

**Annual Professional Performance Review**  
*Teachers*  
*and*  
*Principals*

Plan adopted by the Board of Education on: December 19, 2012

## Table of Contents

Introduction	3
Section I: Training of Evaluators	4
Section II: Data Management	5
Section III: 2012-2013 School Year Teachers' APPR for teachers covered under Education Law §3012-c	8
Section IV: 2012-2013 School Year Teachers' APPR for teachers NOT covered under Education Law §3012-c	16
Section V: Teacher Improvement Plan (TIP)	18
Part VI: Appeals- Teachers	18
Part VII: 2012-2013 School Year Principals APPR	21
Part VIII: Principal Improvement Plan (PIP)	24
Part IX: Appeals- Principal	25
Part X: Miscellaneous	26
Appendix A – H: Teachers	27
Appendix I – L: Principals	73

## **Introduction**

The Board of Education of the Ballston Spa Central School District (the “District”), in public session at its meeting on December 19, 2012, adopts this Annual Professional Performance Plan for the 2012-2013 school year pursuant to the requirements of Education Law §3012-c and accompanying regulations of the Board of Regents and the Commissioner of Education.

The Annual Professional Performance Review (“APPR”) supports the professional growth of our educators. The overarching goal of the evaluation system is to promote student learning and improve teaching and professional practice. A successful review system should provide timely feedback, and opportunity to acknowledge educators’ strengths as well as their weaknesses and an opportunity for growth as an educator. 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, principals and evaluators.

The APPR is required to be a significant factor in employment decisions including, but not limited to promotion, retention, tenure determination, termination and supplemental compensation, as well as teacher and principal professional development

### **APPR Committee Members:**

District Representatives:

Joseph P. Dragone, Ph.D., Superintendent of Schools

Denise Jones, Assistant Superintendent for Human Resources and Professional Development

BSTA:

Joe Shaver – BSTA President

Megan Haessig – Elementary Vice President

Kim Pusatere – Secondary Vice President

Jen Tetu – Wood Road

Kristi Szesnat – Milton Terrace South

Dawn Petry – High School

**BSAC Committee Members:**

District Representatives:

Denise Jones, Assistant Superintendent for Human Resources and Professional Development

BSAC:

Kris Jensen- BSAC President

Kim Bolster- High School

Sharon D'Agostino- Malta Avenue

**Section I: Training of Evaluators**

The district will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities.

The District will ensure that all evaluators are trained as lead evaluators. The Superintendent of Schools will certify lead evaluators upon receipt of proper documentation that the individual has completed training. The Office of Human Resources and Professional Development will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with the WSWHE BOCES or other authorized entities. Training will be conducted by WSWHE BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or other personnel authorized to conduct training as approved by NYSED.

A. Lead Evaluator:

A Lead Evaluator is any individual who conducts evaluations of classroom teachers or building principals. Lead Evaluators will be employed by the District and invested in the school learning community. These individuals will be trained and certified as a lead evaluator according to NYSED's regulation.

B. Timing:

For the 2012-13 school year, all lead evaluators of classroom teachers and principals shall be appropriately trained and certified by September 1 or as soon as possible based on training opportunities offered by the network team. All teachers being observed will be notified of their tentative evaluator by October 15<sup>th</sup>.

### C. Recertification and Updated Training:

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on a regular basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. The inter-reliability training will be conducted by the WSWHE BOCES Network Team or other authorized entity, as determined by SED. The training will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. These protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

## **Section II: Data Management**

### A. Ensuring Accurate Teacher and Student Data:

The District shall ensure that SED receives 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 and the Commissioner of Education by providing such data in a format and timeline prescribed by the Commissioner.

In alignment with §L5 of the *SED APPR Guidance Document*, for the 2012-13 school year, the data elements listed below will be collected for all courses offered by the District. Students will be associated with the principal(s) of their building of enrollment through data collected in the State-wide Instructional Repository System (“SIRS”).

- Unique statewide identifier for all teachers assigned to reported courses
- Student enrollment in all elementary/middle-level courses linked to a state assessment, using the statewide standardized course codes
- Student enrollment in all secondary-level courses that prepare students to take a Regents exam upon completion of the course, using statewide standardized course codes
- Duration of reported course section
- Student-teacher linkage start/end dates for reported course section
- Duration of the student enrollment-teacher assignment linkage for the reported course section (“enrollment linkage”)
- Duration of student attendance- teacher assignment linkage for the course section (“attendance linkage”)
- Student-teacher linkage duration adjustments for reported course section
- Student exclusion-from-evaluation flag for reported course section

- Student enrollment in all remaining courses, using to-be-determined statewide standardized course codes
- Evaluation composite scores (highly effective, effective, developing, ineffective)
- Evaluation component scores (student growth, local student achievement, other local)
- Other personnel data to be used for value-added modeling and policy purposes (teacher preparation program, teacher preparation pathway, certification earned, highest degree status, years in teacher or principal role)
- Other personnel and student data to be used for policy purposes and as required by SED

This data will be extracted from our student management system and formatted in accordance with the specifications provided by the Northeastern Regional Information Center (“NERIC”).

The New York State Education Department’s *APPR Guidance* and field memos relating to the Student Information Repository System (“SIRS”) will provide detailed guidance related to the collection and reporting of data. The Chief Information Officer shall be in charge of collecting the required data, and overseeing changes in and maintenance of the local data management systems. The Chief Information Officer shall have the authority to assign tasks and deadlines, as required. The District will give educators a timely manner to accurately ensure the validity of the data. Teachers will be provided resources on the use of systems and reporting and will be provided assistance to verify and report data in a timely manner.

The District will continue to monitor data consistent with NYSED reporting requirements to verify that the data submitted to SED are complete and accurate.

**B. Reporting Individual Subcomponent Scores:**

The District will report to SED the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in the District in a format and timeline prescribed by the Commissioner. The District will use SIRS data reporting extract protocols for reporting these data to NYSED. Total Composite Effectiveness Scores will not be reported until data on student achievement on state assessments is transmitted to the District.

**C. Development, Security, and Scoring of Assessments:**

The District shall ensure the development, security, and scoring processes of all assessments and/or measures used to evaluate teacher and principals under this section are not disseminated to students before administration and that teachers and principals do not have a vested interest in the outcome of the assessments they score. The District will follow the testing guidelines set forth by NYSED in regards to securing any NYS exams. The District will ensure that all assessments are scored in the manner prescribed by the assessment and/or regulations.

BSTA and the District will determine local measures of student achievement, teacher rubrics, any other instruments (such as surveys, self-assessments, portfolios, etc.) and the scoring methodology for the assignment of points to locally selected measures of student achievement and other measures of teacher effectiveness.

### **Section III: 2012-2013 School Year Teachers' APPR for staff covered under Education Law §3012-c**

#### **A. Positions Evaluated by this Section Plan:**

All BSTA positions are required to use the evaluation system in this section except Guidance/School Counselors, School Psychologists, Social Workers, Nurses, Speech Teachers and Pathologists, Library Media Specialists and School Media Specialists. The APPR for the aforementioned positions is located in Part IV.

Long Term Substitutes are not part of the formal APPR process.

#### **B. Annual Professional Performance Criteria:**

1. Growth on State Assessments or Growth Using Comparable Measures (Student Learning Objectives) = 20% of teacher's overall evaluative score (Appendix A).
2. Locally Selected Measures of Student Growth or Achievement = 20% of teacher's overall evaluative score (Appendix A).
3. Other Measure of Effectiveness: Multiple Classroom Observations (Tenured Teachers: At least two, one of which must be unannounced; Non-Tenured Teachers: At least three, one of which must be unannounced) and Professional Portfolio = 60%

Value-Added Measures: Annual Performance Criteria for teachers receiving a value-added growth score from SED shall be:

1. Value-Added Measure based on Growth on State Assessments = 25% of teacher's overall evaluative score.
2. Locally Selected Measures of Student Growth or Achievement = 15% of teacher's overall evaluative score (Appendix A).
3. Other Measure of Effectiveness: Multiple Classroom Observations (Tenured Teachers: At least two, one of which must be unannounced; Non-Tenured Teachers: At least three, one of which must be unannounced) and Professional Portfolio = 60%



C. Composite Rating System:

*For 2012-13 for educators for whom there is no approved Value-Added measure of student growth, the scoring ranges will be:*

For 2012-13 where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of Growth or Achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

*For 2012-13 for educators for whom there is an approved Value-Added measure of student growth, the scoring ranges will be:*

For 2012-13 where there is a Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of Growth or Achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	75-90
Developing	3-9	3-7	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

The process by which points are assigned in subcomponents and the scoring ranges for the subcomponents will be transparent and available to those being rated before the beginning of each school year (Appendices A, E and F).

The assignment of points in each subcomponent will ensure that it is possible for an educator to obtain any of the available points (including 0) in the subcomponents and composite rating and to obtain any of the four rating categories.

D. Growth or Comparable Measures (20 Points or 25 Points if Value Added Measure):

The District certifies that the process for assigning points uses the narrative descriptions below to effectively differentiate educator's performance in ways that improve student learning and instruction.

<b>Growth or Comparable Measures</b>	
Highly Effective	Results are <b>well-above</b> state average for similar students (or District adopted standards if no state test).
Effective	Results <b>meet</b> state average for similar students (or District adopted standards if no state test).
Developing	Results are <b>below</b> state average for similar students (or District adopted standards if no state test).
Ineffective	Results are <b>well-below</b> state average for similar students (or District adopted standards if no state test).

For teachers where there is no State-provided measure of student growth, comparable measures are the State-determined District-wide growth goal-setting process. Student Learning Objectives (SLOs) are the State-determined process.

A Student Learning Objective is an academic goal for a teacher's students that is set at the start of the course and represents the essential learning for the course. It must include the following basic elements:

- Student population
- Learning content
- Interval of Instructional Time
- Evidence
- Baseline
- Target and HEDI Criteria
- Rationale

Teacher's scores are based upon the degree to which their goals were attained.

The District, in the context of the State Regulations, has identified who in the District will have State-provided growth measures and who must have SLOs as “comparable growth measures” as per the State’s rules (Appendix B).

For those teachers required to make use of the Student Learning Objectives, the District has adopted the following standards for growth and achievement (Appendix A):

Grades K-2 Growth:

- One year’s average growth in ELA and Math across all students as measured by I-Ready (average of both scores)

Grade 3 and NYSAA Growth:

- 90% of Level 1’s will increase at least 1 Level
- 90% of Level 2’s will increase at least 1 Level
- All Level 3’s will increase at least 1 Level and/or no Level 3’s will decrease
- No Level 4’s will decrease

NYSESLAT:

- 80% of students will make a total scaled score gain of 43 points on the NYSESLAT or:
- 80% of students will advance one level of proficiency on the NYSELAT 2013 (as compared to 2012).

All other teachers and content areas:

- 90% of the students scoring above 75% on the baseline assessment will score 85+% on the summative assessment
- 90% of the students scoring between 65% and 74% on the baseline assessment will score 80+% on the summative assessment
- 90% of the students scoring between 50% and 64% on the baseline assessment will score 75+% on the summative assessment
- 90% of the students scoring between 0% and 49% on the baseline assessment will score 65+% on the summative assessment

E. Locally-selected Measures of Growth or Achievement (20 Points or 15 Points if Value Added Measure):

The District and the BSTA certify that the process for assigning points uses the narrative descriptions below to effectively differentiate educator’s performance in ways that improve student learning and instruction.

## Locally-selected Measures of Growth or Achievement

Highly Effective	Results are <b>well-above</b> District-adopted expectations for growth or achievement of student learning standards for grade/subject.
Effective	Results <b>meet</b> District-adopted expectations for growth or achievement of student learning standards for grade/subject.
Developing	Results are <b>below</b> District-adopted expectations for growth or achievement of student learning standards for grade/subject.
Ineffective	Results are <b>well-below</b> District-adopted expectations for growth or achievement of student learning standards for grade/subject.

### Grades K-3 Local:

- 90% of the students scoring above 75% on the baseline assessment will score 85+% on the summative assessment
- 90% of the students scoring between 65% and 74% on the baseline assessment will score 80+% on the summative assessment
- 90% of the students scoring between 50% and 64% on the baseline assessment will score 75+% on the summative assessment
- 90% of the students scoring between 0% and 49% on the baseline assessment will score 65+% on the summative assessment

### Grades 4-5 Local:

- One year's average growth in ELA and Math across all students as measured by I-Ready (average of both scores)

### Grades 6-8 ELA and Math Local:

- One year's average growth in ELA or Math across all students as measured by I-Ready

### All Other Teachers Local:

- Building Level Growth Measure as assigned by SED. If the measure is on a 0-25 scale, it will be converted to a 0-20 scale based on direct proportion (e.g.:  $15/25 = 12/20$ )

The District and the BSTA have agreed to use the following process in determining the measures of student achievement and/or growth across all classrooms in same grade/subject throughout the District: Decisions will be made through BSTA and the District.

## F. Other Measures of Effectiveness: 60 Points

The District and the BSTA certify that the process for assigning points uses the narrative descriptions below to effectively differentiate educator's performance in ways that improve student learning and instruction.

<b>Other Measures of Effectiveness</b>	
Highly Effective	Overall performance and results <b>exceed</b> standards.
Effective	Overall performance and results <b>meet</b> standards.
Developing	Overall performance and results <b>need improvement</b> in order to meet standards.
Ineffective	Overall performance and results <b>do not meet</b> standards.

*Rubric:* The District and the BSTA have selected the Danielson 2007 to assess teacher performance based on the NYS Teaching Standards (Appendix C).

Observations (85% of the 60 points; Appendix E)

- All tenured classroom teachers will be observed by a lead evaluator at least two times per school year; one of these observations will be unannounced.
- All non-tenured classroom teachers will be observed by a lead evaluator at least three times per school year; one of these observations will be unannounced.
- Observations will be representative of the instructional period and not less than 30 minutes.
- Final observation score (Domains 1, 2, 3 and 4A) is the average of **all** observations.

Process: Formal Observation

- Teachers will be given a two week window to mutually establish an observation date and time.
- The pre-conference will occur five school days or less prior to the scheduled observation, and it will not occur on the day of the scheduled observation.
- The teacher will receive email communication from the administrator indicating the date, time, and place for the pre-observation.
- The teacher must electronically submit the pre-observation form through StaffTrac two school days prior to the pre-observation (Appendix D).
- Within seven school days after the observation, the teacher and administrator will meet for a post-observation conference to review the observation summary and engage in reflective practice (Domain 4A).

- The post-observation form must be electronically submitted by the teacher through StaffTrac at least one school day prior to the post-observation conference (Appendix D).
- The teacher will be provided a draft of the evaluation at least one school day prior to the scheduled post-observation conference.
- Within two school days after the post-observation conference, based upon evidence gathered in the pre-observation conference, observation, and post-observation conference, the final observation report will be complete.

Process: Unannounced Observation

- Teachers will be notified via email that an unannounced observation will occur within a two week window.
- Within seven school days after the observation, the teacher and administrator will meet for a post-observation conference to review the observation summary and engage in reflective practice (Domain 4A).
- The post-observation form must be electronically submitted by the teacher through StaffTrac at least one school day prior to the post-observation conference (Appendix D).
- The teacher will be provided a draft of the evaluation at least one day prior to the scheduled post-conference.
- Within two school days after the post-observation conference, based upon evidence gathered in the observation and post-observation conference, the final observation report will be complete.

Other Measures (15% of the 60 points; Appendix F):

All remaining points will be allocated to an electronic Professional Portfolio. The portfolio will include artifacts demonstrating competency in Domains 4B-F. Artifacts must be uploaded to the StaffTrac system and certified by the teacher for administrative review by May 1.

If the teacher would like a mid-year conference with the evaluating administrator to review progress on the Professional Portfolio, the teacher should schedule a meeting to be completed by January 18.

G. Assigning Points and Total Other Measures Results:

Calculations are located in Appendices E and F

H. Timely and Constructive Feedback

In compliance with §3012-c, annual professional performance reviews for each educator will be completed and composite results provided to the educator by September 1 of the school year following the evaluation year. The rating on the “other measures” subcomponent and any of the other two subcomponents for which the evaluation rating based shall be computed and provided

to the educator before the end of the school year for which the performance is being measured. If the data for any component is not available by June 30, that score and rating shall be provided within 10 business days of receipt of those achievement results.

If a composite rating is developing or ineffective, within 10 school days from the opening of classes in the school year following the performance year, a Teacher Improvement Plan (TIP) will be developed with the teacher who received the rating, the evaluating administrator and a BSTA representative upon the request of the teacher.

**Section IV: 2012-2013 School Year Teachers' APPR for staff NOT covered under Education Law §3012-c**

A. Positions Evaluated by this Section of the Plan: Instructional Specialists

Guidance Counselors, School Psychologists, Social Workers, Nurses, Speech Teachers and Pathologists, Library Media Specialists and School Media Specialists will use the following procedures in accordance with Part 100.

B. Annual Professional Performance Criteria:

1. Building Growth Score (20%).
2. Other Measure of Effectiveness: Goals and evidence based on the Danielson Framework (80%).
  - a. Educator's scores are based upon the degree to which their goals were attained.

2012-13	Building Growth Score	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	18-20	73-80	91-100
Effective	9-17	66-72	75-90
Developing	3-8	60-65	65-74
Ineffective	0-2	0-59	0-64

C. Goal Setting Process for Tenured Staff:

1. Using the 2007 Danielson Framework for Teaching Rubrics for Instructional Specialists, the educator informally assesses his/her performance across all the Domains.
2. The educator and supervisor confer and jointly select the annual goals with the understanding that all components of the Domains will be assessed. Goals must be representative of all four domains. The educator may establish one to four goals.
3. Goals will be uploaded to StaffTrac by October 26.



4. The educator and supervisor will confer periodically, often informally, to monitor progress. If the educator would like a mid-year conference with the evaluating administrator to review progress on the Professional Portfolio, the educator should schedule a meeting to be completed by January 18.
5. Evidence of goal attainment will be uploaded to the StaffTrac Portfolio by the Teacher by May 1. Each rubric component will be scored 0-4 (Appendix F).
6. By June 30<sup>th</sup>, the educator and supervisor will confer to discuss goal attainment.
7. The rating on the “other measures” subcomponent shall be computed and provided to the educator before the end of the school year for which the performance is being measured. The complete APPR for each educator will be completed and results provided to the educator by September 1 of the school year following the evaluation year.
8. If a composite rating is developing or ineffective, within 10 school days from the opening of classes in the school year following the performance year, a Teacher Improvement Plan (TIP) will be developed with the educator who received the rating, the evaluating administrator and a BSTA representative upon the request of the educator.

D. Observation Process for Probationary Staff:

1. All non-tenured teachers will be observed by a lead evaluator at least three times per school year; one of these observations will be unannounced.
2. The same process will be used for Formal and Informal Observations as outlined in Section III, Part F.

## Section V: Improvement Plan

### A. Teacher Improvement Plans (TIP):

A Teacher Improvement Plan may be implemented to support the professional growth of teachers when a need is evident. However, if a teacher's Composite Rating is "developing" or "ineffective", the District and teacher that received the "developing" or "ineffective" rating will collaborate to develop and implement a Teacher Improvement Plan (Appendix F). This plan must be in place within 10 school days from the opening of classes in the school year following the performance year. The plan will include area(s) in need of improvement based on the subcomponents of the composite score, an action plan with differentiated activities to support the teacher's improvement, appropriate evidence to demonstrate growth in the areas determined to be in need of improvement and a timeline for completion including a review of progress over the course of implementation.

## Section VI: Appeals

### Right to Appeal

A tenured teacher who earns a composite rating of *ineffective* or *developing* may appeal his/her annual professional performance review and the school district's issuance and/or implementation of the improvement plan in accordance with the procedures and conditions set forth in this section. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan.

### Scope of Performance Review Appeal

1. A tenured teacher who receives a composite rating of *developing* or *ineffective* may appeal his/her performance review.
2. Pursuant to Education Law §3012-c(5)(a) and §30-2.11 of the Rules of the Board of Regents, a teacher may only challenge the following in an appeal: (1) the substance of the APPR; (2) the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents; (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures.
3. Within 10 business days of the determination of an appeal, if new information related to the same evaluation causes the teacher to desire an additional appeal pursuant to Education Law §3012-c(5)(a) and §30-2.11 of the Rules of the Board of Regents challenging the (1) the substance of the APPR; (2) the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents; (3) the adherence to the

regulations of the Commissioner and compliance with any applicable locally negotiated procedures, the same process will be used to request the second appeal (see filing an appeal). Within three days the Assistant Superintendent for Human Resources and Professional Development will reconvene the same appeals board who considered the original appeal, and that board will have the authority to decide if the additional appeal has merit for consideration, rendering a decision within two business days after reconvening.

### **Scope of Improvement Plan Appeal**

1. A tenured teacher may appeal the school district's issuance of an Improvement Plan and/or implementation of the terms of such Improvement Plan.
2. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans or negotiated procedures.
3. Within 10 business days of the determination of an appeal, if new information related to the same improvement plan causes the teacher to desire an additional appeal pursuant to Education Law §3012-c(5)(a) and §30-2.11 of the Rules of the Board of Regents, the same process will be used to request the second appeal (see filing an appeal). Within three days the Assistant Superintendent for Human Resources and Professional Development will reconvene the same appeals board who considered the original appeal, and that board will have the authority to decide if the additional appeal has merit for consideration, rendering a decision within two business days after reconvening.

### **Timeline for Filing an Appeal**

1. Appeals concerning a teacher performance review must be filed no later than ten (10) business days of the date when the teacher receives his/her composite score and rating.
2. Appeals concerning the issuance of an improvement plan must be filed within ten (10) business days of the school district's alleged failure to comply with the requirements prescribed in applicable law and regulations for issuance of improvement plans either whole or in part.
3. Appeals not commenced within the timelines delineated in this section will be deemed waived and are not subject to review.

### **Filing an Appeal**

1. A tenured teacher wishing to initiate an appeal must submit to the Assistant Superintendent for Human Resources and Professional Development with a copy to the BSTA President, in writing, a detailed description of disagreement over his/her performance review, or the issuance of the terms of the improvement plan.

## Appeals Process

1. Appeals Panel: BSTA will establish an Appeals Panel, a group of members who will serve as the pool of members that the BSTA can draw from to assign to the District Appeals Board to hear the appeal. The names of the members of the Appeals Panel and the designation of the Chairperson will be submitted to the Assistant Superintendent for Human Resources and Professional Development prior to September 30 of each school year.
2. Appeals Board: The Appeals Board will consist of four members; two members from the BSTA Appeals Panel and two members selected by the Assistant Superintendent for Human Resources and Professional Development. The Assistant Superintendent for Human Resources and Professional Development, the administrator who evaluated the teacher and the teacher filing the appeal are not eligible to serve on the Appeals Board.
3. The Assistant Superintendent for Human Resources and Professional Development, within two business days of receiving the appeal, will contact the Chair of the BSTA Appeals Panel notifying him/her that an appeal was received and request the names of two members of the panel to serve on the Board to hear the appeal. Within two business days of notification, the names of who will serve on the Board will be submitted to the Assistant Superintendent for Human Resources and Professional Development.
4. Within ten business days of notification of BSTA panel members, the Assistant Superintendent for Human Resources and Professional Development will convene the Appeals Board.
5. The Appeals Board will meet to review the appeal as submitted to the Assistant Superintendent for Human Resources and Professional Development. The Board will meet outside of the regular school day. At the first meeting, the Board will select a chair.
6. The teacher bears the burden of proving the merits of the appeal.
7. The Board must reach a determination of affirming or denying the appeal. Within five business days of convening of the Board, the Chair will inform the Assistant Superintendent for Human Resources and Professional Development of the determination of the appeal. The Assistant Superintendent for Human Resources and Professional Development may grant additional time with evidence of extenuating circumstances, ensuring that the resolution of any appeal is timely and expeditious in accordance with Education Law §3012-c.
8. Within two business days of receiving the determination from the Chair, the Assistant Superintendent for Human Resources and Professional Development will notify the teacher of the status of his/her appeal. If the appeal is denied, the rating or improvement plan will be maintained. If it is affirmed, the Assistant Superintendent for Human Resources and Professional Development will refer the affirmation back to the supervising administrator to meet with the teacher to reevaluate and modify the component(s) that was affirmed in the appeal.
9. The decision of the appeal board is final.

## Section VII: 2012-13 School Year Principals' APPR

- A. All Principals (or co-principals) of public school buildings in which employ classroom teachers of common branch subjects or English language arts or mathematics in grades four through eight as well as high schools that administer Regents assessments are required to be evaluated per 3012-c.
- B. Annual Professional Performance Criteria
1. **Elementary and Middle School principals:** Result of student growth/value added measure as applied to state assessments in 4-8 ELA/Math = 25% of principal's overall evaluative score.
  2. **High School principal:** Result of principal student growth percentile/value added measure as applied to state assessments and/or graduation rates = 25% of principal's overall evaluative score.
  3. Locally selected measure of student growth or achievement = 15% of principals overall evaluative score (Appendix I)
  4. If there are any principals for which NYSED does not provide a value added growth measure for 2012-2013, composite scores will be comprised of 20% state growth measure, 20% locally selected and 60% other measures of effectiveness.
  5. Other measures of effectiveness: Broad assessment of principal leadership and management actions including multiple school visits by superintendent: one of which must be unannounced, 60% of principal's overall evaluative score.

C. Composite Rating System

For principals in buildings with Grades 4-8 ELA, Math and/or High School courses with State or Regents assessments, (or principals of programs with any of these assessments), NYSED will provide value-added measures. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points. In order for a principal to receive a State-provided value-added measure, at least 30% of the students in the principal's school or program must take the applicable State or Regents assessments.

D. *For 2012-13 for administrators for whom there is an approved Value-Added measure of student growth, the scoring ranges will be:*

For 2012-13 where there is a Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of Growth or Achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	75-90
Developing	3-9	3-7	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

For 2012-13 for administrators for whom there is no approved Value-Added measure of student growth, the scoring ranges will be:

For 2012-13 where there is no Value-Added measure	Growth or Comparable Measures	Locally-selected Measures of Growth or Achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

The process by which points are assigned in subcomponents and the scoring ranges for the subcomponents will be transparent and available to those being rated before the beginning of each school year (Appendix I).

The assignment of points in each subcomponent will ensure that it is possible for an administrator to obtain any of the available points (including 0) in the subcomponents and composite rating and to obtain any of the four rating categories.

E. Locally-selected Measures of Growth or Achievement 15 Points with VA Measure:

The District and the BSAC certify that the process for assigning points uses the narrative descriptions below to effectively differentiate administrator’s performance in ways that improve student learning and instruction.

<b>Locally-selected Measures of Growth or Achievement</b>	
Highly Effective	Results are <b>well-above</b> District-adopted expectations for growth or achievement of student learning standards for grade/subject.
Effective	Results <b>meet</b> District-adopted expectations for growth or achievement of student learning standards for grade/subject.
Developing	Results are <b>below</b> District-adopted expectations for growth or achievement of student learning standards for grade/subject.
Ineffective	Results are <b>well-below</b> District-adopted expectations for growth or achievement of student learning standards for grade/subject.

**Principals of Grades K-5 and 6-8: Growth-** One year’s average growth in ELA and Math across all students in the school as measured by I-Ready (average of both scores). (Appendix A).

**High School Principal: Achievement-** Percentage of students who graduate in June with advanced designation (including those with honors) diploma. (Appendix I)

F. Other Measures of Effectiveness: 60 Points

The District and the BSAC certify that the process for assigning points uses the narrative descriptions below to effectively differentiate administrator’s performance in ways that improve student learning and instruction.

<b>Other Measures of Effectiveness</b>	
Highly Effective	Overall performance and results <b>exceed</b> standards.
Effective	Overall performance and results <b>meet</b> standards.
Developing	Overall performance and results <b>need improvement</b> in order to meet standards.
Ineffective	Overall performance and results <b>do not meet</b> standards.

*Rubric:* The District and the BSAC have selected the Marshall Principal Evaluation Rubrics (2011) to assess principal performance based on Educational Leader Policy Standards: ISLLC 2008 (Appendix L).

The 60 points composite score will be based on a broad assessment of a principal’s leadership and management actions based on the principal practice rubric, by the principal’s supervisor.

The assessment must incorporate multiple school visits by a supervisor and at least one visit must be unannounced. The first visit must be completed by March 1; feedback will be provided. Both visits are to be completed no later than June 25.

The Principal should submit evidence/artifacts pertaining to any element of the rubric for consideration. Any documentation provided should ‘specifically indicate which standard and indicator the principal feels it addresses. All evidence must be submitted via Staff Track no later than May 30. Principals will be evaluated annually on the entire rubric.

The principal may submit a self-analysis on the rubric for the superintendent's consideration and discussion.

Final evaluations shall be provided to principals no later than September 1 annually. Scores and ratings on Locally Selected Measures of Achievement and the "Other Measures" of Effectiveness shall be provided no later than June 30 annually. If data for the Locally Selected Measures of Achievement is not available by June 30, that score and rating shall be provided within 10 business days of receipt of those achievement results.

## **Section VIII: Improvement Plans**

### **B. Principal Improvement Plans (PIP):**

A Principal Improvement Plan (PIP) may be implemented to support the professional growth of a principal when a need is evident. However, if a principal's Composite Rating is "developing" or "ineffective", the District and principal that received the "developing" or "ineffective" rating will collaborate to develop and implement a Principal Improvement Plan (Appendix J). This plan must be in place within 10 school days from the opening of classes in the school year following the performance year. The plan will include area(s) in need of improvement based on the subcomponents of the composite score, an action plan with differentiated activities to support the principal's improvement, appropriate evidence to demonstrate growth in the areas determined to be in need of improvement and a timeline for completion including a review of progress over the course of implementation.



## **Section IX: Appeals**

### **Right to Appeal**

A tenured principal who earns a composite rating of *ineffective* or *developing* may appeal his/her annual professional performance review and the school district's issuance and/or implementation of the improvement plan in accordance with the procedures and conditions set forth in this section. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan.

### **Scope of Performance Review Appeal**

1. A tenured principal who receives a composite rating of *developing* or *ineffective* may appeal his/her performance review.
2. Pursuant to Education Law §3012-c(5)(a) and §30-2.11 of the Rules of the Board of Regents, a principal may only challenge the following in an appeal: (1) the substance of the APPR; (2) the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents; (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures.
3. A principal may not file multiple appeals regarding the same performance review.

### **Scope of Improvement Plan Appeal**

1. A tenured principal may appeal the school district's issuance of an Improvement Plan and/or implementation of the terms of such Improvement Plan.
2. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans or negotiated procedures.
3. A principal may not file multiple appeals regarding the same Improvement Plan.

### **Timeline for Filing an Appeal**

1. Appeals concerning a principal performance review must be filed no later than ten (10) business days of the date when the principal receives his/her composite score and rating.
2. Appeals concerning the issuance of an improvement plan must be filed within ten (10) business days of the school district's alleged failure to comply with the requirements prescribed in applicable law and regulations for issuance of improvement plans either whole or in part.
3. Appeals not commenced within the timelines delineated in this section will be deemed waived and are not subject to review.

## **Filing an Appeal**

1. A tenured principal wishing to initiate an appeal must submit to the Assistant Superintendent for Human Resources and Professional Development in writing, a detailed description of disagreement over his/her performance review, or the issuance of the terms of the improvement plan which includes the rationale for such appeal.

## **Appeals Process**

1. Appeals Board: The Appeals Board will consist of two members; Assistant Superintendent for Human Resources and Professional Development and a SAANYS representative chosen by the BSAC president.
2. The Appeals Board will meet to review the appeal, requesting any information they deem necessary to make an informed decision.
3. The Board must reach a determination of affirming or denying the appeal within five business days and must communicate their decision to the Superintendent.
4. Within two days of the panel's decision, the Assistant Superintendent for Human Resources and Professional Development will notify the principal of the status of his/her appeal. If the appeal is denied, the rating or improvement plan will be maintained. If it is affirmed, the Assistant Superintendent for Human Resources and Professional Development will refer the affirmation back to the supervisor to meet with the principal to reevaluate and modify the component(s) that was affirmed in the appeal.

## **Section X: Miscellaneous**

### **A. Filing and Publication of APPR Plan:**

This APPR Plan shall be adopted by the Board of Education, filed in the office of the District, submitted to SED and shall be made available to the public on the District's website at [www.bscsd.org](http://www.bscsd.org)

### **B. Monitoring:**

The District agrees to collaborate with SED regarding any concerns and/or monitoring of the district regarding evaluation implementation.

The District and BSTA agree to meet regularly throughout the 2012-2013 school year to monitor implementation, address concerns and seek feedback for future revision and modifications.

# Appendix A

Scoring Bands and Application:

**Scale 1: K-2 Growth**

**Scale 2: K-3 Local; Grade 3 Growth; MS Growth EXCEPT ELA and Math; HS Growth; All Special Areas Growth**

Score	Average Student Growth (years)		Score	% of Students	
20	1.7+		20	98-100	
19	1.6-1.69		19	94-97	
18	1.5-1.59	HE	18	90-93	HE
17	1.40-1.49		17	89	
16	1.35-1.39		16	88	
15	1.30-1.34		15	87-86	
14	1.25-1.29		14	85-84	
13	1.20-1.24		13	83-82	
12	1.15-1.19		12	81-80	
11	1.10-1.14		11	79-78	
10	1.05-1.09		10	77-76	
9	1.0-1.04	E	9	75	E
8	.86-.99		8	74	
7	.81-.85		7	73-72	
6	.76-.80		6	71-70	
5	.71-.75		5	69-68	
4	.66-.70		4	67-66	
3	0.65	D	3	65	D
2	0.64		2	64-60	
1	.55-.63		1	56-59	
0	≤0.55	I	0	≤55	I

# Appendix A

## Scoring Bands and Application:

### Scale 3: Grades 4-8 ELA and Math Local GROWTH

Score	Average Student Growth (years)	
15	1.6+	
14	1.5	HE
13	1.4	
12	1.35-1.39	
11	1.3-1.34	
10	1.2-1.29	
9	1.1-1.19	
8	1.0-1.09	E
7	0.90-0.99	
6	0.80-0.89	
5	0.75-0.79	
4	0.70-0.74	
3	0.65-0.69	D
2	0.60-0.64	
1	0.56-.59	
0	$\leq 0.55$	I

I-Ready Growth Bands:

I-Ready **READING** Scale Score Increase Needed to Achieve Specified Years of Growth:

	0.75 Years	1.0 Years	1.5 Years	2.0 Years
Grade K	31	42	72	96
Grade 1	30	40	75	100
Grade 2	24	32	59	78
Grade 3	21	29	54	72
Grade 4	17	23	50	66
Grade 5	12	16	35	46
Grade 6	9	13	38	50
Grade 7	12	16	33	44
Grade 8	10	14	39	52

I-Ready **MATH** Scale Score Increase Needed to Achieve Specified Years of Growth:

	0.75 Years	1.0 Years	1.5 Years	2.0 Years
Grade K	21	28	72	96
Grade 1	21	29	69	92
Grade 2	28	29	57	76
Grade 3	21	28	63	84
Grade 4	24	33	62	82
Grade 5	14	19	39	52
Grade 6	11	15	36	48
Grade 7	9	12	30	40
Grade 8	9	13	32	42

### 3<sup>rd</sup> Grade Growth: I-Ready Baseline Transposed to SED Levels and Scoring:

<b>ELA</b>	<b>Scale Score</b>	<b>Level</b>
	585+	4
	561-584	3
	514-560	2
	0-513	1
<b>Math</b>	578+	4
	544-577	3
	469-543	2
	0-468	1

#### **Standards and Scoring for 3rd Grade Growth and NYSSA Growth Using Scale 2**

- \* 90% of Level 1s will increase at least 1 Level
- \* 90% of Level 2s will increase at least 1 Level
- \* Level 3s will increase at least 1 Level and/or No Level 3s will decrease.
- \* No Level 4s will decrease.

## Appendix B: Required SLOs as Comparable Growth Measures

The following positions and/or courses will have SLO's for their Growth component of the APPR process for 2012-2013, based on course enrollments as outlined by SED:

Elementary:

All grade levels and subjects EXCEPT Grades 4-5

Middle School:

All grade levels and subjects EXCEPT Grades 6-8 ELA and Grades 6-8 Math

High School:

All high school courses not leading to a Regents Exam.

Special Education:

As determined by teacher assignment

**Growth and Local Measures by Grade Level:**

**Elementary:**

Second Grade	I-Ready: 1 SLO for ELA and 1 SLO for Math; Average of Both; Scale 1	0-20	ELA and Math SLO; District Developed Assessment, Administered District Wide; Average of Both using Scale 2	0-20
Third Grade	I-Ready: 1 SLO for ELA and 1 SLO for Math; I-Ready Baseline to results on the State Assessments, Average of Both; using Scale 2	0-20	ELA and Math SLO; District Developed Assessment, Administered District Wide; Average of Both using Scale 2	0-20
Fourth Grade	NYS Growth Measure	0-25	I-Ready ELA and Math; Average of Both; Scale 3	0-15
Fifth Grade	NYS Growth Measure	0-25	I-Ready ELA and Math; Average of Both; Scale 3	0-15
Reading and AIS Math	I-Ready: 1 SLO for ELA or Math (content area for teacher including all students served)	0-20	SED Building Level Growth Measure	0-20
Art	1 SLO; District Developed, Administered District wide	0-20	SED Building Level Growth Measure	0-20
ESL	1 SLO; I-Ready for ELA and 1 SLO: NYSELAT	0-20	SED Building Level Growth Measure	0-20
Music	1 SLO; District Developed, Administered District wide	0-20	SED Building Level Growth Measure	0-20
PE	1 SLO; District Developed, Administered District wide	0-20	Building Level Growth Measure	0-20

### Middle School:

Grade Level/Content	Growth Measure	Points	Local Measure	Points
6th, 7th and 8th ELA	NYS Growth Measure	0-25	I-Ready ELA; Scale 3	0-15
6th, 7th and 8th Math	NYS Growth Measure	0-25	I-Ready Math; Scale 3	0-15
6th, 7th and 8th Social Studies	1 SLO; District Developed, Administered District wide; Scale 2	0-20	SED Building Level Growth Measure	0-20
6th and 7th Science	1 SLO; District Developed, Administered District wide; Scale 2	0-20	SED Building Level Growth Measure	0-20
8th Science if more than 50% of assignment	1 SLO; Prior Science 8 Exam, ending in State Assessment; Scale 2	0-20	SED Building Level Growth Measure	0-20
All other Middle School Content Areas EXCEPT aforementioned and SPED	1 SLO; District Developed, Administered District wide; Scale 2	0-20	Building Level Growth Measure	0-20
ESL	1 SLO; I-Ready ELA, 1 SLO NYSELAT	0-20	Building Level Growth Measure	

### High School:

Grade Level/Content	Growth Measure	Points	Local Measure	Points
Algebra, Geometry, Algebra II, Global Studies, US History, Living Environment, Chemistry, Physics, Earth Science	1 SLO; prior Regents, ending in the Regents; Scale 2	0-20	SED Building Level Growth Measure	0-20
All other High School Courses not leading to a Regents Exam EXCEPT SPED	1 SLO; District Developed, Administered District wide; Scale 2	0-20	SED Building Level Growth Measure	0-20

\*SPED, AIS and Reading Teacher measures are determined on a teacher by teacher basis based on annual assignment



## Appendix C: Danielson 2007 Rubric

<b>DOMAIN 1: PLANNING AND PREPARATION</b> Component 1a: Demonstrating Knowledge of Content and Pedagogy Elements: Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy				
ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Knowledge of content and the structure of the discipline</b>	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
<b>Knowledge of prerequisite relationships</b>	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
<b>Knowledge of content-related pedagogy</b>	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	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's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	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**

Component 1b: Demonstrating Knowledge of Students

**Elements:** Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Knowledge of child and adolescent development</b>	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding 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 displays knowledge of the extent to which individual students follow the general patterns.
<b>Knowledge of the learning process</b>	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
<b>Knowledge of students' skills, knowledge, and language proficiency</b>	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.

**DOMAIN 1: PLANNING AND PREPARATION**

**Component 1b: Demonstrating Knowledge of Students** *(continued)*

**Elements:** Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Knowledge of students' interests and cultural heritage</b>	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
<b>Knowledge of students' special needs</b>	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1c: Setting Instructional Outcomes

**Elements:** Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Value, sequence, and alignment</b>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
<b>Clarity</b>	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
<b>Balance</b>	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
<b>Suitability for diverse learners</b>	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

Domain 1: PLANNING AND PREPARATION

Component 1d: Demonstrating Knowledge of Resources

**Elements:** Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Resources for classroom use</b>	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<b>Resources to extend content knowledge and pedagogy</b>	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<b>Resources for students</b>	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

Domain 1: **PLANNING AND PREPARATION**

Component 1e: Designing Coherent Instruction

**Elements:** Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT t	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Learning activities</b>	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
<b>Instructional materials and resources</b>	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
<b>Instructional groups</b>	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1e: Designing Coherent Instruction (*continued*)

**Elements:** Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Lesson and unit structure</b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

**DOMAIN 1: PLANNING AND PREPARATION**

Component 1f: Designing Student Assessments

**Elements:** Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Congruence with instructional outcomes</b>	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
<b>Criteria and standards</b>	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
<b>Design of formative assessments</b>	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
<b>Use for planning</b>	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.



Domain 2: THE CLASSROOM ENVIRONMENT  
 Component 2a: Creating an Environment of Respect and Rapport  
**Elements:** Teacher interaction with students • Student interactions with other students

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Teacher interaction with students</b>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
<b>Student interactions with other students</b>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

Domain 2: **THE CLASSROOM ENVIRONMENT**

Component 2b: Establishing a Culture for Learning

**Elements:** Importance of the content • Expectations for learning and achievement • Student pride in work

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Importance of the content</b>	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
<b>Expectations for learning and achievement</b>	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
<b>Student pride in work</b>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

Component 2c: Managing Classroom Procedures

**Elements:** Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of noninstructional duties • Supervision of volunteers and paraprofessionals

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Management of instructional groups</b>	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
<b>Management of transitions</b>	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
<b>Management of materials and supplies</b>	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
<b>Performance of noninstructional duties</b>	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
<b>Supervision of volunteers and paraprofessionals</b>	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

Component 2d: Managing Student Behavior

**Elements:** Expectations • Monitoring of student behavior • Response to student misbehavior

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Expectations</b>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<b>Monitoring of student behavior</b>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
<b>Response to student misbehavior</b>	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

Component 2e: Organizing Physical Space

**Elements:** Safety and accessibility • Arrangement of furniture and use of physical resources

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Safety and accessibility</b>	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
<b>Arrangement of furniture and use of physical resources</b>	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

**DOMAIN 3: INSTRUCTION**

Component 3a: Communicating with Students

**Elements:** Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Expectations for learning</b>	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
<b>Directions and procedures</b>	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
<b>Explanations of content</b>	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Use of oral and written language</b>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

**DOMAIN 3: INSTRUCTION**

Component 3b: Using Questioning and Discussion Techniques

**Elements:** Quality of questions • Discussion techniques • Student participation

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Quality of questions</b>	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<b>Discussion techniques</b>	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<b>Student participation</b>	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

**DOMAIN 3: INSTRUCTION**

Component 3c: Engaging Students in Learning

**Elements:** Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Activities and assignments</b>	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
<b>Grouping of students</b>	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
<b>Instructional materials and resources</b>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
<b>Structure and pacing</b>	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.



**DOMAIN 3: INSTRUCTION**

Component 3d: Using Assessment in Instruction

**Elements:** Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Assessment criteria</b>	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
<b>Monitoring of student learning</b>	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
<b>Feedback to students</b>	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
<b>Student self-assessment and monitoring of progress</b>	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

**DOMAIN 3: INSTRUCTION**

Component 3e: Demonstrating Flexibility and Responsiveness

**Elements:** Lesson adjustment • Response to students • Persistence

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Lesson adjustment</b>	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
<b>Response to students</b>	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
<b>Persistence</b>	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4a: Reflecting on Teaching

**Elements:** Accuracy • Use in future teaching

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Accuracy</b>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
<b>Use in future teaching</b>	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4b: Maintaining Accurate Records

**Elements:** Student completion of assignments • Student progress in learning • Noninstructional records

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Student completion of assignments</b>	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
<b>Student progress in learning</b>	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
<b>Noninstructional records</b>	Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4c: Communicating with Families

**Elements:** Information about the instructional program • Information about individual students • Engagement of families in the instructional program

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Information about the instructional program</b>	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
<b>Information about individual students</b>	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
<b>Engagement of families in the instructional program</b>	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4d: Participating in a Professional Community

**Elements:** Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Relationships with colleagues</b>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
<b>Involvement in a culture of professional inquiry</b>	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
<b>Service to the school</b>	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
<b>Participation in school and district projects</b>	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4e: Growing and Developing Professionally

**Elements:** Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Enhancement of content knowledge and pedagogical skill</b>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
<b>Receptivity to feedback from colleagues</b>	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
<b>Service to the profession</b>	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Component 4f: Showing Professionalism

**Elements:** Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Integrity and ethical conduct</b>	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
<b>Service to students</b>	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
<b>Advocacy</b>	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.



## **Appendix D: Pre and Post Observation Forms**

### **Pre-Observation Form: All teachers in Section III**

The teacher must electronically submit the pre-observation form through StaffTrac two school days prior to the pre-observation. Below are the questions that appear on the pre-observation form, sorted by Domain. The length and detail of the submission is determined by the teacher but should adequately respond to the questions, understanding that Domain 1 accounts for 20% of your Other Measures of Effectiveness Score.

#### Domain 1A: Demonstrating Knowledge of Content and Pedagogy

- What Learning Standards and/or Performance Indicators are being addressed?
- How is your lesson aligned with the one or more of the Graduation Competencies?
- To which part of your curriculum does this lesson relate?
- What is the content to be taught?
- What prerequisite learning is required?
- How does this lesson fit into the sequence of learning for this class?
- Are there any interdisciplinary connections? If so, outline the connections.

#### Domain 1B: Demonstrating Knowledge of students:

- Briefly describe the students in this class: Include specific needs of students, differentiated instructional strategies that may be used to meet these needs, special conditions that may exist...
- How was student interest considered as part your planning?
- What are the developmental levels and needs of the students in your class?
- Are there support personnel involved in the classroom? If so, describe his/her role.

#### Domain 1C: Setting Instructional Outcomes

- What are your learning outcomes for this lesson?
- How do your selected outcomes engage students cognitively and build understandings?
- Are outcome statements written in the form of student learning and understanding (as opposed tasks, activities etc.), suggesting viable methods of assessment?
- How do outcomes and understandings reflect several different types of learning?
- What is the sequence and alignment of learning for the lesson?
- Has student diversity been considered? If so, how?
- How are outcomes central to the discipline and related to other disciplines? Do they support one or more of the Graduation Competencies?

#### Domain 1D: Knowledge of Resources:

- What materials and resources will be used in the lesson?
- How are the materials and resources used in this lesson appropriately challenging?
- How are materials and resources aligned with the learning outcomes?
- Is there a breadth of materials drawn from multiple mediums? Describe the materials and the application.

#### Domain 1E: Designing Coherent Instruction

- How will students be actively engaged in the lesson?
- Does the lesson have a clearly defined structure around which activities are organized?
- How are learning activities suitable to students and to the instructional outcomes?
- How will you differentiate instruction for different individuals or groups of students in this class?
- How is this lesson connected to students' prior knowledge and how will this lesson be connected to future learning?
- How do learning activities represent higher level thinking?
- Are learning groups thoughtfully planned? Describe the process.

(As practical, please bring copies of any materials the students will be using to the pre-conference)

#### Domain 1F: Designing Student Assessment

- How will you measure the goals articulated in setting instructional outcomes?
- Are the assessments appropriately aligned with desired learning outcomes?
- What does success look like in this lesson and how will you acknowledge this success?
- Are expectations clearly defined with descriptors for each level of performance?
- Is formative information appropriately utilized? Will it also contribute to future planning?

#### Other Considerations:

- Are there any other comments you would like to add regarding the preparation of this lesson?
- Is there anything that you would like me to specifically observe during the lesson?

### **Pre-Observation Form: All Non-Tenured Instructional Specialists in Section IV**

- Related to Domain 1 of your Instructional Specialist Rubric, describe your process in planning and preparing for the event that will be observed. Please include related information that appropriately describes your use of resources, knowledge of student development, program assessment and other components under Domain 1 of your Specialists' Rubric.

### **Post-Observation Form: All Teachers**

The post-observation form must be electronically submitted by the teacher through StaffTrac one day prior to the post-observation conference.

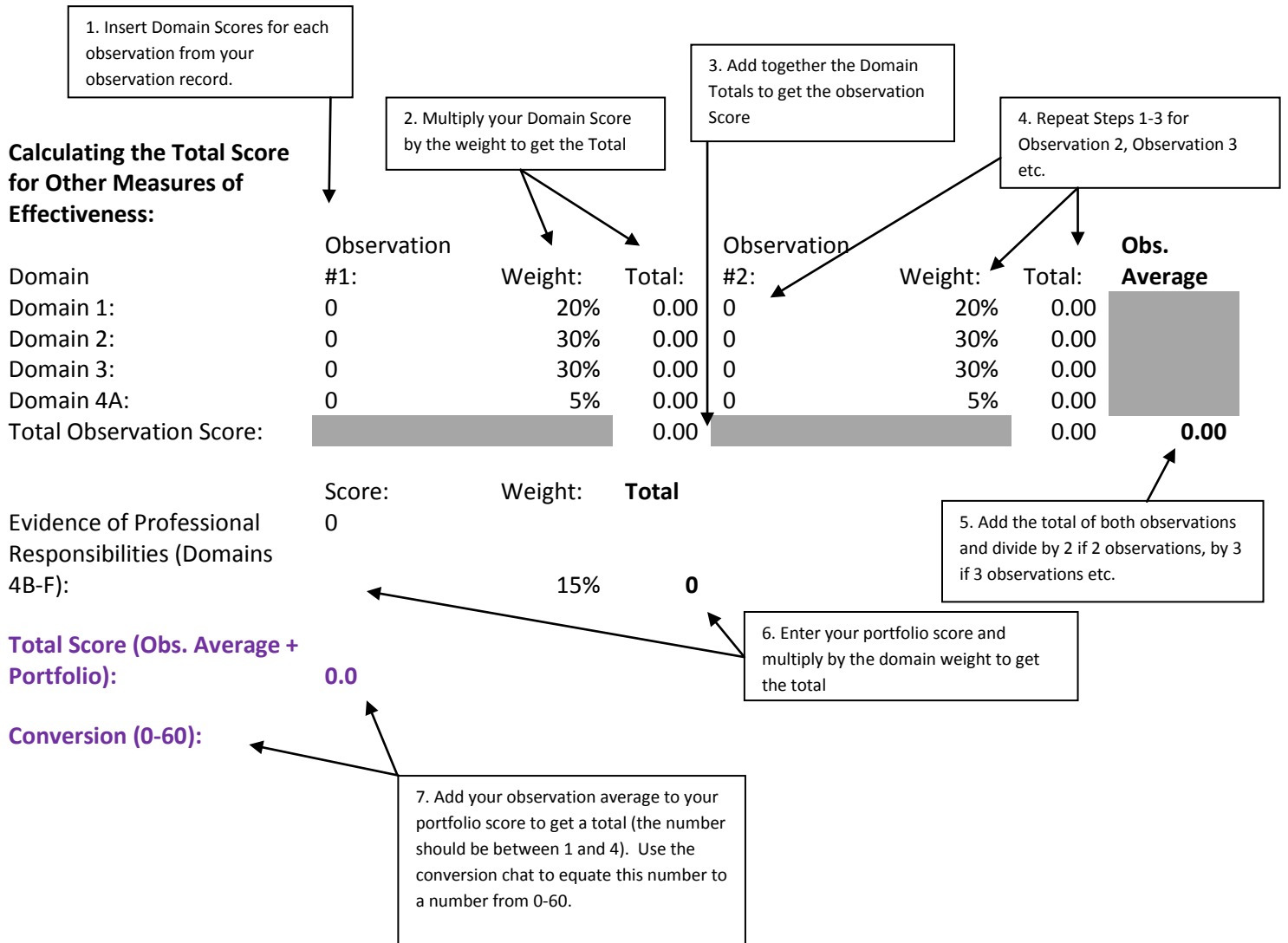
1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (Domains 3d and 4a)
2. If you are able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? (Domains 3d and 3c)
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? (Domains 2c, 2d and 2e)
4. Did you depart from your plan? If so, how and why? (Domain 3e)
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources.) To what extent were they effective? (Domains 2a, 2b, 3c, 3e, 1d and 1e)
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution? (Domain 4a)

## Appendix E: Example Observation Record

Observation Record:		(Score of 1-4 for each component)					
Observation #1	Score	Observation #1	Score	Observation #2	Score	Observation #2	Score
Domain 1A:	0	Domain 3A:	0	Domain 1A:	0	Domain 3A:	0
Domain 1B:	0	Domain 3B:	0	Domain 1B:	0	Domain 3B:	0
Domain 1C:	0	Domain 3C:	0	Domain 1C:	0	Domain 3C:	0
Domain 1D:	0	Domain 3D:	0	Domain 1D:	0	Domain 3D:	0
Domain 1E:	0	Domain 3E:	0	Domain 1E:	0	Domain 3E:	0
Domain 1F:	0	Total Points:	0	Domain 1F:	0	Total Points:	0
Total Points:	0	<b>Domain 3 Score (Total/5)</b>	<b>0</b>	Total Points:	0	<b>Domain 3 Score (Total/5)</b>	<b>0</b>
<b>Domain 1 Score (Total/6)</b>	<b>0</b>			<b>Domain 1 Score (Total/6)</b>	<b>0</b>		
		<b>Domain 4A:</b>	<b>0</b>			<b>Domain 4A:</b>	<b>0</b>
Domain 2A:	0			Domain 2A:	0		
Domain 2B:	0			Domain 2B:	0		
Domain 2C:	0			Domain 2C:	0		
Domain 2D:	0			Domain 2D:	0		
Domain 2E:	0			Domain 2E:	0		
Total Points:	0			Total Points:	0		
<b>Domain 2 Score (Total/5)</b>	<b>0</b>			<b>Domain 2 Score (Total/5)</b>	<b>0</b>		
<b>Portfolio:</b>							
<b>Domain</b>	<b>Score</b>						
Domain 4B	0						
Domain 4C	0						
Domain 4D	0						
Domain 4E	0						
Domain 4F	0						
Total Points:	0						
<b>Portfolio Score (Total/5)</b>	<b>0</b>						

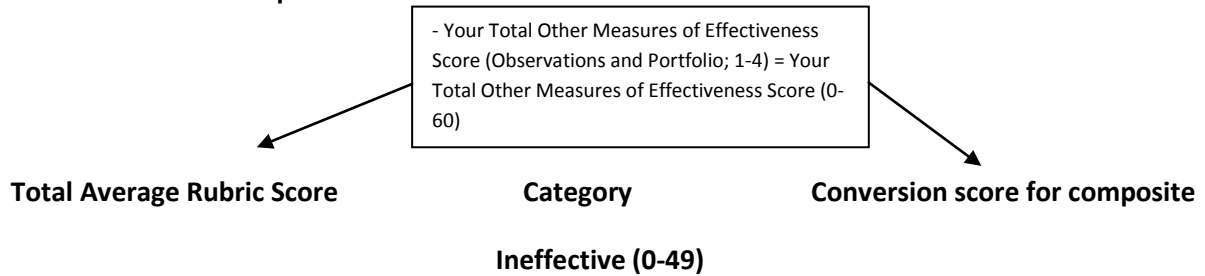
## Appendix F: Calculating the Total Score for Other Measures of Effectiveness

Follow the process of steps 1-7:



## Appendix F: 0-60 Scoring Conversion for Teachers Observed in Section III

### Rubric Score to Sub-Component Conversion Chart



1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18

1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43

1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49

**Developing 50-56**

1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3

**Effective 57-58**

2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2



3.2	58.4
3.3	58.6
3.4	58.8

**Highly Effective (59-60)**

3.5	59
3.6	59.3
3.7	59.5
3.8	59.7
3.9	59.9
4	60

**Appendix F: 0-80 Scoring Conversion for Teachers in Section IV**

<b>Total Average Rubric Score</b>	<b>Category</b>	<b>Conversion score for composite</b>
	<b>Ineffective (0-59)</b>	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6

1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31

1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40-41
1.333	42-43
1.342	44-45
1.350	46-47
1.358	48-49
1.367	50-51
1.375	52-53
1.383	54-55
1.392	56-57
1.400	58-59

**Developing 60-65**

1.5	60
1.6	61
1.7	61.5
1.8	62
1.9	62.5
2	63

2.1	63.5
2.2	64
2.3	64.5
2.4	65

**Effective 66-72**

2.5	66
2.6	66.5
2.7	67
2.8	68
2.9	69
3	70
3.1	71
3.2	72
3.3	73
3.4	74

**Highly Effective (75-80)**

3.5	75
3.6	76
3.7	77
3.8	78
3.9	79
4	80

## **Appendix G: Teacher Improvement Plan**

### **Teacher Improvement Plan**

This form must be completed electronically in StaffTrac by the administrator in consultation with the teacher who receives a summative evaluation composite score of Developing or Ineffective, or to support the professional growth of teachers when a need is evident. The teacher has the option of having a BSTA representative present during the development of the TIP. It must be in place no later than ten school days from the opening of classes. A copy must be sent to the Assistant Superintendent for Human Resources and Professional Development for placement in the teachers personnel file upon the initiation of the TIP.

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

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

Year in which plan is based \_\_\_\_\_

Grade level/subject of base year \_\_\_\_\_

Year in which plan will be implemented \_\_\_\_\_

Grade level/subject of implementation year \_\_\_\_\_

**Area(s) in need of improvement based on the subcomponent of your composite score:**

**Action plan:**

(Differentiated activities to support the teacher's improvement)

**Evidence:**

(manner in which the improvement will be assessed)

**Timeline for completion:**

**Schedule for periodic review of progress:**

Teachers' comments:

Teachers signature \_\_\_\_\_

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

Administrator's comments:

Administrator's signature \_\_\_\_\_

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

## **Appendix H: Glossary of Terms**

### **Appeals Procedure**

According to section 3012-c of Education Law, as added by Chapter 103 of the Laws of 2010, each school district is required to establish an appeals procedure through collective bargaining under which the evaluated teacher can challenge the substance of the APPR, the district's or BOCES' adherence to the standards and methodologies for such reviews, adherence to the Commissioner's regulations and locally negotiated procedures, and the issuance or implementation of a Teacher Improvement Plan.

### **Approved Teacher Practice Rubric**

An approved teacher practice rubric must broadly cover the New York State Teaching Standards and their related elements. The rubric must be grounded in research about teaching practice that supports positive student learning outcomes. Four performance rating categories — “Highly Effective,” “Effective,” “Developing,” and “Ineffective” — must be identified, or the rubric's summary ratings must be easily convertible to the four rating categories that New York State has adopted. The rubric must clearly define the expectations for each rating category. The “Highly Effective” and “Effective” rating categories must encourage excellence beyond a minimally acceptable level of effort or compliance.

### **Assessment**

Assessment refers to the process of gathering, describing, or quantifying information about an individual's performance. Different types of assessment instruments include (but are not limited to) achievement tests, minimum competency tests, developmental screening tests, aptitude tests, observation instruments, performance tasks, and authentic assessments. For the purpose of teacher evaluations, assessment approaches are the methods that school districts employ to assess student or teacher performance.

### **Baseline Data**

For purposes of measurement of student growth, baseline data is information gathered to provide a comparison for assessing individual student achievement at the beginning of instruction.

### **Classroom Observations**

Observation of classroom teaching practice by a trained evaluator is one measure of teacher evaluation.

### **Composite Score of Teacher Effectiveness**

According to Part 30 of the Rules of the Board of Regents, a composite score of teacher effectiveness means a score based on a 100-point scale that includes three subcomponents:

(1) Student growth — As measured on State assessments or other comparable measures, 0-20 points for the 2011-12 school year and 0-25 points in subsequent years for those grades/subjects where a Value-Added Growth Model is approved by the Board of Regents.

(2) Student achievement — Based on locally selected measures, 0-20 points for the 2011-12 school year and 0-15 points in subsequent years for those grades/subjects where a Value-Added Growth Model is approved by the Board of Regents.

(3) Teacher effectiveness — For the 2011-12 school year and all subsequent years, 0-60 points.

### **Conversion Chart**

A component of the scoring methodology that translates teachers' total rating score (1-4) to a 0-60 point scale.

### **Lead Evaluator**

The primary individual responsible for conducting and completing an evaluation of a classroom teacher or building principal.

### **Quality Rating Categories/Criteria**

The performance of teachers evaluated on or after July 1, 2011, will be rated as one of the following categories based on a single composite effectiveness score:

- **Highly Effective** means a teacher is performing at a higher level than typically expected based on the evaluation criteria prescribed in regulations.
- **Effective** means a teacher is performing at the level typically based on the evaluation criteria prescribed in the regulations
- **Developing** means a teacher is not performing at the level typically expected and the reviewer determines that the teacher needs to make improvements based on the evaluation criteria prescribed in the regulations.
- **Ineffective** refers to a teacher whose performance is unacceptable based on the evaluation criteria prescribed in the regulations.

### **Student Growth**

Student growth is the change in student achievement for an individual student between two or more points in time.

### **Student Growth Percentile Score**

A statistical calculation that compares student achievement on state assessments or comparable measures to similar students.



### Teacher or Principal Growth Percentile Score

The student growth percentile score with student characteristics of poverty, students with disabilities and English language learners are taken into consideration.

### Value-Added Growth Score

The result of a statistical model that incorporates a student's academic history and other demographics and characteristics, school characteristics and/or teacher characteristics to isolate statistically the effect on student growth from those characteristics not in the teacher's or principal's control.

## Appendix I

### Ballston Spa Central School District

#### 0-25 local measure for High School Principals

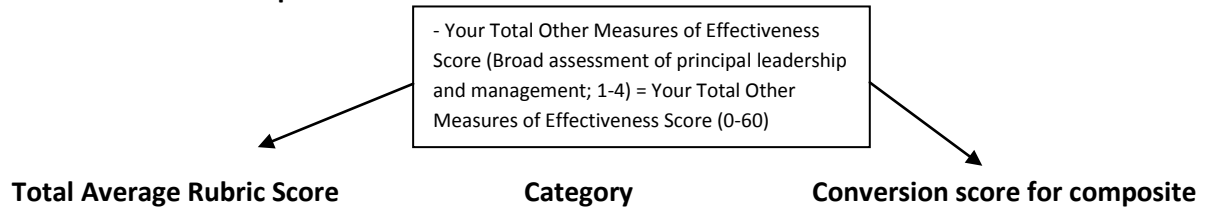
	15	57+
Highly Effective	14	56
	13	55
	12	54
	11	53
	10	52
	9	51
Effective	8	50
	7	49
	6	48
	5	47
	4	46
Developing	3	45
	2	44
Ineffective	1	43
	0	0-42
The High School principal's local measure of achievement will be based on the percentage of all June graduates who earn a diploma with advanced designation		
56% or more students earn advanced designation diploma	H	
50%-55% of students earn advanced designation diploma	E	
45%-49% of students earn advanced designation diploma	D	

44% or less of students earn advanced designation diploma I

## 0-60 Scoring Conversion for Principals

Standard rounding rules apply. Composite scores will be whole numbers.

### Rubric Score to Sub-Component Conversion Chart



### Ineffective (0-49)

1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12

1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37

1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49

**Developing 50-56**

1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3

**Effective 57-58**

2.5	57
-----	----

2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8

**Highly Effective (59-60)**

3.5	59
3.6	59.3
3.7	59.5
3.8	59.7
3.9	59.9
4	60

## Appendix J

### Ballston Spa Central School District Principal Improvement Plan

Principal Improvement Plan (PIP) This form must be completed electronically in StaffTrac by the Superintendent in consultation with the principal who receives a summative evaluation composite score of Developing or Ineffective, or to support the professional growth of the principal when a need is evident. The principal has the option of having a BSAC representative present during the development of the PIP. It must be in place no later than ten school days from the opening of classes. A copy must be sent to the Assistant Superintendent for Human Resources and Professional Development for placement in the principals personnel file upon the initiation of the PIP.

Principal: \_\_\_\_\_

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

Year in which plan is based \_\_\_\_\_

Year in which plan will be implemented \_\_\_\_\_

**Area(s) in need of improvement based on the subcomponent of your composite score:**

**Action plan:**

(Differentiated activities to support the administrator's improvement)

**Evidence:**

(manner in which the improvement will be assessed)

**Timeline for completion:**

**Schedule for periodic review of progress:**

Principal's comments:

Principal's signature \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's comments:

Superintendent's signature \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix K

### Ballston Spa Central School District

#### Principal Appeal Process

##### Right to Appeal

A tenured principal who earns a composite rating of *ineffective* or *developing* may appeal his/her annual professional performance review and the school district's issuance and/or implementation of the improvement plan in accordance with the procedures and conditions set forth in this section. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan.

##### Scope of Performance Review Appeal

1. A tenured principal who receives a composite rating of *developing* or *ineffective* may appeal his/her performance review.
2. Pursuant to Education Law §3012-c(5)(a) and §30-2.11 of the Rules of the Board of Regents, a principal may only challenge the following in an appeal: (1) the substance of the APPR; (2) the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents; (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures.
3. A principal may not file multiple appeals regarding the same performance review.

##### Scope of Improvement Plan Appeal

1. A tenured principal may appeal the school district's issuance of an Improvement Plan and/or implementation of the terms of such Improvement Plan.
2. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans or negotiated procedures.
3. A principal may not file multiple appeals regarding the same Improvement Plan.

##### Timeline for Filing an Appeal

1. Appeals concerning a principal performance review must be filed no later than ten (10) business days of the date when the principal receives his/her composite score and rating.



2. Appeals concerning the issuance of an improvement plan must be filed within ten (10) business days of the school district's alleged failure to comply with the requirements prescribed in applicable law and regulations for issuance of improvement plans either whole or in part.
3. Appeals not commenced within the timelines delineated in this section will be deemed waived and are not subject to review.

### **Filing an Appeal**

1. A tenured principal wishing to initiate an appeal must submit to the Assistant Superintendent for Human Resources and Professional Development in writing, providing a detailed description of disagreement over his/her performance review, or the issuance of the terms of the improvement plan which includes the rationale for such appeal.

### **Appeals Process**

1. Appeals Board: The Appeals Board will consist of two members; the Assistant Superintendent for Human Resources and Professional Development and a SAANYS representative chosen by the BSAC president.
2. The Appeals Board will meet to review the appeal, requesting any information they deem necessary to make an informed decision.
3. The Board must reach a determination of affirming or denying the appeal within five business days and must communicate their decision to the Superintendent.
4. Within two days of the panel's decision, the Assistant Superintendent for Human Resources and Professional Development will notify the principal of the status of his/her appeal. If the appeal is denied, the rating or improvement plan will be maintained. If it is affirmed, the Assistant Superintendent for Human Resources and Professional Development will refer the affirmation back to the supervisor to meet with the principal to reevaluate and modify the component(s) that was affirmed in the appeal.
5. The decision of the appeal board is final.

## **Appendix L: Marshall Rubric**

# Principal Evaluation Rubrics

by Kim Marshall – Revised August 21, 2011

## Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a principal's job performance:
  - A. Diagnosis and Planning
  - B. Priority Management and Communication
  - C. Curriculum and Data
  - D. Supervision, Evaluation, and Professional Development
  - E. Discipline and Parent Involvement
  - F. Management and External Relations

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

2. The rubrics are designed to give principals and other school-based administrators an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. These rubrics are not checklists for school visits. To knowledgeably fill out the rubrics, a supervisor needs to have been in the school frequently throughout the year; it is irresponsible to fill out the rubrics based on one visit and without ongoing dialogue.

3. The *Effective* level describes solid, expected professional performance; any administrator should be pleased with scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. *Improvement Necessary* indicates that performance has real deficiencies and must improve (although some novice administrators might start here). And performance at the *Does Not Meet Standards* level is clearly unacceptable and will lead to dismissal if it is not improved immediately.

4. To score, read across the four levels of performance for each criterion, find the level that best describes the principal's performance, and circle or highlight it. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.

5. Evaluation conferences are greatly enhanced if the supervisor and administrator fill out the rubrics in advance and then meet and compare one page at a time. Of course, the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. Supervisors should go into evaluation process with some humility since they can't possibly know everything about an administrator's complex world. Similarly, administrators should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students. Note that student achievement is not explicitly included in these rubrics, but clearly it's directly linked to school leadership. How student results factor into evaluation is for each district or governing board to decide.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help an administrator improve. The kindest thing a supervisor can do for an underperforming administrator is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the administrators in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs (see page 9 for a sample).

## A. Diagnosis and Planning

	<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b>	<b>2</b> <b>Improvement Necessary</b>	<b>1</b> <b>Does Not Meet Standards</b>
The principal:				
<b>a. Team</b>	Recruits a strong leadership team and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
<b>b. Diagnosis</b>	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
<b>c. Gap</b>	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
<b>d. Mission</b>	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.	Produces a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boiler-plate mission statement that few colleagues remember.	Does not share a mission statement.
<b>e. Target</b>	Gets strong staff commitment on a bold, ambitious 3-4-year student achievement target.	Builds staff support for a 3-4-year student achievement target.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target.
<b>f. Theory</b>	Wins staff ownership for a robust, research-based theory of action for improving achievement.	Researches and writes a convincing theory of action for improving achievement.	Accepts colleagues' current notions of how student achievement is improved.	Says that hard work improves achievement – but shows doubts that progress can be made.
<b>g. Strategy</b>	Collaboratively crafts a lean, comprehensive, results-oriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Writes a cumbersome, non-accountable strategic plan.	Recycles the previous year's cumbersome, non-accountable strategic plan.
<b>h. Support</b>	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.
<b>i. Enlisting</b>	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
<b>j. Revision</b>	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

**Overall rating: \_\_\_\_ Comments:**

## B. Priority Management and Communication

	<b>4</b> Highly Effective	<b>3</b> Effective	<b>2</b> Improvement Necessary	<b>1</b> Does Not Meet Standards
The principal:				
<b>a. Planning</b>	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
<b>b. Communication</b>	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
<b>c. Outreach</b>	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
<b>d. Follow-Up</b>	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
<b>e. Expectations</b>	Has total staff buy-in on exactly what is expected for management procedures and discipline.	Makes sure staff know what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
<b>f. Delegation</b>	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him- or herself.
<b>g. Meetings</b>	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
<b>h. Prevention</b>	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
<b>i. Efficiency</b>	Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
<b>j. Balance</b>	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	Is healthy and focused by balancing work demands with healthy habits.	Is sometimes unfocused and inattentive because of fatigue and stress.	Is unproductive and irritable because of fatigue and stress.

**Overall rating: \_\_\_\_ Comments:**

## C. Curriculum and Data

The principal:	<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b>	<b>2</b> <b>Improvement Necessary</b>	<b>1</b> <b>Does Not Meet Standards</b>
<b>a. Expectations</b>	Gets all teachers to buy into clear, manageable, standards-aligned grade-level goals with exemplars of proficient work.	Tells teachers exactly what students should know and be able to do by the end of each grade level.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for each grade level.
<b>b. Baselines</b>	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
<b>c. Targets</b>	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
<b>d. Materials</b>	Ensures that all teachers have high-quality curriculum materials, technology, and training on how to use them.	Gets teachers effective literacy, math, science, and social studies materials and technology.	Works to procure good curriculum materials in literacy and math.	Leaves teachers to fend for themselves with curriculum materials.
<b>e. Interims</b>	Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least four times each year.	Orchestrates common interim assessments to monitor student learning several times a year.	Suggests that teacher teams give common interim assessments to check on student learning.	Doesn't insist on common interim assessments, allowing teachers to use their own classroom tests.
<b>f. Analysis</b>	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not see the value of analyzing tests given during the year.
<b>g. Causes</b>	Gets data meetings engaged in a no-blame, highly productive search for root causes and hypothesis-testing.	Asks that data meetings go beyond <i>what</i> students got wrong and delve into <i>why</i> .	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
<b>h. Follow-Up</b>	Gets teams invested in following up assessments with effective reteaching, tutoring, and other interventions.	Asks teams to follow up each interim assessment with reteaching and remediation.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
<b>i. Monitoring</b>	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.
<b>j. Celebration</b>	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

**Overall rating: \_\_\_\_ Comments:**

## D. Supervision, Evaluation, and Professional Development

The principal:	<b>4</b> Highly Effective	<b>3</b> Effective	<b>2</b> Improvement Necessary	<b>1</b> Does Not Meet Standards
<b>a.</b> <b>Meetings</b>	In all-staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.	Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
<b>b.</b> <b>Ideas</b>	Ensures that the whole staff is current on professional literature and constantly exploring best practices.	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
<b>c.</b> <b>Development</b>	Orchestrates aligned, high-quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
<b>d.</b> <b>Empowerment</b>	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
<b>e.</b> <b>Support</b>	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and file reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
<b>f.</b> <b>Units</b>	Ensures that teachers backwards-design high-quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
<b>g.</b> <b>Evaluation</b>	Visits 2-4 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
<b>h.</b> <b>Criticism</b>	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
<b>i.</b> <b>Housecleaning</b>	Counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.	Counsels out or dismisses most ineffective teachers, following contractual requirements.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.
<b>j.</b> <b>Hiring</b>	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

**Overall rating: \_\_\_\_ Comments:**

## E. Discipline and Family Involvement

	<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b>	<b>2</b> <b>Improvement Necessary</b>	<b>1</b> <b>Does Not Meet Standards</b>
The principal:				
<b>a.</b> <b>Expectations</b>	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
<b>b.</b> <b>Effectiveness</b>	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
<b>c.</b> <b>Celebration</b>	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
<b>d.</b> <b>Training</b>	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
<b>e.</b> <b>Support</b>	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
<b>f.</b> <b>Openness</b>	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.
<b>g.</b> <b>Curriculum</b>	Informs parents of monthly learning expectations and specific ways they can support their children's learning.	Sends home information on the grade-level learning expectations and ways parents can help at home.	Sends home an annual list of grade-level learning expectations.	Does not send home the school's learning expectations.
<b>h.</b> <b>Conferences</b>	Orchestrates productive parent/teacher report card conferences in which parents and students get specific suggestions on next steps.	Works to maximize the number of face-to-face parent/teacher report card conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
<b>i.</b> <b>Communication</b>	Sends home a weekly school newsletter, gets all teachers sending substantive updates, and organizes a user-friendly electronic grading program.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
<b>j.</b> <b>Safety-net</b>	Provides effective programs for all students with inadequate home support.	Provides programs for most students whose parents do not provide adequate support.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Does not provide assistance for students with inadequate home support.

**Overall rating: \_\_\_\_ Comments:**

## F. Management and External Relations

The principal:	<b>4</b> Highly Effective	<b>3</b> Effective	<b>2</b> Improvement Necessary	<b>1</b> Does Not Meet Standards
<b>a.</b> <b>Strategies</b>	Implements proven macro strategies (e.g., looping, class size reduction) that boost student learning.	Suggests effective macro strategies (e.g., looping, team teaching) to improve student learning.	Explores macro strategies that might improve achievement.	Plays it safe and sticks with the status quo.
<b>b.</b> <b>Scheduling</b>	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
<b>c.</b> <b>Movement</b>	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
<b>d.</b> <b>Custodians</b>	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
<b>e.</b> <b>Transparency</b>	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
<b>f.</b> <b>Bureaucracy</b>	Defly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.
<b>g.</b> <b>Budget</b>	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
<b>h.</b> <b>Compliance</b>	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
<b>i.</b> <b>Relationships</b>	Builds strong relationships with key district and external personnel and gets them excited about the school's mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.
<b>j.</b> <b>Resources</b>	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

**Overall rating: \_\_\_\_ Comments:**



# Evaluation Summary Page

Principal's name: \_\_\_\_\_ School year: \_\_\_\_\_

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

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

## **RATINGS ON INDIVIDUAL RUBRICS:**

### A. Diagnosis and Planning:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

### B. Priority Management and Communication:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

### C. Curriculum and Data:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

### D. Supervision, Evaluation, and Professional Development:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

### E. Discipline and Parent Involvement:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

### F. Management and External Relations:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

## **OVERALL RATING:**

**Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards**

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY ADMINISTRATOR:

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

(The administrator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

## Spreadsheet of Rubric Scores of 12 Principals for PD Purposes

	<i>A. Diagnosis and Planning</i>	<i>B. Priority Management and Communication</i>	<i>C. Curriculum and Data</i>	<i>D. Supervision and Professional Development</i>	<i>E. Discipline and Parent Involvement</i>	<i>F. Management and External Relations</i>	
Blenda Johnson	3	3	3	1	3	3	16
Henry Rodriguez	3	4	3	3	3	3	19
Henrietta Moreton	3	3	3	2	3	3	17
Priscilla Robb	4	4	4	4	4	4	24
Carlton Robinson	3	3	3	2	3	4	18
Kim Stavus	3	3	3	1	3	4	17
Brazil Moore	3	3	3	2	3	3	17
Marvin Marcus	4	4	4	4	4	4	24
Sartina Useem	3	3	3	2	3	3	17
David Boggs	3	3	3	1	3	3	16
Nancy Marshall	2	3	2	1	2	1	11
<b>Totals</b>	<b>34</b>	<b>36</b>	<b>34</b>	<b>23</b>	<b>34</b>	<b>35</b>	

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