Bethpage Union Free School District

Annual Professional Performance Review

September 2011

The Bethpage Union Free School District formed a committee of teachers, administrators and Central Administrators to create our Annual Professional Performance Review (APPR) in response to the mandate from the State Education Department (SED). The APPR Committee met in June 2011 to discuss issues related to the need to create an evaluation system that took into account "multiple measures." A draft plan was circulated and discussed based on the available (though limited) information provided by SED. The Committee agreed that the APPR would only apply to teachers and principals of ELA and Math in grades 4-8 for the 2011-12 school year. As mandated by SED, it would be expanded to all teachers and principals the following school year.

The Committee agreed to form subcommittees that would focus on specific measures and create rubrics for each that would be the basis of awarding points. Each teacher/principal will receive a numeric grade at the end of the year on a 1-100 point scale. The District will then apply the Highly Effective, Effective, Developing, Ineffective (termed the HEDI bands) ratings as required by the legislation.

The Committee members including the following:

- Terrence Clark, Superintendent of Schools
- Karen Thomas, President, Bethpage Congress of Teachers
- Steven Furrey, President, Bethpage Administrators Organization
- Caroline Lavelle, Assistant Superintendent for Human Resources
- John DeTommaso, Assistant Superintendent for Instruction and Technology
- Susan Corcoran, Teacher, Central Blvd. Elementary School
- Barbara Catalidi, Teacher, Central Blvd. Elementary School
- Susan Sciglibaglio, Teacher, JFK Middle School
- Jody Smith, Teacher, JFK Middle School
- Diane Weiner, Teacher, JFK Middle School
- Leslie Green, Teacher, JFK Middle School
- Eric Kay, Teacher, JFK Middle School
- Hannah Dunn, Teacher, Kramer Lane Elementary School
- Christopher DeStefano, Teacher, Bethpage High School
- Robert Verdi, Teacher, Bethpage High School
- Ralph Tocco, Assistant Principal, Bethpage High School
- Angelita Cintado, Principal, Charles Campagne Elementary School
- Kerri McCarthy, Principal, Kramer Lane Elementary School
- Kevin Fullerton, Assistant Principal, JFK Middle School
- Janice Yale, Director of Science
- Monica Manzi, Director of Special Education

The Bethpage Union Free School District appreciates the time and effort invested in this project by all the participants.

The APPR for Bethpage teachers will be based on the following 100 point rating scale:

- 20% Based on state assessment results (number to be provided by SED)
- 20% Based on local assessment results
- 60% Other to be broken down as:
    - 45% based on multiple observations
    - 5% based on Teacher Growth Goals
    - 5% based on Teacher Portfolio
    - 5% based on Effective Communication with Parents

The APPR for Bethpage principals will be based on the following 100 point rating scale:

- 20% Based on state assessment results (number to be provided by SED)
- 20% Based on local assessment results
- 60% Other to be broken down as:
    - 40% based on Superintendent Evaluation
    - 10% based on Role in Staff Development
    - 10% based on Learning Environment of Building

The District has elected for the 2011-12 school year to use the MAP assessments provided by the Northwest Evaluation Association (NWEA) as the local assessment. NWEA was chosen because of their proven track record and history in the assessment industry. NWEA was one of the third party providers approved by SED to supply local assessments to districts. Central Administrators reviewed other vendors and found them lacking. The District and both unions agreed to consult on the efficacy of NWEA as they move into year two of the APPR.

The District will tally composite scores based on the components listed above. Those scoring bands, as defined by SED, are:

- Highly Effective (91-100)
- Effective (75-90)
- Developing (65-74)
- Ineffective (0-64)

APPR for Teachers

Part I: 20% Based on State Assessments

As per the legislation, SED will provide a rating from 0-20 for each teacher based on student performance on state assessments. SED has said the number will be provided to districts no later than June 15 of each year. If SED is able to validate a Value Added model in future years, then the state portion of the overall scale will be increased to 25% and the local assessment portion will be decreased to 15%.

Part II: 20% Based on Local Assessments

As per the legislation, 20% of the evaluation must come from local assessments. The District rejected the option of using state assessments for the both the state and local portions (i.e., using the state assessments for 40% of the overall evaluation).

The District opted to use NWEA's MAP assessments. The computer-based assessments will be administered three times a year- September, January and end of the year. These assessments are multiple choice and are graded automatically at the conclusion of the assessment. They are untimed. The assessments use artificial intelligence software to make each test independent based on the ability of the test-taker. They are designed to focus on the student's zone of proximal development. The tests adjust based on how students are doing on prior questions.

The District will provide extensive staff development to teachers on the interpretation of data and the differentiation of instruction based on the reports generated by their class results.

NWEA's MAP assessments are designed to identify student strengths and weaknesses in specific content areas and permit teachers, students and parents to focus on improvement strategies.

- A **Highly Effective** rating in this subcomponent if his/her results are well above district-adopted expectations for student growth or achievement and he/she achieves a subcomponent score of 18-20;
- An **Effective** rating in this subcomponent if his/her results meet district-adopted expectations for growth or achievement and he/she achieves a subcomponent score of 12-17;
- A **Developing** rating in this subcomponent if the results are below district-adopted expectations for growth or achievement and he/she achieves a subcomponent score of 3-11; or
- **Ineffective** rating in this subcomponent, if the results are well-below district-adopted expectations for growth or achievement and he/she achieves a subcomponent score of 0-2.

Part II: 60% Other

As per the legislation, 60% of the evaluation must be based on sources other than assessment results. This is where the Committee's work came heavily into play. Rubrics were designed by subcommittees for each of the other multiple measures. Those included:

- o 45% based on multiple observations
- o 5% based on Teacher Growth Goals
- o 5% based on Teacher Portfolio
- o 5% based on Effective Communication with Parents

45% Observations
The District will continue its policy of requiring no less than four full class observations on all untenured teachers as well as a midyear evaluation and an end of year evaluation based on the APPR model. As required by legislation, tenured teachers will receive no less than one full class observation, one walkthrough observation and one end of year evaluation based on the APPR model.

The Committee reviewed and adopted observation forms (formal and walkthrough) based on SED published guidelines. They are based on the work of Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching. The observation form is included as Appendix C.

5% Teacher Growth Goals
The District evaluation will include 5 points based on Teacher Growth Goals, the most permitted under legislation. These goals are a reflection of what the teacher aspires to accomplish as a professional educator. A subcommittee met and created a rubric for what can be included in this portion of the evaluation. The Growth Goals Rubric is included as Appendix D.

5% Teacher Portfolio
The District evaluation will include 5 points based on a Teacher Portfolio. The Portfolio is a collection of best practices and highlights of a teacher's year. A subcommittee met and created a rubric for what can be included in this portion of the evaluation. The Portfolio Rubric is included as Appendix E.

5% Effective Communication with Parents
The District evaluation will include 5 points based on Effective Communication with Parents. The District appreciates how important it is to involve parents in the educational process. Examples of communication include. A subcommittee met and created a rubric for

what can be included in this portion of the evaluation. The Communication with Parents Rubric is included as Appendix F.

APPR for Building Principals

Part I: 20% Based on State Assessments

As per the legislation, SED will provide a rating from 0-20 for each principal based on student performance on state assessments. SED has said the number will be provided to districts no later than June 15 of each year. If SED is able to validate a Value Added model in future years, then the state portion of the overall scale will be increased to 25% and the local assessment portion will be decreased to 15%.

Part II: 20% Based on Local Assessments

As per the legislation, 20% of the evaluation must come from local assessments. The District rejected the option of using state assessments for the both the state and local portions (i.e., using the state assessments for 40% of the overall evaluation).

The District opted to use NWEA's MAP assessments. The computer-based assessments will be administered three times a year- September, January and end of the year. These assessments are multiple choice and are graded automatically at the conclusion of the assessment. They are untimed. The assessments use artificial intelligence software to make each test independent based on the ability of the test-taker. They are designed to focus on the student's zone of proximal development. The tests adjust based on how students are doing on prior questions.

The District will provide extensive staff development to principals on the interpretation of data and the differentiation of instruction based on the reports generated by student results.

NWEA's MAP assessments are designed to identify student strengths and weaknesses in specific content areas and permit teachers, students and parents to focus on improvement strategies.

- A **Highly Effective** rating in this subcomponent if his/her results are well above district-adopted expectations for student growth or achievement and he/she achieves a subcomponent score of 18-20;
- An **Effective** rating in this subcomponent if his/her results meet district-adopted expectations for growth or achievement and he/she achieves a subcomponent score of 12-17;
- A **Developing** rating in this subcomponent if the results are below district-adopted expectations for growth or achievement and he/she achieves a subcomponent score of 3-11; or

- **Ineffective** rating in this subcomponent, if the results are well-below district-adopted expectations for growth or achievement and he/she achieves a subcomponent score of 0-2.

Part II: 60% Other

As per the legislation, 60% of the evaluation must be based on sources other than assessment results. Rubrics were designed by subcommittees for each of the other multiple measures. Those included:

- 40% based on Superintendent Evaluation
- 10% based on Role in Staff Development
- 10% based on Learning Environment of Building

40% Superintendent Evaluation
The District will continue its policy of requiring the Superintendent to write an evaluation on each building principal. The evaluation will be based on the ISLIC Standards.

The Committee reviewed and adopted evaluation forms (formal and walkthrough) based on SED published guidelines. They are included on the following pages.

10% Role in Staff Development
The District evaluation will include 10 points based on the Principal's Role in Staff Development. This will reflect the input provided to teachers identifying areas for further development as well as maximizing opportunities for teachers within the district. As such it might include focused faculty meetings, grade level meetings, department meetings, courses taught and. . . A subcommittee met and created a rubric for what can be included in this portion of the evaluation. That rubric is included on the following pages.

10% Learning Environment
The District evaluation will include 10 points based on a the overall Learning Environment. This may include . . . A subcommittee met and created a rubric for what can be included in this portion of the evaluation. That rubric is included on the following pages.

Data Collection

An important component of the APPR plan is the maintenance and uploading of quality data to SED and Nassau BOCES as the Regional Information Center (RIC). Bethpage utilizes Infinite Campus as our Student Management System. Over the past year we have implemented all the necessary data elements into IC to enable us to upload critical data to the RIC and to ensure SED's ability to provide us with the 0-20 scoring for teachers on state assessments. Bethpage personnel continue to meet with BOCES representatives, but as of the adoption of this plan, we are in complete compliance with all suggested methods of data reporting from SED and Nassau BOCES.

Moving forward, the district will implement measures needed to track teachers of record based on anticipated guidelines from SED.

Evaluator Training

The Bethpage Union Free School District is committed to providing extensive training to all evaluators and ensuring we attain inter-rater reliability. Towards that goal, we have:

- Sent Dr. Michael Radlick of Learning Visions to the intensive one week training camp held in Albany during the summer of 2011.
- The Superintendent and Assistant Superintendent for Instruction and Technology will attend the local Nassau BOCES training on inter-rater reliability and APPR in August 2011.
- All district evaluators are being trained on August 29 and 30, 2011 by the team of Dr. Radlick in conjunction with the Superintendent and Assistant Superintendent. Those sessions will use the videos and simulations provided by SED as training tools to ensure inter-rater reliability.
- SED has said that further training dates will be provided by them as well as the local BOCES. As of the adoption of this plan, those dates have not been announced, but Bethpage will be participating.
- The district will subscribe to Teachscape's online training program for Charlotte Danielson's Framework for Teaching. Teachscape is one of the SED approved vendors for rubric and training. All evaluators will go through their approved online training course.
- The Superintendent will be the certifying agent for all district evaluators.

Teacher Improvement Plans/Principal Improvement Plans (TIPS/PIPS)
The purpose of the new evaluation system is to improve instruction. Teachers and Principals receiving an evaluation rating of developing or ineffective will receive an action plan for improvement. The plan outlines interventions that must be implemented. A subcommittee met and created possible interventions that may be suggested for a struggling teacher or principal.

When TIPs are required:
- Upon rating a teacher as Developing or Ineffective, the District must formulate and commence implementation of a teacher Improvement plan (TIP)
- Such plan must be formulated and implemented as soon as possible but in no case later than ten days after the date teachers are required to report prior to the opening of classes for the school year. Education Law §3012-c(4).

Content and Development of Plan:
- TIPs must be consistent with Commissioner's Regulations and developed locally.

- TIPs shall include, but not be limited to:
    o Identification of needed areas of improvement;
    o A timeline for achieving improvement;
    o The manner in which improvement will be assessed;
    o Where appropriate, differentiated activities to support a teacher's improvement in those areas. Education Law §3012-c(4); 8NYCRR §30-2.10.
    o The plan defines specific standards-based goals that the teacher must make progress toward attaining within a specific period of time.
    o The plan should clearly describe the professional learning activities the educator must complete. The activities should be directly connected to the areas needing improvement.
    o Artifacts that the teacher must produce to serve as benchmarks of improvement
    o Evidence for the final stage of their improvement plan should be described and include items such as lessons, student work or unit plans.
    o The supervisor must clearly indicate the additional support and assistance the educator will receive.
    o In the final stage of the plan, the teacher or principal should meet with their supervisor to review the plan alongside any artifacts and evidence from evaluations to provide a final, summative rating for the teacher.

- Specific remediation/intervention strategies may include:
  - Teacher Hands in Lesson Plans one week in advance
  - Meets with Administrator Bi-weekly for the purpose of reviewing and make changes in planning as needed.
  - End of the week meeting with Administrator(s) to review the lesson plans for the following week and schedule observations for the next week.
  - Multiple observations in a given week
  - Schedule for the teacher to observe fellow teachers and have colleagues observe lessons for suggestions
  - Observations from Central Office Administrators
  - Where necessary recommendations for Professional Development workshops.

- Appeals
  - Teachers receiving a rating of Developing or Ineffective may appeal the evaluation to the Superintendent of Schools.
  - Appeal procedures must describe, *inter alia*, procedures for teachers to challenge the issuance and/or implementation of the terms of an improvement plan. Education Law §3012-c(5).
  - The Bethpage Congress of Teachers collective bargaining agreement reads:

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

    - The content and substance of the annual evaluation may be appealed to the Superintendent of Schools or his/her designee. Such appeal must be submitted in writing within fourteen (14) days of the receipt of the evaluation which shall set forth the nature of the objection to the substance of the evaluation. The decision of the Superintendent or his/her designee shall be in writing and served upon the teacher within fourteen (14) days of receipt of the appeal. This decision shall be final and binding and not subject to the grievance procedures of this contract, or reviewable in any court or administrative proceeding, or any other forum.

TEACHER IMPROVEMENT PLAN

In order to successfully improve, a teacher must be self-reflective. Once it is determined that a teacher is in need of a Teacher Improvement Plan the teacher will review the "Qualities of Effective Teachers" adapted from <u>Qualities of Effective Teachers</u> by James H. Stronge. The teacher will self-reflect based upon these qualities and discuss them in a follow up meeting with the appropriate administrators. The TIP will be designed after that meeting.

The teacher will reflect on his/her:

- Professional Goals

- Instructional Goals

- Personal Goals

- Improvement Goals:

Assessment Tools/ Expected Outcomes: List of specific expectations and objectives related to targeted goals.

Activities/Resources to support teacher Improvement: How the teacher will be supported? What administrators will do to support the teacher. (planning meetings, observations, walk-throughs, pre-observation conferences, post-observation conferences, professional development, provide resources, technology, professional publications etc.) Re-evaluation of goals as the year progresses.

Activities the teacher must successfully complete: Lesson plans, observations, professional development workshops/courses, peer reviews, peer observations, planning meetings, unit planning, IEP reviews, etc.

Artifacts: Portfolio, Lesson plans, student data—test scores, quizzes, professional development workshops extra-curricula involvement, personal inventory, self-assessment, re-evaluation of goals.

Timeline: Start and Finish dates as well periodic review of improvement plan for progress assessment and modifications, where appropriate.

Appendix A:

Composite Scoring Sheet For Teachers

Bethpage Union Free School District

Annual Professional Performance Review: Teachers

Teacher		
School		
Grade		
Date		
Evidence	**Possible Point Value**	**Points Awarded**
Local Assessment	20	
State Assessment	20	
Observations	45	
Portfolio	5	
Teacher Growth Goals	5	
Effective Communication with Parents	5	
	Total Possible= 100 Points	

Appendix B:

HEDI Bands

HEDI Bands

Highly Effective (91-100)
Effective (75-90)
Developing (65-74)
Ineffective (0-64)

Appendix C:

Formal Observation Form

BETHPAGE UNION FREE SCHOOL DISTRICT
Formative Performance Observation

Teacher: **School:**   **Date:**

Number of Pupils: **Grade/Subject:**   **Time:**

Years in the District: **Tenured:**   **Non-Tenured:**   **Date of Post-Observation Conference:**

Name of Observer: **Position of Observer:**

Announced Visit: **Unannounced Visit:**

This Performance Observation is based on three domains associated with effective teaching. The domains are:

- Planning and Preparation
- Classroom Environment
- Instruction

A fourth domain, Professional Responsibilities, is evaluated through other means.

Summary of the Lesson:

Domain 1: Planning and Preparation
1a: Content Knowledge

INEFFECTIVE (0-1 Point)	DEVELOPING (2 Points)	EFFECTIVE (3 Points)	HIGHLY EFFECTIVE (4 Points)
• In planning and practice, teacher makes content errors or does not correct errors made by students. • Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	• Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. • Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge maybe inaccurate or incomplete. • Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	• Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. • Teacher's plans and practices reflect accurate understanding of prerequisite relationships among topics and concepts. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline	• Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. • Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

Domain 1: Planning and Preparation
1b: Student Knowledge

INEFFECTIVE (0-1 Point)	DEVELOPING (2 Points)	EFFECTIVE (3 Points)	HIGHLY EFFECTIVE (4 Points)
• Teacher does not understand child development characteristics and has unrealistic expectations for students. • Teacher does not try to ascertain varied ability levels among students in the class. • Teacher takes no responsibility to learn about students' medical or learning disabilities.	• Teacher cites developmental theory, but does not seek to integrate it into lesson planning. • Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group." • The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.	• Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. • Teacher is aware of students' special learning and medical needs. • Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	• Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. • Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources. • Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.

Domain 1: Planning and Preparation
1c: Setting Instructional Outcomes

INEFFECTIVE (0-1 Point)	DEVELOPING (2 Points)	EFFECTIVE (3 Points)	HIGHLY EFFECTIVE (4 Points)
• Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. • Outcomes are stated as activities, rather than as student learning. • Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	• Outcomes represent moderately high expectations and rigor. • Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. • Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. • Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	• Most outcomes represent rigorous and important learning in the discipline. • All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. • Outcomes reflect several different types of learning and opportunities for coordination. • Outcomes take into account the varying needs of groups of students.	• All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. • Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. • Outcomes take into account the varying needs of individual students.

Domain 1: Planning and Preparation
1d: Knowledge of Resources

INEFFECTIVE (0-1 Point)	DEVELOPING (2 Points)	EFFECTIVE (3 Points)	HIGHLY EFFECTIVE (4 Points)
• Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	• Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	• Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	• Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

Domain 1: Planning and Preparation
1e: Designing Coherent Instruction

INEFFECTIVE (0-1 Point)	DEVELOPING (2 Points)	EFFECTIVE (3 Points)	HIGHLY EFFECTIVE (4 Points)
• The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. • The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. • Instructional groups do not support the instructional outcomes and offer no variety.	• Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. • Instructional groups partially support the instructional outcomes, with an effort at providing some variety. • The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	• Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. • The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. • The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	• Plans represent the coordination of in depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. • These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. • The lesson's or unit's structure is clear and allows for different path-ways according to diverse student needs.

Domain 1: Planning and Preparation
Evidentiary Comments:

Domain 2: Classroom Environment
2a: Creating an Environment of Respect and Rapport

INEFFECTIVE (0-1 Point)	DEVELOPING (2 Points)	EFFECTIVE (3 Points)	HIGHLY EFFECTIVE (4 Points)
• Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. • Interactions are characterized by sarcasm, putdowns, or conflict. • Teacher does not deal with disrespectful behavior.	• Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. • Students rarely demonstrate disrespect for one another. • Teacher attempts to respond to disrespectful behavior, with uneven results. • The net result of the interactions is neutral: conveying neither warmth nor conflict.	• Teacher-student interactions are friendly and demonstrate general caring and respect. • Such interactions are appropriate to the ages of the students. • Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. • Teacher responds successfully to disrespectful behavior among students. • The net result of the interactions is polite and respectful, but impersonal.	• Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. • Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. • The net result of interactions is that of connections with students as individuals

Domain 2: Classroom Environment
2b: Establishing a Culture for Learning

INEFFECTIVE (0-1 Point)	DEVELOPING (2 Points)	EFFECTIVE (3 Points)	HIGHLY EFFECTIVE (4 Points)
• The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. • Hard work is not expected or valued. • Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	• The classroom culture is characterized by little commitment to learning by teacher or students. • The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. • The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	• The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. • The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. • Classroom interactions support learning and hard work.	• The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. • The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.

Domain 2: Classroom Environment
2c: Managing Classroom Procedures

INEFFECTIVE (0-1 Point)	DEVELOPING (2 Points)	EFFECTIVE (3 Points)	HIGHLY EFFECTIVE (4 Points)
• Much instructional time is lost due to inefficient classroom routines and procedures. • There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. • There is little evidence that students know or follow established routines.	• Some instructional time is lost due to only partially effective classroom routines and procedures. • The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. • With regular guidance and prompting, students follow established routines.	• There is little loss of instructional time due to effective classroom routines and procedures. • The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. • With minimal guidance and prompting, students follow established classroom routines.	• Instructional time is maximized due to efficient classroom routines and procedures. • Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. • Routines are well understood and may be initiated by students.

Domain 2: Classroom Environment
2d: Managing Student Behavior

INEFFECTIVE (0-1 Point)	DEVELOPING (2 Points)	EFFECTIVE (3 Points)	HIGHLY EFFECTIVE (4 Points)
• There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. • Students challenge the standards of conduct. • Response to students' misbehavior is repressive, or disrespectful of student dignity.	• Standards of conduct appear to have been established, but their implementation is inconsistent. • Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. • There is inconsistent implementation of the standards of conduct.	• Student behavior is generally appropriate. • The teacher monitors student behavior against established standards of conduct. • Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	• Student behavior is entirely appropriate. • Students take an active role in monitoring their own behavior and that of other students against standards of conduct. • Teachers' monitoring of student behavior is subtle and preventive. • Teacher's response to student misbehavior is sensitive to individual student needs and respects students

Domain 2: Classroom Environment
2e: Organizing Physical Space

INEFFECTIVE (0-1 Point)	DEVELOPING (2 Points)	EFFECTIVE (3 Points)	HIGHLY EFFECTIVE (4 Points)
• The physical environment is unsafe, or many students don't have access to learning. • There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	• The classroom is safe, and essential learning is accessible to most students. • The teacher's use of physical resources, including computer technology, is moderately effective. • Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	• The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. • Teacher makes effective use of physical resources, including computer technology.	• The classroom is safe, and learning is accessible to all students including those with special needs. • Teacher makes effective use of physical resources, including computer technology. • The teacher ensures that the physical arrangement is appropriate to the learning activities. • Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 2: Classroom Environment
Evidentiary Comments:

Domain 3: Instruction
3a: Communicating with Students

INEFFECTIVE (0-2 Points)	DEVELOPING (4 Points)	EFFECTIVE (6 Points)	HIGHLY EFFECTIVE (8 Points)
• The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. • Teacher's explanation of the content contains major errors. • The teacher's spoken or written language contains errors of grammar or syntax. • Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	• Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. • Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. • Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. • Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	• The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. • Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. • During the explanation of content, the teacher invites student intellectual engagement. • Teacher's spoken and written language is clear and correct. • Vocabulary is appropriate to the students' ages and interests.	• The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. • Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. • Students contribute to extending the content, and in explaining concepts to their classmates. • Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

Domain 3: Instruction
3b: Using Questioning and Discussion Techniques

INEFFECTIVE (0-2 Points)	DEVELOPING (4 Points)	EFFECTIVE (6 Points)	HIGHLY EFFECTIVE (8 Points)
• Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. • Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. • A few students dominate the discussion.	• Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. • Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. • Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	• While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. • Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. • Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	• Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. • Students formulate many questions, initiate topics and make unsolicited contributions. • Students themselves ensure that all voices are heard in the discussion.

Domain 3: Instruction
3c: Engaging Students in Learning

INEFFECTIVE (0-2 Points)	DEVELOPING (4 Points)	EFFECTIVE (6 Points)	HIGHLY EFFECTIVE (8 Points)
• The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. • The pace of the lesson is too slow or rushed. • Few students are intellectually engaged or interested.	• The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. • The pacing of the lesson may not provide students the time needed to be intellectually engaged.	• The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. • The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	• Virtually all students are intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. • Students may have some choice in how they complete tasks and may serve as resources for one another.

Domain 3: Instruction
3d: Using Assessment in Instruction

INEFFECTIVE (0-2 Points)	DEVELOPING (4 Points)	EFFECTIVE (6 Points)	HIGHLY EFFECTIVE (8 Points)
• There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. • Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	• Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. • Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. • Questions/prompts/assessments are rarely used to diagnose evidence of learning.	• Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. • Students appear to be aware of the assessment criteria; some of them engage in self assessment. • Questions/prompts/assessments are used to diagnose evidence of learning.	• Assessment is fully integrated into instruction, through extensive use of formative assessment. • Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. • Students self-assess and monitor their progress. • A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.

Domain 3: Instruction
3e: Demonstrating Flexibility and Responsiveness

INEFFECTIVE (0-2 Points)	DEVELOPING (4 Points)	EFFECTIVE (6 Points)	HIGHLY EFFECTIVE (8 Points)
• Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. • Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	• Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. • Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	• Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. • The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	• Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. • Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

Domain 3: Instruction
Evidentiary Comments:

Date: _____   **Observer's Signature:** _____

I have read this Teacher Performance Observation and have received a signed copy for my personal use. It is understood that my signature is only used to document receipt of this evaluation. I understand that I have the right to submit written comments regarding the content of this report and that these comments shall be attached to this report.

Return by: _____

Date: _____   **Teacher's Signature:** _____

Appendix D:

Teacher Growth Goals Rubric

Rubric for Teacher Growth Goals
Scale: 0-5 Points

Teachers will create yearly goals that align with the Framework for Teaching (FFT) Standards, Common Core or New York Learning Standards and reflect aspirations for the professional growth. The goals can be statements, but should be linked to professional development plans. They may be accompanied by artifacts. Goal statements should also reflect on prior year's goals and progress made.

Ineffective 0-2	Developing 3	Effective 4	Highly Effective 5
Teacher did not effectively attain his/her goal(s).	*Teacher occasionally addressed goals.*	*Teacher regularly addressed goals.*	*Teacher actively and consistently addressed goals.*
- Goals were narrow, limited and did not align to FFT Rubrics/CCSS/NYSED Learning Standards - Artifacts were incomplete - Re-evaluation of goals did not take place. - No evidence of professional development or professional development was not aligned with Goals. - Lesson plans and observations show no evidence of goal development	- Goals were narrow and did not sufficiently align to FFT Rubrics/CCSS/NYSED Learning Standards - Artifacts were not sufficient and were not diverse. - In-sufficient re-evaluation of goals. Rarely were changes made. - Little evidence of professional development - Lesson plans and observations show little evidence of goal development	- Goals were thorough and linked appropriately to multiple FFT Rubrics/CCSS/NYSED Learning Standards. - Artifacts were sufficient and in diverse forms. - Regularly re-evaluated progress on goals and made changes where necessary. Regularly met with supervisors to discuss goals. - Professional Development was completed that specifically addressed goal areas and strategies were regularly used in the development of lesson plans and/or other areas of professional life.	- Goals were detailed an sufficiently linked to a majority of the FFT Rubrics/CCSS/ NYSED Learning Standards. - Artifacts were numerous and were in diverse forms. - Consistently re-evaluated progress on goals and updated and changed as growth was achieved. Consistently met with and shared these ideas with supervisors. - Multiple types of professional development were completed that addressed goals and strategies were consistently incorporated into the development of lesson plans and/or other areas of professional life.

Artifacts may include:
- Assessment Tools
- Student Work
- Lesson Plans
- Unit Plans
- Non-classroom student activities

- Curriculum Writing
- Field Trips
- Self-Reflections
- Written reflections pertaining to professional development experiences.
- Interdisciplinary Programs

- Syllabus
- Participation in the Professional Community
- Interdisciplinary Programs
- Professional Discussions
- Professional Journal Reviews

- Innovative Programs
- Curriculum Mapping
- Teacher Created Resources
- Meetings with Supervisors
- Observations
- Other

NOTE: Goals should be formulated and submitted to supervisor by June 1.
(For 2011-12, Grade 4-8 ELA and Math teachers should submit by October 1)

Appendix E:

Teacher Portfolio Rubric

Rubric for Teacher Portfolio
Scale: 0-5 Points

Teachers will submit an Evidence Binder containing a sampling of work that highlights his/her professionalism during the course of the school year. The Evidence Binder might contain:

- Formal Lesson/Unit Plans
- Project Description
- Samples of student work
- Learning styles inventories
- Parent/student surveys
- Newspaper/newsletter articles
- Professional articles

- Extra-curricular/21st Century activities
- Grant writing proposals
- Photo journals
- Letters from students, parents or community members
- Webquests
- Webpage

- Curriculum writing projects
- Podcasts
- Membership in professional organization
- Presentations to colleagues
- Projects completed during professional development activities

- Peer support/mentoring
- Peer observations
- Implementing a special project or event
- Piloting a program
- Participation on a committee
- Other

Ineffective 0-2	Developing 3	Effective 4	Highly Effective 5
• Portfolio is an incomplete, disorganized collection of documents/artifacts with no visual structure or sense of purpose.	• Portfolio is an inconsistently organized collection of documents/artifacts with limited visual structure or sense of purpose.	• Portfolio is a clear and generally well-organized collection of documents/artifacts with consistent visual structure and a well-defined sense of purpose.	• Portfolio is concisely organized into sections with a well-defined collection of documents/artifacts with definite visual structure and a distinct sense of purpose
• Does not articulate a portfolio objective relevant to current practice and aligned with Common Core State Standards/NYSED learning standards.	• Articulates a portfolio objective relevant to current practice and aligned with CCSS/NYSED learning standards.	• Articulates a portfolio objective relevant to current practice and aligned with CCSS/NYSED learning standards.	• Articulates a portfolio objective relevant to current practice and aligned with CCSS/NYSED learning standards.
• Portfolio artifacts establish little or no connection between learning activities and teaching and learning goals.	• Portfolio artifacts establish a limited connection between learning activities and teaching and learning goals.	• Portfolio artifacts clearly connect most learning activities to teaching and learning goals	• Portfolio artifacts clearly connect all learning activities to teaching and learning goals

NOTE: Portfolio should be submitted to supervisor no later than May 15. Electronic portfolios are encouraged.

Appendix F:

Teacher Effective Communication with Parents Rubric

Evidence of Effective Communication with Parents
Scale: 0-5 Points

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.

Indicator/ Points	Ineffective 0-2	Developing 3	Effective 4	Highly Effective 5
Communicates with parents, guardians, and/or caregivers	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. Teacher employs multiple modes of contact to accommodate the communication needs of the family.	Teacher consistently communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Teacher frequently employs multiple modes of contact to accommodate the communication needs of the family.
	Fails to complete the required components prescribed by the district.*	Completes the required components prescribed by the district.*	Completes the required components prescribed by the district* **plus** phone log/email record (date, time, key points of conversation) **and** *two* modes of contact from the list below.	Completes the required components prescribed by the district* **plus** phone log/email record (date, time, key points of conversation) **and** a webpage updated weekly **OR** *three* modes of contact from the list below.

* Required components proscribed by district: back-to-school night, parent- teacher conferences, report cards, progress reports (secondary), IEP/CSE, parent portal (secondary) and other specific school forms/documentation

Suggested modes of contact (attach evidence if applicable)

Class newsletters	Syllabus	Writing in agenda	Weekly Reports
Connect Ed messages	Student Contracts	Email	Team meetings
Parent letters home	Parent portal messages	Listserv message	Website
Post Progress Report Updates*			

*(meaning sharp changes in student performances since issuance of Progress Report)

NOTE: Evidence of communication should be submitted to supervisor by June 1.

Appendix G:

Principal Evaluation Rubric

Bethpage Union Free School District
Principal Performance Rubric

Domain 1 – Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	INEFFECTIVE [ ]	DEVELOPING [ ]	EFFECTIVE [ ]	HIGHLY EFFECTIVE [ ]
Culture	• claims to have a vision and mission for the school, but keeps it private • school vision and mission are unrelated to the district vision and mission • disregards the need to use the school's vision and mission to guide goals, plans and actions	• identifies the school's vision and mission, and makes them public • school vision and mission are created in isolation of the district's vision and mission and aligned as an afterthought • refers to the school vision and mission as a document unconnected to programs, policies or practices	• collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning • school vision and mission aligns with the vision and mission of the district • explicitly links the school's vision and mission to programs and policies	• engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning • school vision and mission intentionally aligns with the vision and mission of the district and contribute to the improvement of learning district wide • uses the school's vision and mission as a compass to inform reflective practice, goal-setting, and decision-making
Sustainability	• assumes that the school's improvement is either an event or the responsibility of a single individual	• provides selected staff with opportunities to discuss school improvement efforts	• has a process and structure in place for organizational improvement and uses it to assess the school	• uses and regularly evaluates strategic processes and structures to promote the school's continuous and sustainable improvement

Domain 2 – School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	INEFFECTIVE [ ]	DEVELOPING [ ]	EFFECTIVE [ ]	HIGHLY EFFECTIVE [ ]
Culture	• acknowledges the need for communication andcollaboration • provides selected individuals with basic information about various collaborative teaching, learning and work related concepts or practices to several individuals • creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures	• considers proposals for collaborative structures and projects • encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design • creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures	• supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice • develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects) • creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures	• establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice • nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice • engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and

Instructional Program			
			futures, and require them to construct meaning of concepts or processes in deductive or inductive ways
• promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts • maintains a hands off approach to instruction • initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	• establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning • provides mixed messages related to expectations for instructional methodology and own understanding of "best practices" • allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	• creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks • supervises instruction and makes explicit the expectation that teachers remain current in research based, best practices and incorporate them into their own work • maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time	• engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question • supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning • involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them

Capacity Building	• assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students • is unaware of effective and appropriate technologies available	• invests in activities that promote the development of a select group of leaders • provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences	• develops the instructional and leadership capacity of staff • promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available	• develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school • engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization
Sustainability	• uses "accountability" to justify a system that links student achievement with accolades and blame	• assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other	• develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement	• facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future

Strategic Planning Process			
	• judges the merit of the instructional program based on what is used by others	• evaluates the impact of the instructional program based on results of standardized assessments	• gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program	• provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement

Domain 3 – Safe, Efficient, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	INEFFECTIVE [ ]	DEVELOPING [ ]	EFFECTIVE [ ]	HIGHLY EFFECTIVE [ ]
Capacity Building	• obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need • considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others	• obtains human, fiscal and technological resources and allocates them without an apparent plan • shares "leadership" by providing others with limited responsibilities for tasks and functions, but no decision making ability	• obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources • develops the capacity for distributed leadership by providing interested individuals with opportunities and support to assuming leadership responsibilities and roles	• considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs • embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-creates a process by which today's leaders identify, support and promote the leaders of tomorrow
Culture	• speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it	• establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures	• promotes and protects the welfare and safety of students and staff	• engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls

Sustainability	• avoids engaging with management or operations systems	• monitors and evaluates the management and operational systems	• monitors, evaluates and revises management and operational systems	• establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement
Instructional Program	• allocates time as required to comply with regulations and mandates	• schedules time outside of the typical school day for teachers to support instruction and learning	• ensures teacher and organizational time is focused to support quality instruction and student learning	• engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	INEFFECTIVE [ ]	DEVELOPING [ ]	EFFECTIVE [ ]	HIGHLY EFFECTIVE [ ]
Strategic Planning Process	• makes decisions about whether or not to change the educational environment based on own impressions and beliefs	• collects and analyzes data and information pertinent to the educational environment	• collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements	• engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement
Culture	• considers the community as separate from the school	• provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service projects	• promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through diverse activities	• engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning
Sustainability	• identifies lack of family and caregiver involvement as a key explanation for lack of achievement	• takes actions intended to increase family and caregiver support for the school	• builds and sustains positive relationships with families and caregivers	• builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts

Domain 5 – Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	INEFFECTIVE [ ]	DEVELOPING [ ]	EFFECTIVE [ ]	HIGHLY EFFECTIVE [ ]
Sustainability	• associates "accountability" with threats and blame for students' academic and social difficulties • makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them. • blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders	• focuses on accountability for academic and social success of students whose test results threaten the school's standing • makes decisions and takes actions without considering consequences, dealing with them if and when they occur • assumes responsibility for decisions and actions related to mandates	• ensures a system of accountability for every student's academic and social success • considers and evaluates the potential moral and legal consequences of decision-making • assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility	• enables an approach to "accountability" that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student's academic and social success • engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good • promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's learning and work and align with its ethical and moral beliefs

Culture			
• mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others pays lip service to values related to democracy, equity and diversity • implements strategies that group and label students with specific needs, isolating them from the mainstream	• proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others • holds others accountable for upholding the values of democracy, equity and diversity • asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action	• models principles of self-awareness, reflective practice, transparency, and ethical behavior safeguards the values of democracy, equity, and diversity • promotes social justice and ensures that individual student needs inform all aspects of schooling	• engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determining how to replicate them • provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity • creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions

Domain 6 – Political, Social, Economic, Legal and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	INEFFECTIVE [ ]	DEVELOPING [ ]	EFFECTIVE [ ]	HIGHLY EFFECTIVE [ ]
Sustainability	• appears unaware of decisions affecting student learning made outside of own school or district • waits to be told how to respond to emerging trends or initiatives	• reacts to district, state and national decisions affecting student learning • continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field	• acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district • assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies	• engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning • draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements
Culture	• advocates for self and own interests	• advocates for selected causes	• advocates for children, families, and caregivers	• guided by the school vision, enables self, children, families and caregivers to successfully advocate for themselves and appropriately advocate for one another

Other: Goal Setting and Attainment

Uncovering Goals • Align • Define			
• "does" goal setting in order to be in compliance with mandates or regulations • operates from own opinion and perceptions without attending to vision and data • extracts goals from own interests • goals are isolated action steps, unaligned to a goal that can actually be worked toward	• completes goal setting activities to satisfy external expectations and assumptions about the connection between principal practice and student learning • considers data gathered about teacher practice, academic results and/or school learning environment in isolation of the school and district vision • establishes goals that focus on improving teacher practice, and academic results and/or school learning environment • goals are broad, general aspirational statements that are too big to be assessed	• engages in the goal setting process as part of own professional improvement as related to improving student learning • works with the superintendent to consider the school and district vision and student learning needs, as well as information gathered about teacher practice, academic results and/or the school learning environment • creates goals that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning • goals are stated in ways that allow progress toward them to be assessed	• embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school's current reality and the vision • engages a cross role group, including the superintendent, teachers and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and/or the school learning environment • generates goals that maximize on the principal's role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning • goals are expressed in statements that are both actionable and measurable

Strategic Planning • Prioritize • Strategize			
• considers goals in no special order • changes commitment to goals as new ones emerge • lists generic strategies that could apply to a variety of goals • states the benefits of attaining the goal(s)	• prioritizes goals based on own interests • relies on own perspective to assert the importance and alignment of identified goals • lists strategies that will be used to accomplish goals identified • describes, in general terms, what successful goal attainment will look like and accomplish	• prioritizes goals by considering what can be gained by pursuing each • uses superintendent's perspective to test own assumptions about goals to see if they are truly connected to the school/district vision and needs • articulates strategies supporting actions, and reasons for selecting them • identifies anticipated specific measures of success for each goal	• considering the potential benefits and unintended consequences of pursuing certain goals vis-à-vis others • uses the perspectives of others to test own assumptions about the goals articulated and to see if they are truly connected to the school/district vision and needs • articulates strategies supporting actions and also for overcoming obstacles to the plan, with rationale for selecting them that includes anticipated results, implementation intentions related to each, and evidence of strategy's impact. • describes the evidence that, when collected and annotated, will support that attending to these goals actually decreases the distance between current reality and the vision

Taking Action • Mobilize • Monitor • Refine			
• refers in general to working toward goals, but is unable to articulate related steps or strategies • speaks about taking actions, but has trouble committing and getting started • changes goals to better match what is currently happening or uses what is happening to rationalize giving up	• identifies a series of individual actions for each goal without specifying whether the goals are long or short term • implements the action plan quietly and privately • adjusts goals and actions based on instinct and self-perception	• creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term • implements the action plan publicly, and invites others to use it as a model for goal setting that they can do as well • monitors and refines goals and/or action steps, based on formative assessment of evidence collected	• designs an action plan that clearly differentiates between short and long term goals and their associated steps and strategies • shares and implements the action plan publicly, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning • seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan

Evaluating Attainment • Document • Insights • Accomplishments • New questions • Implications for moving forward • Next steps			
• documentation is a beginning and end event and focuses on restating actions taken and noting obstacles to goal achievement • categorically claims goal attainment or uses failure to meet goals set as evidence that the goal setting process does not work • dismisses the possibility of using goals to define next steps	• sporadically documents thinking related to key moments, obstacles or achievements • evaluates goals and goal attainment based on own impressions of what success should have looked like and what was actually achieved • considers new goals based on success in achieving current goals, adjusting them to match perceived ability of the school to actually improve	• periodically documents own thinking and reactions to the progress made, obstacles encountered, and insights or questions that arise • evaluates goals and goal attainment by assessing "evidence of success," establishing the degree to which the goal has been achieved, and determining next steps towards attaining the school vision • determines next steps and future actions to improve student learning, teacher practice, academic results and/or the school learning environment in light of how successful the recent work was in making improvements	• throughout the implementation of the action plan, systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences • taps the perspectives of those who supported the initial data analysis to help evaluate goal attainment and related impact on learning by assessing "evidence of success," establishing the degree to which the goal has been achieved, and determining next steps in attaining the school vision and improving learning • engages stakeholders in planning, future goals, actions and next steps to improve student learning, teacher practice, academic results and/or the school learning environment based on how much closer the school and district are to the vision