
2.6 Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.	a. Organizes physical space b. Incorporates technology c. Organizes time	
3.1 Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards- driven instruction that motivates and	a. Aligns instruction to standards b. Uses research-	
3.2 Teachers communicate clearly and accurately with students to maximize their understanding and learning.	a. Provides directions and procedures b. Uses questioning	
3.3. Teachers set high expectations and create challenging learning experiences for students.	a. Establishes high expectations b. Articulates measures of success c. Implements	
3.4 Teachers explore and use a variety of instructional approaches, resources, and	a. Differentiate s instruction b. Implements	
3.5 Teachers engage students i n the development of multi-disciplinary skills, such as communication, collaboration, critical thinking and	a. Provides opportunities for collaboration b. Provides synthesis,	
3.6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.	a. Uses formative assessment b. Provides feedback during and	

Elements	Performance Indicators	Evidence/Notes
4.1. Teachers create a mutually respectful, safe, and supportive learning environment that is	a. Interacts with students b. Supports student diversity c. Reinforces positive interactions	
4.2 Teachers create an intellectually challenging and stimulating learning environment.	a. Establishes high expectations for achievement b. Promotes student diversity and	
4.3 Teachers manage the learning environment for the effective operation of the classroom.	a. Establishes expectations for student behavior b. Establishes routines, procedures and transitions	
4.4 Teachers organize and utilize available resources (e.g. physical space, time, people, technology)	a. Organizes the physical environment b. Manages volunteers and paraprofessionals	
5.1 Teachers design, adapt, select and use a range of assessment tools and processes to measure and document student learning and growth.	a. Use assessments to establish learning goals and inform instruction b. Measures and records student achievement c. Aligns assessments to	
5.2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress	a. Analyzes assessment data b. Uses assessment data to set goals and provide feedback to	
5.3 Teachers communicate information about various	a. Accesses and interprets assessments	
5.4 Teachers reflect upon and evaluate the effectiveness of their integrated assessment system to	a. Understands assessment measures and grading procedures	
5.5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the	a. Communicates purposes and criteria b. Provides preparation and practice	
6.1 Teachers uphold professional standards of practice and policy as related to students' responsibilities	a. Demonstrates ethical, professional behavior b. Advocates for students c. Demonstrates ethical use of information and information	

Elements	Performance	Evidence/Notes
6.2 Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for	a. Supports the school as an organization with a vision and mission b. Participates on an	
6.3 Teachers communicate and collaborate with families,	a. Engages families b. Communicates student	
6.4 Teachers manage and perform non- instructional duties in accordance with school district guidelines or other applicable	a. Maintains records b. Manages time and attendance c. Maintains classroom and school resources	
6.5 Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities .	a. Communicates policies b. Maintains confidentiality c. Reports concerns d. Adheres to policies and	
7.1 Teachers reflect on their practice to improve instructional effectiveness	a. Reflects on evidence of student learning b. Reflects on biases	
7.2 Teachers set goals for and engage in ongoing professional development needed to	a. Sets goals b. Engages in professional growth	
7.3 Teachers communicate and collaborate with students, colleagues, other	a. Gives and receives constructive feedback b. Collaborates	
7.4 Teachers remain current in their knowledge of content and	a. Accesses professional member- ships and	



West Hempstead School District Post-Conference Guidelines

Activity Purpose: The teacher and evaluator will discuss the lesson observed, including each individual's assessment of the lesson. Both parties shall utilize this time to develop additional evidence related to the lesson, assessment of student work, and reflections. The conversations in this meeting shall be utilized in the written observation evaluation. Below are sample questions to help facilitate an appropriate post-observation conference between the teacher and the evaluator.

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

APPENDIX G



West Hempstead School District
Observation Report

Teacher:
Evaluator:
Grade/Subject
:

Date of Observation:
Appointment Status:
Leave Replacement_ Probationary_ Tenured_

Summary of Lesson:

Please refer to the New York State Teacher Standards and the NYSUT rubric for the following lesson analysis. Standards and elements will be addressed as they relate to the lesson.

H= Highly Effective (3.5-4) E=Effective (2.5-3.4) D=Developing (1.5-2.4) =Ineffective (0-1.4)

Assessment of Standard I: Knowledge of Students and Student Learning I Score I

Standard I – Evidence/Comments/Suggestions: _____

Assessment of Standard II: Knowledge of Content and Instructional Planning I Score I

Standard II – Evidence/Comments/Suggestions: _____

Assessment of Standard III: Instructional Practice I Score I

Standard III – Evidence/Comments/Suggestions: _____

APPENDIX G

Assessment of Standard IV: Learning Environment

Score I

Standard IV - Evidence/Comments/Suggestions:

Assessment of Standard V: Assessment for Student Learning

Score

Standard V-Evidence/Comments/Suggestions:

Additional Comments:

Overall Assessment:

Highly Effective (3.5-4); Effective (2.5-3.4); Developing (1.5-2.4); Ineffective (0-1.4)

Date of Pre-Observation Conference (if applicable) _____ Signature of Evaluator _____

_____ Date of Post-Observation Conference _____

_____ Signature of Teacher _____

_____ Date Written Report Received _____

_____ Will file a reply _____ (yes or no)

Teacher's signature indicates knowledge of this report and receipt of a copy. It does not necessarily indicate concurrence.

APPENDIX H

**West Hempstead Performance Review
Teacher Improvement Plan (TIP)**

_____ Received a Summative Evaluation that was rated _____
 (Teacher Name) (Ineffective or Developing)

When being evaluated by _____ / _____
 (Administrator) (Date)

The following TIP and timetable has been established in collaboration with the administrator and teacher, and will be discussed with the teacher at a follow up meeting on _____
 (Date)

Area for Improvement	Administrator recommended action plan	Teacher suggestions	Anticipated timeline for completion

Post Observation Conference

Follow-Up Meeting Scheduled for _____

Note: Follow-up meeting must be scheduled within 30 days of the post-observation conference/summative evaluation conference.

 Administrator Date

 Administrator Date

 Teacher Date

 Teacher Date

APPENDIX H

West Hempstead Performance Review Teacher
Improvement Plan (TIP)

Evidence of Action Taken Towards Improvement

Date	Evidence of Administrator Action	Date	Evidence of Teacher Action

Recommendation for Results of TIP

The teacher has met the performance goals identified through the TIP _____

The teacher has not met the performance goals _____

APPENDIX H

West Hempstead Performance Review
 Personal Professional Development Plan (PPDP)

_____ Received an observation rating that was _____
 (Teacher Name) (Ineffective or Developing)

When being evaluated by _____ / _____
 (Administrator) (Date)

The following PPDP and timetable has been established in collaboration with the administrator and teacher, and will be discussed with the teacher at a follow up meeting on _____
 (Date)

Area for Improvement	Administrator recommended action plan	Teacher suggestions	Anticipated timeline for completion

Post Observation Conference

Follow-Up Meeting Scheduled for _____

Note: Follow-up meeting must be scheduled within 30 days of the post-observation conference/summative evaluation conference.

 Administrator Date

 Administrator Date

 Teacher Date

 Teacher Date

APPENDIX H

West Hempstead Performance Review
Personal Professional Development Plan (PPDP)

Evidence of Action Taken Towards Improvement

Date	Evidence of Administrator Action	Date	Evidence of Teacher Action

No disciplinary action shall be taken by the District against a teacher based on a PPDP

APPENDIX H

Optional Actions

	Teacher to speak with/observe consenting colleague who has expertise in the targeted needs	Role-playing opportunities to practice desired new behaviors or skills in a restricted environment before applying it
	Attendance at workshops, courses and/or conferences that address the targeted needs of the teacher	Teacher self-records lesson assisted by the administrator
	Teacher observe a demonstration lesson by an administrator	Self-review of teacher's individual lesson
	Teacher to read support materials provided by the administrator, followed by a conversation regarding those materials	Teacher utilizes classroom management techniques recommended by the administrator
	Teacher to watch recorded examples of successful lessons provided by the administrator	Peer review (as suggested and arranged by the teacher)
	Teacher to read books, periodicals and websites provided by administrator, followed up by a conversation regarding those materials	Assignment of formal mentor
	Teacher to attend collegial circles recommended by the administrator	Other activities as mutually agreed upon between administrator and teacher _____

Additional Comments/Reflection:



APPENDIX I

APPENDIX I

West Hempstead School District
Summative Evaluation
Report (observations)
Teachers

Name: _____

School: _____

Position: _____

Year: _____

Appointment Status: _____

Please refer to the New York State Teacher Standards and the NYSUT rubric for the following:

H= Highly Effective (3.5-4) E=Effective (2.5-3.4) D=Developing (1.5-2.4) =Ineffective (0-1.4)

Assessment of Standard I: Knowledge of Students and Student Learning I Score I

Standard I – Evidence/Comments/Suggestions:

Assessment of Standard II: Knowledge of Content and Instructional Planning I Score I

Standard II – Evidence/Comments/Suggestions:

Assessment of Standard III: Instructional Practice I Score I

Standard III - Evidence/Comments/Suggestions:

Assessment of Standard IV: Learning Environment I Score I

APPENDIX I

Standard IV – Evidence/Comments/Suggestions:

Assessment of Standard V: Assessment for Student Learning	Score
---	-------

Standard V -Evidence/Comments/Suggestions:

Assessment of Standard VI: Professional Responsibilities and Collaboration	Score
--	-------

Standard VI – Evidence/Comments/Suggestions:

Standard VII: Professional Growth	Score
-----------------------------------	-------

Assessment of Standard VII: Evidence/Comments/Suggestions

Summary and Goals:

Overall Assessment - Observation: _ _ _

Highly Effective (3.5-4); Effective (2.5-3.4); Developing (1.5-2.4); Ineffective (0-

1.4) Signature of Evaluator _____

Signature of Teacher _____

Date Written Report Received. _____ Will file a reply _____ (yes or no)

Teacher's signature indicates knowledge of this report and receipt of a copy. It does not necessarily indicate concurrence.

Appendix J. Rubric Score to Sub-Component Conversion

CALCULATING THE SCORE OF PROFESSIONAL PRACTICE

Name _____

Indicators		Lead Eval			Independent Eval		
#	Indicator	Score Required	Probationary only	Adjusted score	Score Required	Probationary only	Adjusted score
1.	Knowledge of Students and Student Learning	Score					
1.1a	<i>Describes developmental characteristics of students</i>						
1.1b	<i>Creates developmentally appropriate lessons</i>						
1.2a	<i>Uses strategies to support learning and language acquisition</i>						
1.2b	<i>Uses current research</i>						
1.3a	<i>Meets diverse learning needs of each student</i>						
1.3b	<i>Plans for student strengths, interests, and experiences</i>						
1.4a	<i>Communicates with parents, guardians, and/or caregivers.</i>						
1.5a	<i>Incorporates the knowledge of school community and environmental factors</i>						
1.5b	<i>Incorporates multiple perspectives</i>						
1.6a	<i>Understands technological literacy</i>						
A	Total of all indicators						
B	Divide A by number of indicators assessed						
C	Total standard score						
2	knowledge of Content and Instructional Planning	Score					
2.1a	Understands key concepts and themes in the discipline						
2.1b	Understands key disciplinary language						
2.1c	Uses current developments in pedagogy and content						
2.1d	Understands learning standards						
1.1a	Incorporates diverse social and cultural perspectives						
2.2b	Incorporates individual and collaborative critical thinking and problem solving						
2.2c	Incorporates disciplinary and cross-disciplinary learning experiences						
2.3a	Designs instruction to meet diverse learning needs of students						
2.3b	Designs learning experiences that connect to students' life experiences						
2.3c	Designs self-directed learning experiences						
2.4a	Aligns learning standards						
2.4b	Articulates learning objectives/goals with learning standards						

Indicators		Lead Eval			Independent Eval		
#	Indicator	Score Required	Probationary only	Adjusted score	Score Required	Probationary only	Adjusted score
2.Sa	Designs instruction using current levels of student understanding						
2.Sb	Designs learning experiences using prior knowledge						
2.6a	Organizes physical space						
2.6b	Incorporates technology						
2.6c	Organizes time						
2.6d	Selects materials and resources						
A	Total of all indicators						
B	Divide A by number of indicators assessed						
C	Total standard score						
3	Instructional Practice	Score					
3.1a	Aligns instruction to standards						
3.1b	Uses research-based instruction						
3.1c	Engages students						
3.2a	Provides directions and procedures						
3.2b	Uses questioning techniques						
3.2c	Responds to students						
3.2d	Communicates content						
3.3a	Establishes high expectations						
3.3b	Articulates measures of success						
3.3c	Implements challenging learning experiences						
3.4a	Differentiates instruction						
3.4b	Implements strategies for mastery of learning outcomes						
3.Sa	Provides opportunities for collaboration						
3.Sb	Provides synthesis, critical thinking, and problem-solving						
3.6a	Uses formative assessment						
3.6b	Provides feedback during and after instruction						
3.6c	Adjusts pacing						
A	Total of all Indicators						
8	Divide A by number of indicators assessed						
C	Total standard score						
4	Learning Environment	Score					
4.1a	Interacts with students						
4.1b	Supports student diversity						
4.1c	Reinforces positive interactions among students						
4.2a	Establishes high expectations for achievement						
4.2b	Promotes student curiosity						
4.2c	Promotes student pride in work and accomplishments						
4.3a	Establishes expectations for student						

Indicators		Lead Eval			Independent Eval		
#	Indicator	Score Required	Probationary only	Adjusted score	Score Required	Probationary only	Adjusted score
	behavior						
4.3b	Establishes routines, procedures and transitions						
4.3c	Establishes instructional groups						
4.4a	Organizes the physical environment						
4.4b	Manages volunteers and/or paraprofessionals						
4.4c	Establishes classroom safety						
A	Total of all indicators						
B	Divide A by number of indicators assessed						
C	Total standard score						
5	Assessment for Student Learning	Score					
5.1a	Uses assessments to establish learning goals and inform instruction						
5.i.1b	Measures and records student achievement						
5.1c	Aligns assessments to learning goals						
5.1d	Implements accommodations and modifications						
5.2a	Analyzes assessment data						
5.2b	Uses assessment data to set goals and provide feedback to students						
5.2c	Engages students in self-assessment						
5.3a	Accesses and interprets assessments						
5.4a	Understands assessment measures and grading procedures						
5.4b	Establishes an assessment system						
5.5a	Communicates purposes and criteria						
5.5b	Provides preparation and practice						
5.Sc	Provides assessment skills and strategies						
A	Total of all indicators						
B	Divide A by number of indicators assessed						
C	Total standard score						
6	Professional Responsibilities and Collaboration	Score					
6.1a	Demonstrates ethical, professional behavior						
6.1b	Advocates for students						
6.1c	Demonstrates ethical use of information and information technology						
6.1d	Completes training to comply with state and local requirements and jurisdiction						
6.2a	Supports the school as an organization with a vision and mission						
6.2b	Participates on an instructional team						

Indicators		Lead Eval			Independent Eval		
#	Indicator	Score Required	Probationary only	Adjusted score	Score Required	Probationary only	Adjusted score
6.2c	Collaborates with the larger community						
6.3a	Engages families						
6.3b	Communicates student performance						
6.4a	Maintains records						
6.4b	Manages time and attendance						
6.4c	Maintains classroom and school resources and materials						
6.4d	Participates in school and district events						
6.Sa	Communicates policies						
6.Sb	Maintains confidentiality						
6.Sc	Reports concerns						
6.Sd	Adheres to policies and contractual obligations						
6.Se	Accesses resources						
A	Total of all indicators						
B	Divide A by number of indicators assessed						
C	Total standard score						
	Professional Growth	Score					
7.1a	Reflects on evidence of student learning						
7.1b	Reflects on biases						
7.1c	Plans professional growth						
7.2a	Sets goals						
7.2b	Engages in professional growth						
7.3a	Gives and receives constructive feedback						
7.3b	Collaborates						
7.4a	Accesses professional memberships and resources						
7.4b	Expands knowledge base						
A	Total of all indicators						
B	Divide A by number of indicators assessed						
C	Total standard score						

Appendix J. Rubric Score to Sub-component

Teacher Name: _____

GRADE/SUBJECT: _____

BUILDING: _____

Calculating the Professional Growth Score – Combining the Lead Evaluator and Independent Evaluator ratings

	Assessment of Teacher Effectiveness Standard	1. Lead Evaluator Observation Evidence Score	2. External Evaluator Observation and Evidence Score
A	Standard 1 Knowledge of Student and Student Learning		
B	Standard 2 Knowledge of Content and Instructional Planning		
C	Standard 3 Instructional Practice		
D	Standard 4 Learning Environment		
E	Standard 5 Assessment for Student Learning		
F	Standard 6 Professional Responsibilities and Collaboration		
G	Standard 7 Professional Growth		
H	Sum of All observation and evidence		
I	Divide by the number scores collected for Total Score		
J	Weighted by	80%	20%
K	Weighted Average	(80% of J1)=	(20% of J2)=
L	Combined score	(Sum of J1 and J2)	
M	HEDI Rating based on negotiated bands	(3.5-4.0 = Highly Effective 2.5-3.49= Effective 1.5-2.49 = Developing 0-1.49= Ineffective)	

Teacher Score on the Observation Category (0-4 and HEDI rating): _____ / _____

Appendix K Conversion Chart for Student Performance

HEDI Conversion Chart for Student Performance and Observation Categories

- The chart below is to be used for all teachers using Student Learning Objectives (SLO) for Student Performance Measure.
- Teachers at the Kindergarten Center will use this Conversion Chart for the Student Performance Measure)

<i>Percent of Students meeting target</i>	<i>Score</i>	<i>Rating</i>
0-4%	0	<i>Ineffective</i>
5-8%	1	<i>Ineffective</i>
9-12%	2	<i>Ineffective</i>
13-16%	3	<i>Ineffective</i>
17-20%	4	<i>Ineffective</i>
21-24%	5	<i>Ineffective</i>
25-28%	6	<i>Ineffective</i>
29-33%	7	<i>Ineffective</i>
34-38%	8	<i>Ineffective</i>
39-43%	9	<i>Ineffective</i>
44-48%	10	<i>Ineffective</i>
49-54%	11	<i>Ineffective</i>
55-59%	12	<i>Ineffective</i>
60-66%	13	<i>Developing</i>
67-74%	14	<i>Developing</i>
75-79%	15	<i>Effective</i>
80-84%	16	<i>Effective</i>
85-89%	17	<i>Effective</i>
90-92%	18	<i>Highly Effective</i>
93-96%	19	<i>Highly Effective</i>
97-100%	20	<i>Highly Effective</i>

Appendix L Composite Score
Final Effectiveness Rating

Subcomponent	Score	HEDI Rating
Required Student Performance Rating - a number between 0-20 <ul style="list-style-type: none"> • state provided growth score • or locally-developed SLO 		
Teacher Observation Category – a number between 1 and 4 combined average rubric score		
Apply the HEDI rating to the matrix for the final effectiveness rating		

MATRIX:

		Observation			
		Highly Effective	Effective	Developing	Ineffective
Student Performance	Highly Effective	H	H	E	D
	Effective	H	E	E	D
	Developing	E	E	D	I
	Ineffective	I	I	I	I

Final Effectiveness Rating: _____

Teacher signature _____ Date _____

Evaluator signature _____ Date _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator. A 10-day window for response is required if it is to be considered during the Appeals process.

West Hempstead UFSD
M. MENTORING Program

Mentor Program Mission Statement

The Educational community of West Hempstead recognizes the importance and value of a mentoring program to support new teachers in their transition from teacher preparation to practice. We recognize that a well devised and executed mentor program will increase the skills of new teachers thereby improving student achievement in accordance with State learning standards. We recognize that such a mentor program will help retain well-trained professionals in an atmosphere where their growth is nurtured and their expertise valued.

The Board of Regents adopted a regulation in November 2003 requiring school districts to plan and implement mentor programs for first-year teachers in their employ. As a result, a District-wide Committee will be formed ideally as follows:

Committee of Thirteen

Teachers	Administrators
7 Teachers	6 Administrators

- Representatives of WHEA and the Superintendent of Schools (or designee) will agree on the composition of the committee as established by the mentoring guidelines.
- Charge of Committee:
 - o Selection of Mentors, by consensus
 - o Evaluation of the Mentoring program

Job Summary

Provide expertise and ongoing support and professional growth appropriate to enhance the skills and effectiveness of new district teachers.

Criteria for Mentors

- Tenured in District
- Minimum 7 years teaching in District
- Knowledge of their field (same certification, where possible)
- Considered by peers to be experts
- Set high standards
- Are enthusiastic
- Earned respect of colleagues
- From same school as Mentees where feasible
- Recognizes excellence in others
- Is sensitive to the needs of others
- Exercises good judgment and decisions concerning themselves and the welfare of others.

Training

- Two full days plus 9 hours to be provided throughout the year.

Mentor/Mentee Responsibilities

- Mentor training is required and will be provided during the summer and/or throughout the school year. Consultants will be providing ongoing training and support for both mentors and mentees. Training will be up to two days during the summer and throughout the school year. After school training takes precedence unless otherwise directed by the Superintendent or designee.
- Mentors will provide 10 hours of after school support for mentees throughout the school year, as needed.
- Mentors/Mentees will be provided with release time equivalent to a total of 5 days as needed with the ability to extend after consultation with mentor, Principal and/or Director. A substitute will be hired to provide coverage for mentor/mentee visitation during the first month of school.
- Activities may include but are not limited to:

Inter- visitations	Planning
Observations	Coaching
Consultations	Team
Modeling	Teaching

- Record-keeping process -Mentees will be required to maintain a log on *My Learning Plan* of activities that they participated in throughout their mentoring process. This log must be submitted on *My Learning Plan* by the teacher for final approval prior to the end of the school year. It is strongly suggested that the intern keep a personal copy of the log.

Compensation

1. Teachers will receive compensation (as per teacher contract Schedule D) to be paid in January and June.
2. Training will be compensated monetarily (as per teacher contract Schedule D) or two in-service credits will be granted (can be applied to salary differential without restriction).
3. Six hours of training time is deducted from the 18 hour professional development requirement.

Confidentiality

- Information obtained through mentoring shall not be used for evaluative purposes.
- The primary role of the mentor is to provide support. It is not the Mentor's role to formally evaluate the Mentee at any time. Any pedagogical information obtained by the Mentor is completely confidential between the Mentor-Mentee pair and will not be shared with supervisors, administrators or used in the evaluation of the Mentee. Supervisors will be instructed not to expect responses from Mentors concerning their Interns unless withholding the information would pose a danger to the life, health or safety of students or school staff, where information emerges that the new teacher has been convicted of a crime or where information emerges that raises a reasonable question regarding the new teacher's character.

Mentoring Program Evaluation

- I. The Mentoring Committee will meet in December to evaluate the Mentoring program and make recommendations to the Superintendent of Schools.
 - a. Surveys and questionnaires need to be developed by the Mentoring Committee. These will be completed by Mentors, Mentees and building Administrators to assess the effectiveness of the program and to make suggestions for improvement, if necessary.
 - b. Mentors and Mentees will participate in an evaluation process in January and June.
 - c. The Mentoring Committee may meet with Mentors and Mentees separately to update and discuss suggestions for improving the program.
 - d. The Mentoring program is to be evaluated formally and informally based on:
 1. Exit outcomes
 1. improved teacher retention
 2. increased teacher effectiveness
 3. improved student achievement
 11. informal conversations
 111. a formal written evaluation at the end of the school year

II. The Superintendent of Schools (or designee) and representatives of the West Hempstead Educational Association will review the Mentoring Program in May 2013.



West Hempstead School District
N. APPEALS

Teacher: _____

Grade/Subject: - - - - -

Evaluator: _____

Date: _____

Any teacher aggrieved of an APPR rating of either "ineffective," or "developing" may challenge that APPR. Teachers may challenge their APPR based on: substance; the district's adherence to the plan, including methodologies and standards; and adherence to the regulations and compliance with locally negotiated procedures.

Grounds for an Appeal:

Indicate the grounds for the appeal, if there are several, they must all be indicated within one appeal.

Any grounds not raised at the time the appeal is filed shall be deemed waived.

- a. The substance of the annual professional performance review;
 - i. Where a teacher is rated ineffective on the student performance category but rated Highly effective on the observation category based on an anomaly, as determined locally.
- b. The district's failure to adhere to the standards and methodologies required for the APPR, pursuant to *Education Law* §3012-d and applicable rules and regulations;
- c. The district's failure to comply with applicable negotiated procedures
- d. The district's failure to issue and/or implement the terms of the teacher improvement plan (TIP), as required under *Education Law* §3012-d.

Statement of Grievance:

List and attach the supporting documentation:

Filed with:

Date: _____

Signature: _____

Evaluator's
Response

Statement from the respondent:

Supporting documentation:

Outcome of
the Appeals
Process

Step 1: Conference with Evaluator Date: _____

Outcome: _____ Evaluator Comments:

Teacher Comments:

Step 2: Meeting with Superintendent Date: _____ Outcome: _____ Superintendent's

Teacher comments:

Step 3: Final Decision -Superintendent Date: _____ Outcome: _____ Superintendent's

Teacher Comments:

Evaluator's Signature : _____ Date: _____

Teacher's Signature: _____ Date: _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers have the right to insert written explanation or response to written feedback of the evaluator within 10days, which may be considered during the Appeals process.