

Byram Hills School District
Armonk, New York

Guide to Teacher Evaluation (Annual Professional Performance Review)

Prepared and Revised by Evaluation Committee Members

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Revised June 2016
Revised July 2014
Revised November 2013
Revised June 2013
Revised September 2012
Revised June 2012
Amended August 30, 2011
Revised January, 2009
Revised July, 2004
Revised May, 2000

The Board of Education of the Byram Hills School District, acting in public session on June 20, 2016 adopted the following Annual Professional Performance Plan (the "APPR Plan") for its classroom teachers pursuant to New York Education Law 3012-d and the Commissioner's regulations related thereto effective immediately.

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I. BACKGROUND

In November 1977 an agreement was reached between the Byram Hills Teachers Association and the Board of Education that included the formation of a joint committee to review all policies and procedures relating to teacher evaluation. This committee designed the *Guide to Teacher Evaluation I and II*, published in 1978. The 1983-86 agreement provided for the continuous study of the evaluation and observation instruments by a teacher-administration committee. From that time forward, the revision and refinement of these documents and procedures have been ongoing.

Under the direction of the Superintendent of Schools, this included the formation of a committee, which included the Director of Personnel and Special Services, and consisted of building administrators and department chairpersons, nominated by the Superintendent, and teachers from the elementary, middle and high school levels, nominated by the Teachers Association.

In the spirit of the 1983-86 agreement, the goal of the teachers and administrators on the Evaluation Committee is to continually consider methods of teacher evaluation that respect teaching as a profession, and to design methods of evaluation that improve teacher effectiveness and performance.

The methods for evaluating a teacher's performance must take into consideration differences in the teacher's classroom experience and individual needs. Therefore, this Guide to Teacher Evaluation will address the evaluation process both for probationary teachers and for tenured teachers. This document represents the work of the committee through June, 2004, and reviewed and revised periodically as noted on the front cover.

In 2011 NYS Law 3012-c and the Commissioner's Regulations mandated considerable changes to the evaluation process, called the Annual Professional Performance Review, for all NYS teachers and principals. The changes include a rating system for all teachers, observation requirements, the use of teaching practice rubrics, and ratings based upon student learning data. The Evaluation Committee engaged in a yearlong process to revise the District's comprehensive teacher evaluation program to comply with the new mandates while maintaining a process that preserves the core values of Byram Hills and our previous system.

In 2016, NYS Law 3012-d and the Commissioner's Regulations changed the teacher and principal evaluation process once again, instituting a matrix model. The Evaluation Committee revised the processes and requirements while maintaining a strong focus on the District mission and values.

The Evaluation Committee meets periodically throughout the school year to support the system and make recommendations as necessary. Members will review the new system *yearly* and recommend revisions, modifications, and/or improvements to the Superintendent. Committee members invite feedback by all staff.

The Evaluation Committee consists of four administrators appointed by the BHAA president, nine teachers appointed by the BHTA, and the committee is presided over by the assistant superintendent for curriculum and instruction.

II. INTRODUCTION

The overall purpose of teacher observation and evaluation in Byram Hills is to seek continuous improvement of teacher effectiveness through a supportive, collaborative, and respectful environment. The Guide to Teacher Evaluation provides a structure to enhance teacher knowledge of curriculum, instruction, and assessment, and to strengthen teachers' skills in the practice of teaching. To this end, the structures and processes in the Byram Hills Guide to Teacher Evaluation allow for the ongoing exchange of ideas between administrators and teachers as we desire to create high quality learning experiences for all students.

At the center of the District's efforts is the Byram Hills Mission Statement: *In an environment of mutual respect, the Byram Hills School District and its community will provide students with the means, the knowledge, and the opportunity to excel in order to become productive and responsible citizens of the twenty-first century.* In support of the mission, the Evaluation Committee identified several values that are essential elements of the teacher evaluation system in Byram Hills:

Collaboration. Twenty-first Century learning requires that we “assume shared responsibility for collaborative work, and value the individual contributions made by each team member” (Partnership for 21st Century Skills, Framework Definitions, p. 4). As we expect and demand student collaboration, the observation and evaluation system recognizes the importance of collaboration between teachers and administrators, and collaboration amongst teachers. Danielson (2007) argues for professional conversations using a common language: “During conversations about practice... teachers are able to learn from one another and to thereby enrich their own teaching. It is this joint learning that makes the conversations so rich – and so valued” (p. 6).

Reflection. The teacher evaluation system nurtures reflective practitioners. “The truly successful teachers are those who constantly and systematically reflect on their actions and the consequences of those actions. This constant reflection results in the acquisition of new knowledge as it pertains to the teaching and learning process” (Mertler, 2009, p. 21).

Lifelong learners. As students require deep understanding of complex content across all disciplines, teachers must have the skills and knowledge to engage students in the learning process. Teachers, therefore, are lifelong learners of both their teaching content and pedagogical knowledge. “High-level learning by students requires high-level instruction by their teachers” (Danielson, 2007, p. 15).

Student-focus. We strive to create multiple pathways to build student competency in the skills, knowledge, and major understandings of the NYS Learning Standards while, according to Carol Ann Tomlinson (2005), “we teach so that each student feels known, valued, and supported.”

Quality interactions. Our District-wide character education goals recognize the importance of respectful dialogue, respect for self and others, and service and kindness. These goals are demonstrated through quality interactions between and amongst students, teachers, administrators, parents, and community members. The teacher evaluation system in Byram Hills supports structures that promote high quality interactions and professional conversations to improve teaching and learning practices.

High expectations/abundant support. Professional learning in Byram Hills balances student results with a thorough and rigorous observation and evaluation system. Improved student performance is a result of high levels of implementation of best practices in the classroom. Professional learning, according to Douglas Reeves (2010), “is intensive and sustained, it is directly relevant to the needs of teachers and students, and it provides opportunities for application, practice, reflection, and reinforcement” (p. 23).

Continuous improvement. Peter Senge (1990) defines a *learning organization* as a dynamical system that is in a state of continuous adaptation and improvement where “people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.” To this end, teacher evaluation in Byram Hills encourages a structured approach to innovation and risk-taking through research-based, collaborative inquiry to improve professional practice.

III. OVERVIEW

The purpose of teacher observation and evaluation in the Byram Hills School District is to promote continuous improvement for teacher effectiveness. To achieve this goal, the District will implement an evaluation system that is designed to improve instruction for all students and strengthen the skills of teachers in a collaborative and supportive environment. The teacher evaluation system provides a process and structure for ongoing dialogue between teacher and evaluator concerning teacher professional growth, classroom practices, and teacher effectiveness.

A. THE EVALUATION MATRIX MODEL

The District shall assess teacher effectiveness using the NYS Commissioner’s regulations that require four rating levels to describe teacher performance:

- Highly Effective (H)
- Effective (E)
- Developing (D)
- Ineffective (I)

Overall teacher performance is rated in the following two categories:

- The Observation Category
- The Student Performance Category

The matrix below is used to determine the Overall teacher rating.

The subsequent sections describe the processes and timeline for rating each category and determining the overall rating.

OVERALL TEACHER RATING		OBSERVATION CATEGORY			
		Highly Effective (HE)	Effective (E)	Developing (D)	Ineffective (I)
STUDENT PERFORMANCE CATEGORY	Highly Effective (HE)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

B. THE EVALUATION TIMELINE

The evaluation process will follow the timelines below.

I. PROBATIONARY TEACHER TIMELINE

DATE	EVENT	NOTES
September – March 1	Two announced formal observations completed by December 1 Third announced formal observation completed January - March 1 Unannounced observation completed by March 1	The pre-observation form must be completed and brought to the pre-observation conference.
October 15	Professional Growth Plan due to administrator for teachers in Year 4	The Year 4 Portfolio Project is the completion of a Professional Growth Plan.
November 1	Student Learning Objectives due to administrator	Pre assessments must be completed. Back-up SLOs provided by the District.
Prior to December vacation	Midyear evaluation completed	Administrator will schedule meeting.
February 15	Commendation Form due to administrator	This form is optional.
March 15	Final evaluation report due for teachers not recommended to continue as probationary teachers.	
March 15	Portfolio Project for teachers in years 3 & 4 due to administrator	The Evaluation Committee conducts information sessions on the Portfolio Project in the early fall.
May 1	Portfolio Project for teachers in years 1 & 2 due to administrator	
June 1	Final evaluation report due to superintendent. Final evaluation meetings take place beforehand.	Teachers receiving a score from SED or who have SLOs requiring state assessments may have incomplete evaluations prior to June 1.
September 1 of next school year	Final evaluations due for those subcomponents not available before June.	

Note: If due date falls on a Saturday or Sunday, the due date will be the Friday before.

2. TENURE TEACHER TIMELINE

DATE	EVENT	NOTES
September – May 1	Two observations completed, one announced and one unannounced	Various methods may be used for observations and feedback.
October 15	Professional Growth Plan due to administrator	Collaborative plans must be approved by administrator
November 1	Student Learning Objectives due to administrator	Pre-assessments must be completed. Back-up SLOs provided by the District.
April 15	Commendations Form due to administrator	This form is optional.
May 1	All observations completed	
May 15	Last day for final conference for teachers on Professional Growth Plan	
June 1	End of Year reports due to Evaluation Committee for <i>Investigators of Practice</i>	Teachers and administrators will discuss the IOP reports
June 15	Final evaluation report to superintendent <i>for all available components.</i>	Teachers receiving a score from SED or who have SLOs requiring state assessments may have incomplete evaluations prior to June 15.
September 1 of next school year	Final evaluation summary due for those components not available before June.	

Note: If due date falls on a Saturday or Sunday, the due date will be the Friday before.

IV. TEACHER OBSERVATION CATEGORY

At the heart of the teacher evaluation process is the collaborative relationship between teachers and administrators. The observation process is grounded in ongoing dialogue about teaching and learning. Professional learning and growth is generated from a blend of theory, practice, and evidence of student learning. The observation process is designed to facilitate strong collaboration to support continuous improvement in teaching practice.

A. TEACHER PRACTICE RUBRIC

The District uses the following NYS approved teacher rubrics, aligned to the NYS Teaching Standards:

- Classroom teachers: *The Framework for Teaching*, Charlotte Danielson, (2013 Instructionally Focused Edition.)
- Library Media Specialists: *School Library Systems Association & the NYS Library Association Framework*.

The rubric scores, based on classroom observations, will determine the rating for the Observation Category of the evaluation matrix. The rating will use the four bands prescribed by the Commissioner.

Faculty members who fall outside of the NYS 3012-d requirements will use relevant rubrics for their area of specialization as determined by the Evaluation Committee. Those faculty members and corresponding rubrics include:

- Guidance Counselors: *Danielson Framework for School Counselors (2007)*
- Psychologists: *Danielson Framework for School Psychologists (2007)*
- Building Technology Consultants: *Danielson Framework for Instructional Coaches (2007)*
- Library Media Specialists: *School Library Systems Association & the NYS Library Association Framework*

B. GENERAL REQUIREMENTS

The following section outlines the observation requirements for both probationary and tenure teachers.

The Evaluator/Observer

The Commissioner's regulations stipulate that all teachers must be observed by a "principal or other trained evaluator" and an "impartial independent evaluator." The District will not utilize the optional "peer teacher" observer. These two evaluators are defined as follows:

- Principal or Other Trained Evaluator. We will refer to this category as the Lead Evaluator, who will be the teacher's principal, assistant principal, and/or director/chairperson. A teacher may have more than one lead evaluator.
- Impartial Independent Evaluator. As agreed upon by the District and the BHTA, this evaluator is a current Byram Hills administrator who meets the conditions under 3012-d (which includes a trained evaluator who does not have the same BEDS code designation as the teacher they observe.) This agreement is designed to exclude non-Byram Hills consultants hired for the purpose of observations and evaluation. A teacher may have more than one impartial independent evaluator. The Superintendent appoints the independent evaluator.

Scoring and Weighting

All observations are scored using the components of the teacher practice rubric. During an observation, only those components directly observed in the classroom will be rated using evidence from the classroom observation. All components must be observed and rated over the course of the school year. The observations are scored using a scale of 1 to 4 in the following manner:

- 4 = Highly Effective (equates to Danielson Distinguished)
- 3 = Effective (equates to Danielson Proficient)
- 2 = Developing (equates to Danielson Basic)
- 1 = Ineffective (equates to Danielson Unsatisfactory)

When an evaluator observes more than once, then the observation ratings are averaged. The two ratings from the lead evaluator and impartial independent evaluator are combined using a weighted average for an overall score. The overall rating is determined by the following weighting system:

- Lead Evaluator: 85%
- Impartial Independent Evaluator: 15%

Note: For lead evaluator observations, at least 4 components must be rated for the overall observation to be rated. If less than 4 components are rated in a classroom observation, the evaluator may give feedback without a rating, and the observation does not count toward the rating of the overall observation category.

Once the final weighted score is determined, the HEDI rating is based upon the following ranges:

Rating	Minimum	Maximum
Highly Effective	3.75	4.0
Effective	2.5	3.74
Developing	1.5	2.49
Ineffective	0	1.49

Note: In the event that a teacher earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.

Note: Library media specialists who fall under 3012-d will use the NYLA-SSL/SLSA rubric. Each component of each domain is weighted equally. Each component is scored on a scale of 1 – 4 and the total of all components is divided by 24 to reach the average score.

Duration

There are no restrictions on the duration of observations. However, in the event that an administrator enters a classroom for an unannounced visitation of more than 25 minutes, the administrator will write a report and have a dialogue with the teacher about the lesson.

Timeline and Feedback

Evaluators will provide ratings and/or feedback within 10 school days after the visit of any observation that is rated by the administrator.

Any observation component that is rated below a level 3 will include recommendations for improvement from the evaluator.

Frequency

The minimum number of observations required includes:

- Probationary Teachers
 - 3 announced observations, conducted by the lead evaluator(s)
 - 1 unannounced observation, conducted by the impartial independent evaluator
- Tenure Teachers
 - 1 announced observation, conducted by the lead evaluator(s)
 - 1 unannounced observation, conducted by the impartial independent evaluator

Focus of Observations

Lead evaluators will use the approved teacher rubric as the framework for observations. For tenured teachers, the Professional Growth Plan may direct the observations on particular domains and/or components. However, all components must be rated over the course of the evaluation cycle.

The components rated by the independent evaluator observations will be determined by the Evaluation Committee.

C. OBSERVATION PROCEDURES FOR PROBATIONARY TEACHERS

The heart of the probationary evaluation system is the observation process. Through observations, assessments can be made regarding teacher effectiveness and student learning. In addition, professional growth can be fostered through mutual sharing of ideas, concepts and diversified teaching methods. The process is effective when both the observer and the teacher communicate their ideas and expectations to one another. The evaluation system encourages this dialogue by establishing a process that includes a pre-observation conference, the observation, and a post-observation conference. Additionally, the Professional Portfolio Project supports a collaborative effort between teacher and administrator to reflect upon classroom practice using the elements of the teacher practice rubric.

The following section outlines the Observation Category details for probationary teachers. The observation process consists of two parts: the Clinical Observation Model and the Professional Portfolio.

I. THE CLINICAL OBSERVATION MODEL

Requirements

The minimum number of observations required for probationary teachers include:

- 3 announced observations, conducted by the lead evaluator(s)
- 1 unannounced observation, conducted by the impartial independent evaluator

Process

The 3 announced observations conducted by the lead evaluator(s) follow a clinical observation model, which includes:

- A pre observation conference
 - The administrator schedules the pre observation conference
 - The teacher completes the pre observation conference form
 - The administrator and teacher discuss the contents of the pre observation form
- The observation
 - Occurs within 3 days of the pre observation conference
 - The administrator completes Part I of the observation form
- A post observation conference
 - Occurs no later than 10 school days after the observation
 - The administrator presents Part I of the observation form
 - After the meeting, the administrator completes Part II of the observation form, and submits the final report to the teacher for signature

The 1 unannounced observation, conducted by the impartial independent evaluator, will result in feedback aligned to the agreed upon elements of the teacher practice rubric no later than 10 school days after the observation.

An overview of the purpose and processes for each part of the announced observation are outlined below.

Pre-Observation Conference

The pre-observation conference shall occur between the teacher and observer prior to the observation. A notice is to be sent to each teacher requesting the scheduling of a pre-observation conference. It is recommended that the observation take place within three days of the pre-observation conference.

The subject of the pre-observation conference may be determined by the curriculum, recommendations from previous observations and evaluations, current or previous objectives, information discussed with teachers, and activities generated by professional growth endeavors (coursework, readings, in-service, etc.) This may mean, in some instances, that the observer will request to see a particular type of lesson. Both teachers and observers should use this pre-observation conference as a means of sharing and exploring ideas and thoughts regarding the specific lesson to be observed, including teaching strategies, assessments to be used, and other issues relating to the lesson.

The Pre-observation Conference Form should be filled out by the teacher prior to the pre-observation conference. The architect and designer of the lesson is the teacher. This means that the order of elements presented, the time frame for activities, and the methodology is the responsibility of the teacher. When necessary, the observer will discuss the teacher's rationale for the teaching strategy and lend a guiding hand to its final form.

The content of the Pre-observation Conference Form should be so clear, succinct, and serviceable that it becomes in effect the skeletal structure of the lesson plan. It is the obligation of the administrator to make the teacher aware of any inconsistencies in the lesson plan. Any difference of opinion between the administrator and the teacher to be observed regarding the teaching strategy should be noted in the comment section of the Pre-observation Conference Form on the day of the pre-observation conference. Both the teacher and administrator should sign the Pre-observation Conference Form at the end of the pre-observation conference to indicate that both have read and understood the document.

The Observation

During the observation, the lesson will be objectively reported by the observer, taking notes on the process observed and the interaction in the classroom. The observer will reference components and elements in approved teacher practice rubric as evidence of teacher performance.

The Post-Observation Conference

The post-observation conference occurs when the observer and teacher meet to discuss the lesson as soon as possible, but *no later than ten school days* after the observation. At this meeting, the observer will share the Report of Classroom Observation Part I with the teacher.

The observer will discuss the teacher's specific observed behaviors during the lesson, referencing approved teacher practice rubric. When needed, the conference will also generate specific recommendations and suggestions that will help the teacher improve his or her performance.

After the post-observation conference, the observer will complete the Report of Classroom Observation Part II with appropriate observed behaviors and recommendations. Upon completion, the entire form will be presented to the teacher. The teacher and observer will sign the form. These signatures will *only* indicate that both parties have read and discussed the contents of the report. Teachers may then comment directly on the form itself or attach a statement.

2. PROFESSIONAL PORTFOLIO PROJECT

Introduction

The Evaluation Committee recognizes that the Byram Hills Central School District is a community of learners and, particularly, that probationary teachers are voracious learners. Probationary teachers benefit from structured opportunities to observe, to write, to read, and to talk about teaching and learning practices. To help teachers reflect upon their high learning curves as beginning teachers at Byram Hills, they will complete the Professional Portfolio Project as part of the teacher evaluation system. During the four years of the Portfolio Project, teachers will use the portfolio as a means of self-reflection and collaboration with administrators. The Portfolio Project is the creation of the Byram Hills Evaluation Committee, and we welcome teachers to a career of service and learning in the Byram Hills Central School District.

To assist in the reflective process, teachers will use the Charlotte Danielson *Framework for Teaching* (2011) as a taxonomy for the portfolio. In the *Framework*, the complex activity of teaching is divided into twenty-two components clustered into four domains of teaching responsibility. The components define what teachers should know and be able to do in the exercise of their profession. The success of the Portfolio Project will be enhanced with a close reading and study of the text. Rich professional conversations about the components comprising the framework should occur with supervisors and colleagues. Danielson's *Framework for Teaching* provides teachers with a road map to follow on the pathway to excellence.

The primary goal of the Portfolio Project is to provide an avenue of self-reflection to the probationary teacher evaluation process and a means for collaboration with administration. Probationary teachers reveal their thinking behind the work in the Portfolio Project. They will make explicit the processes by which they construct curriculum, instruction, and assessments. At the most basic, the Portfolio Project is a collection of information about a teacher's practice, providing probationary teachers

with a structure and a process for documenting and reflecting on their practice. This is the essence of professional learning.

Requirements

The probationary teacher will complete the elements of the Portfolio Project outlined below for the year employed in the District. For those teachers who complete tenure one year early, they complete Years 1 - 3 requirements, omitting Year 4.

Year 1

The probationary teacher will receive three formal observations during each year of the probationary period. The teacher will complete a reflection sheet after each observation, due to his or her supervisor within 10 school days of receiving the final signed, written observation report.

The teacher will reflect upon an aspect of his or her lesson after each observation, using the teacher practice rubric as the basis for the reflection. Faculty falling outside the 3012-d requirements should reference item C) below for the observation reflections, but follow all other requirements. During the post observation conference, the administrator will select one component from the rubric, and the teacher will select another component, using the corresponding elements as noted below:

Observation 1: The reflection will focus on *curriculum*, and will reference two selected domains/components from: 1a, 1c, 1d, 4a, 4d, or 4e. The teacher selects one and the administrator selects the other.

Observation 2: The reflection will focus on *instruction*, and will reference the domain/component 3c, selected by the Evaluation Committee, in addition to two selected components from: 1a, 1b, 1c, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3d, 3e, or 4a. The teacher selects one and the administrator selects the other.

Observation 3: The reflection will focus on *assessment*, and will reference the domain/component 3d, selected by the Evaluation Committee, in addition to two selected components from: 1b, 1c, 1f, 4a, or 4b. The teacher selects one and the administrator selects the other.

Year-End Reflection: After completing the three observation reflections, the teacher will complete a year-end reflection. The teacher should reflect upon the first year of teaching at Byram Hills, answering the following the questions:

1. What were your greatest areas of growth?
2. What helped you to grow in these areas?
3. What are areas in which you want to focus next year?

In the reflection, teachers should be specific, citing evidence from observations and conversations with colleagues, administrators, students, and parents. The teacher may include other resources and professional development activities they utilized to assist them in their areas of growth.

Submission of Portfolio: The teacher will submit the completed portfolio to his or her supervisor. The completed portfolio will include: The reflection sheet attached to the completed observation report for all three observations, and the Year-End Reflection sheet. The final submission of the Year 1 Portfolio is due by the date in the timeline.

The Portfolio Project will be rated as *Complete* or *Incomplete*, and the teacher's supervisor will provide comments in the Annual Evaluation.

Year 2

The Portfolio Project requirements for Year 2 are the same as Year 1, except that the teacher must select *different components* than those used in Year 1 with the exception of the required components, 3c and 3d. The teacher will reflect upon his or her second year in Byram Hills in the Year-End Reflection sheet. The final submission of the Year 2 Portfolio is due to the teacher's supervisor by the date in the timeline.

The Portfolio Project will be rated as *Complete* or *Incomplete*, and the teacher's supervisor will provide comments in the Annual Evaluation.

Year 3

The intent of the Portfolio Project in Year 3 of probationary status is for teachers to reflect on his or her professional growth and share his or her thinking about teaching since starting at Byram Hills. The portfolio consists of three elements:

1. The teacher will reflect upon his or her three years in Byram Hills and write a reflection sheet using the teacher practice rubric, domain/components 4d and 4e.
2. The teacher will write a personal philosophy statement about what he or she learned about curriculum, instruction, and assessment over the three years in Byram Hills.
3. The teacher will write a closing reflection that includes a) future professional goals and b) a statement on how he or she would like to be remembered as a teacher.

The final submission of the Year 3 Portfolio is due to the teacher's supervisor by the date in the timeline.

The Portfolio Project will be rated as *Complete* or *Incomplete*, and the teacher's supervisor will provide comments in the Annual Evaluation.

Year 4

The intent of the Portfolio Project in Year 4 is to prepare the teacher for tenure in Byram Hills. The tenure teacher is reflective and a lifelong learner, one who collaborates with his or her administrator to improve teaching practice for the benefits of students. To demonstrate continuous improvement, the Year 4 teacher will collaborate with his or her administrator on a Professional Growth Plan, designed to engage in professional learning and growth in teacher practice.

The teacher will complete a Professional Growth Plan by the due date in the timeline, which is described in another section of this document.

By the due date in the timeline, the teacher will engage in a Final Conference with his or her administrator to reflect on his or her growth using the prompts below. The teacher will reflect upon the prompts in advance, and may bring written responses if desired.

- What did you learn?
- How have you grown as a teacher?
- What areas of practice do you feel need to be improved upon in future years?

Portfolio Requirements for Non 3012-d Faculty

The probationary teacher who falls outside the 3012-d requirements will complete the elements of the Portfolio Project outlined above for the year employed in the District, except he or she will use the appropriate specialist rubrics outlined in the Teacher Practice Rubric section above.

The faculty member will write a reflection following each required observation using elements as noted below:

Observation 1: The reflection will focus on *Planning and Preparation* and will reference *two* selected components from Domain 1. The faculty member selects one and the administrator selects the other. (Library Media Specialists: use Domains 1 and 2.)

Observation 2: The reflection will focus on *The Environment and Delivery of Services*, and will reference *four* selected components from Domain 2 or Domain 3. The faculty member selects two components, one from each domain, and the administrator selects the other two components. (Library Media Specialists: use Domains 3, 4 and 5.)

Observation 3: The reflection will focus on *Professional Responsibilities* and will reference *two* selected components from Domain 4. The faculty member selects one and the administrator selects the other. (Library Media Specialists: use Domains 6 and 7.)

All other elements to the portfolio are required as outlined in the Requirements section above.

D. OBSERVATION PROCEDURES FOR TENURED TEACHERS

The observation process at Byram Hills supports collaboration and ongoing dialogue between teachers and administration regarding high quality curriculum, instruction, and assessment practices. The focus of the observation is best when grounded in the teacher's professional growth plan, and based upon the prior recommendations from the administrator.

The following section outlines the Observation Category details for tenured teachers. The observation process consists of two parts: the Classroom Observation and the Professional Growth Plan.

I. CLASSROOM OBSERVATION PROCEDURES FOR TENURED TEACHERS

Requirements

The minimum number of observations required for tenure teachers include:

- 1 announced observation, conducted by the lead evaluator(s)
- 1 unannounced observation, conducted by the independent evaluator

Process

The one announced observations conducted by the lead evaluator can follow a variety of observation methods.

- The administrator and the teacher decide on the observation method from the choices described below for the 1 required observation.
- The teacher will receive feedback on the required observations based on the method selected, no later than 10 school days after the observation.
- Any teacher rated below a level 3 on an observation component will receive recommendations for improvement from the evaluator.

The one unannounced observation, conducted by the impartial independent evaluator, will result in feedback aligned to the agreed upon elements of the teacher practice rubric no later than 10 school days after the observation.

Observation Methods

Classroom observations are designed to facilitate ongoing dialogue between teachers and administrators. Various methods exist for observations based upon the purpose and the areas of focus determined in the teacher's Professional Growth Plan. The administrator and teacher will plan the observation type that best facilitates professional learning.

Possible options include, but are not limited to:

- Focused observation on a particular aspect of classroom practice
- Scripted observation focused on an aspect of the lesson
- Clinical observation as outlined in the probationary teacher section
- Co-teaching between administrator and teacher

- Walk-through observation (used when plans are collaborative)
- Instructional Rounds (used when plans are collaborative)
- Data recording and sampling

2. PROFESSIONAL GROWTH PLAN OPTIONS

In addition to classroom observations, tenured teachers complete a Professional Growth Plan. The Professional Growth Plan supports continuous learning through collaboration with colleagues and the teacher's supervisor. The teacher develops a plan that supports his or her professional growth with a focus on classroom practice.

Within the Professional Growth Plan, teachers will have the opportunity to work individually or collaboratively. Collaborative plans may be conducted with one's administrator or through the District course, Investigators of Practice.

The requirements for the Professional Growth Plans are described below.

THE PROFESSIONAL GROWTH PLAN

The Professional Growth Plan for tenured teachers in Byram Hills is intended to strengthen the ongoing learning of teachers in collaboration with the building administrators through an evaluation cycle that includes professional development, observations of teaching practices, and ongoing feedback.

Teachers develop a Focused Professional Growth Plan through conversations with their administrator that focuses on an aspect of curriculum, instruction, or assessment relevant to the teaching assignment of the teacher. The goal of the Plan is to promote professional learning in a collaborative environment between teacher and administrator.

The process for the Focused Professional Growth Plan is outlined below:

1. Initial Conference. The teacher and the administrator meet to discuss the contents and the focus of the plan during the initial conference. They agree upon the elements outlined in the Plan. Any revisions to the Plan are agreed upon during the conference and the Plan is revised.
2. Progress toward Plan. During follow-up meetings throughout the year, the teacher and administrator discuss the progress toward the plan. The teacher provides and shares evidence to identify progress toward the successful completion of the Plan.
3. Final Conference. At the end of the year, the teacher and administrator discuss and assess completion of the Plan during the final conference. The administrator writes a summary of the teacher's professional growth and attainment of the goals of the plan in the final evaluation.

The elements of the Plan include the following:

Type of Plan: The teacher determines the type of plan:

- a. Individual plan. The teacher writes and implements the professional growth plan individually and reflects upon his or her growth with his or her administrator.
- b. Collaborative with colleagues. Teams of teachers design, write, and implement the professional growth plan and reflect upon their growth with one another and with their administrator.
- c. Collaborative through the district course, *Investigators of Practice*. *Investigators of Practice* is designed to provide an opportunity for teachers to conduct an inquiry project using a formal “action research” protocol. Teachers will participate in a 6-session course throughout the year to learn the process and participate in discussion and inquiry with colleagues. Teachers will consider an area of inquiry, design a plan, review resources, collect and analyze data, and reflect on their learning throughout the process. Participants write a summary of their inquiry project at the end of the year and discuss their learning with their administrator.

Description of Plan: The teacher describes the growth plan by considering an area of focus for his or her growth. The teacher outlines the methods for achieving the elements of the plan.

Teacher Practice Rubric: The teacher selects appropriate domains and components that apply to the plan.

Reflection on Plan: During the final conference, the teacher or teams of teachers will reflect on the implementation of the plan and their growth in teacher practice. The teachers may bring representations of their professional learning using the following:

- Anecdotal records
- Log or journal
- Examples of student learning
- Summary of action research summary through *Investigators of Practice*
- Walk-through visit through *Partners of Practice*
- Peer visits
- Other methods as appropriate

Additionally, the following prompts may guide the conversation with the teacher’s supervisor:

- What did you learn?
- How have you grown as a teacher?
- What areas of practice do you feel need to be improved upon in future years?

The Professional Growth Plan outline is located in the appendix.

E. PROCEDURES FOR THE ANNUAL EVALUATION

The following procedures are used to complete the Annual Evaluation for teachers.

1. Pre-Conference Meeting. The principal, assistant principal, department chairperson, and/or director will conference with the teacher prior to drafting the annual evaluation to discuss any concerns or issues that should be noted on the Annual Evaluation. At this time, the teacher may provide additional evidence for consideration in the annual evaluation. Commendations for inclusion in the final document should be solicited and shared in advance. Nothing at this point should be in final, written form; only notes should be prepared. The teacher will have an opportunity to react at this conference.
2. Evaluation Preparation. After the annual evaluation is completed, the evaluator prepares the Annual Evaluation using the outline in the appendix. Only information that has been previously presented to or discussed with the teacher may be included in the evaluation. The evaluator calculates the rating for the Observation Category, using the rating system outlined in this document.
3. Final Conference. After the Annual Evaluation document is completed, the principal will conduct the final evaluation conference with the teacher by the due date. They discuss the areas of commendation and areas for growth as indicated in the evidence of classroom observations, and the portfolio project (for probationary teachers) or the professional growth plan (for tenured teachers.) The teacher and administrator may discuss possible areas for focus on next year's Professional Growth Plan for tenured teachers.

Note: Teachers receiving a score from SED or who have SLOs requiring state assessments may have incomplete evaluations at the end of the year, and will receive completed evaluations by September 1.

Note for shared staff members: The principal of the school in which the teacher is based for the majority of his/her time will confer with the teacher on the final document. If there is a question on the contents of the evaluation, the other principal contributing to the evaluation will have a conference with the teacher. All principals will affix their signatures to the document.

V. STUDENT PERFORMANCE CATEGORY

State regulations require the use of student performance data as one part of the Matrix Model. Teachers will be rated on student performance data using the state-prescribed HEDI bands in two possible areas:

- Growth on state assessments as determined by NYSED, and/or
- Growth on state-approved assessments as determined by the targets set in the Student Learning Objectives (SLOs.)

The overall student performance category will be converted into a HEDI rating based on the following ranges:

Overall Student Performance Category	
Rating	Score Range
Highly Effective	18-20
Effective	15-17
Developing	13-14
Ineffective	0-12

This section describes the two areas of the student performance category – growth scores and SLOs – and the processes for how scores are assigned to teachers.

A. NYSED GROWTH SCORES

In some cases, teachers will receive a growth score from the State to be used for the Student Performance Category of a teacher's evaluation. NYSED provides a growth score for teachers whose course ends in a State test for which a growth model is used.

Procedures

The State-provided growth score will be used in the following ways:

- If at least 50% of the teacher's students are in courses with a growth model, then the growth score is the only measure used for the Student Performance Category.
- If less than 50% of the teacher's students are in courses with a growth model, then the teacher will need to develop SLOs following the State regulations. The growth score and the score from the SLO will determine the rating in the Student Performance Category.

The NYS Education Department sends the teacher growth scores to the District. The scores will be reviewed by the administration, and the scores will be used to calculate the teachers' overall ratings. Teachers will receive their ratings and overall score by the required date.

Back-up SLO

All teachers who receive a growth score from the state must have a back-up SLO set by the Superintendent in case there are not enough students, not enough scores, or other unforeseen data issues that will not allow the NYS Education Department to generate a growth score. The superintendent will provide teachers with the back-up SLO by the SLO deadline noted in this document.

B. STUDENT LEARNING OBJECTIVES

Teachers who do **not** receive a score from NYSED or have less than 50% of students in courses with a growth score must develop Student Learning Objectives as required in the Commissioner’s regulations and use the prescribed scoring bands noted below. Any teacher who requires a SLO will:

- Analyze baseline data and/or pre-assessment data for the students in his or her classes in collaboration with his or her administrator.
- Set the targets for student growth using the procedures outlined below.
- Complete the Student Learning Objectives template, noted in the appendix, which must be approved by his or her administrator by the due date.

Overall Ratings for Student Learning Objectives

The teacher’s HEDI score is calculated based upon the student scores on the post assessment. The points are allocated by determining the percentage of students who met the target in the SLO. The HEDI score is determined using the following criteria prescribed by the Commissioner:

Highly Effective	Effective	Developing	Ineffective
<i>18 – 20 points</i>	<i>15 – 17 points</i>	<i>13 – 14 points</i>	<i>0 – 12 points</i>
90% of students meeting or exceeding expected growth targets determined by the superintendent.	75% - 89% of students meeting or exceeding expected growth targets determined by the superintendent.	60% - 74% of students meeting or exceeding expected growth targets determined by the superintendent.	0% - 59% of students meeting or exceeding expected growth targets determined by the superintendent.
<i>The points within each category are distributed as follows:</i>			
18 points: 90% - 92% 19 points: 93% - 96% 20 points: 97% - 100%	15 points: 75% - 79% 16 points: 80% - 84% 17 points: 85% - 89%	13 points: 60% - 66% 14 points: 67% - 74%	0 points: 0% - 4% 1 point: 5% - 8% 2 points: 9% - 12% 3 points: 13% - 16% 4 points: 17% - 20% 5 points: 21% - 24% 6 points: 25% - 28% 7 points: 29% - 33% 8 points: 34% - 38% 9 points: 39% - 43% 10 points: 44% - 48% 11 points: 49% - 54% 12 points: 55% - 59%

Definition of Student Learning Objectives

A Student Learning Objective is an academic goal for a teacher's students that is set at the start of a course. It represents the most important learning for the year (or, semester, where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other school and District priorities. Teachers' scores are based upon the degree to which their goals were attained.

Teachers, in collaboration with their administrator, complete the Student Learning Objectives template, noted in the appendix.

Procedures for Setting Targets for Student Learning Objectives

The purpose of setting rigorous growth targets in Student Learning Objectives is to provide opportunities for all students to achieve high learning goals in every course throughout the District. Teachers are able to meet students' individual learning needs when they have information on past student performance and prior knowledge of skills and content.

Two processes for setting SLO targets are outlined below, designed to support differentiated instructional practices.

Method 1 - Whole Class Target

The first method uses historical student data from a previous year's post assessment and/or pre assessment data. The target is set for all students in the course. Method 1 is best used when a strong alignment exists between post assessments from one course to the next. Also, this method is most useful when large numbers of students are on the SLO roster.

In setting the target, the question is: *What score on the post assessment should 90% of the students achieve?* This will be the target for the class.

In collaboration with his or her administrator, the teacher will:

- Review the previous year's post assessment and/or review the pre assessment data.
- Determine the 90th percentile on the previous year's post assessment and/or the pre assessment for the students in the class.
- Review other relevant data on students in the class to inform the target setting.
- Using the available data, set the target that reasonably meets the expectation for 90% of the students on the post assessment.

Method 2 - Individual Student Targets

The second method uses pre assessment data at the start of a course, and a target is set for each student in the course based on the pre assessment data and any other relevant student data. Method 2 is best used when a valid and reliable pre assessment, aligned to the post assessment, has been developed. Also method 2 is particularly appropriate for teachers with small numbers of students in their SLOs.

In setting the target, the question is: *What score on the post assessment will indicate a reasonable yet high expectation for student growth? (Use a 60% growth factor to start.)* This will be the target for the individual student.

In collaboration with his or her administrator, the teacher will:

- Review the pre assessment score for each student.
- Review other relevant data on each student in the class to inform the target setting.
- Consider a 60% growth factor in student achievement from the pre to the post assessment.
- Using the available data, set the target that reasonably meets the expectation for each student in the class.

For Method 2, each student will either meet or not meet the target. The percent of students who meet the target will determine the HEDI score.

Method 3 - School-wide Measures

In some instances the District will use school-wide growth measures for Student Learning Objectives in consultation with building or department administration.

The growth targets will be set by the Superintendent or his or her designee in consultation with administrators. These school-wide targets will be based on specified NYS assessments. Teachers will receive HEDI scores based on the school-wide growth measures on the specified NYS assessments.

School-wide measures for Student Learning Objectives will follow the rules outlined in the NYSED Guidance Document.

Notes on SLOs

- Continuity of SLOs. Teachers in the same grade or subject will use the same measures of student growth and the same method for setting SLO targets.
- Weighted average for multiple SLOs. Teachers with SLOs in more than one course will determine each SLO rating individually and then the SLOs will be combined using a weighted average proportional to the number of students within each SLO.
- Make-up process. If a student is absent on the day the pre assessment is administered, the teacher will schedule a make-up session within a 2-week period following the administration of the pre assessment. Any student who does not take the pre assessment during the make-up period will be assigned a score of 0 for the purpose of calculating the growth score at the time of the post assessment administration.

- When a NYS test is the post assessment. In some cases, a post assessment may be a NYS test that is scored only using proficiency levels 1 through 4. In this case, the cut scores can be used for targets, using either post assessment or pre assessment data, in addition to other student data, to set the targets.
- Course Enrollment. The deadline for enrollment data to be used in the calculation of SLOs will be BEDS day, as stated in the NYSED Guidance Document.

Procedures for Determining SLOs for Semester Courses

The procedures below will be used to determine the required Student Learning Objectives for teachers who have semester courses or for courses that do not follow a typical daily schedule, such as, once every three days, or an 18 day cycle.

Courses not used for SLOS. Some courses will not be included in the calculation of total teacher enrollment, and therefore, are not used to determine SLOs. Those courses include: elective courses offered in the encore cycle, ninth grade Mentor, skills-based electives offered to 9th grade students in the second semester following the mentor course (Speech Communications, Tragedy and Triumph, Writing Workshop, Popular Culture, Writing Workshop), and other similar courses.

Weighting of semester courses. The weight toward the SLO calculation for semester courses is 0.5. The process for calculating the enrollment and SLO requirement is:

- a. Note the enrollment for each course (do not use the courses listed above.)
- b. For semester courses, multiply the enrollment by 0.5 or by $\frac{1}{2}$ or divide by 2.
- c. Order the courses from highest to lowest.
- d. Select the highest course first, and then continue down the list until a majority of students (greater than 50%) is reached. The teacher will have SLOs in these courses.

Review and Monitoring of Student Learning Objectives

The District will review and monitor the development and quality of Student Learning Objectives using the following process:

1. The District will establish guidelines for writing Student Learning Objectives using the criteria outlined in the Commissioner's regulations.
2. All administrators in the District will receive training on the rules and regulations for Student Learning Objectives and review and discuss the District guidelines for establishing and developing Student Learning Objectives. The HEDI criteria will be reviewed and explained.

3. The Superintendent, or his or her designee, will collaborate with administrators on the review of Student Learning Objectives during the development process.
4. The Superintendent, or his or her designee, will review samples of Student Learning Objectives from each building to review the use of baseline data and targets set for the teachers. Feedback will be provided to administrators upon review.

C. ASSESSMENT DEVELOPMENT, SCORING, SECURITY, AND DATA

The District ensures a thorough process for the development, scoring, security, and reporting of assessments and corresponding assessment data. The processes outlined below will be reviewed and evaluated periodically and updated as appropriate. All administrators will be trained on this process as part of the lead evaluator training.

Assessment Development Process

Locally-developed assessments of student achievement provide opportunities for teacher and administrator collaboration, reflection on practice, professional development, and maintaining high level of rigor. Byram Hills has engaged in performance assessment development and design since 2005, and examples of high quality student work have been shared with the Board of Education and community.

The Byram Hills School District follows a continuous improvement cycle for curriculum, instruction, and assessment: study, plan, implement, evaluate, reflect, revise/refine. The assessment design and data analysis process recognize the continuous improvement cycle through a collaborative, reflective process of professional inquiry.

District-Developed Assessment Process

The District will develop local assessments for the purposes of APPR through a District process of collaborative teacher and administrator teams using expert consultants and standards of rigor. Rubrics and scoring criteria will be developed to verify comparability and rigor. The District process for assessment development is as follows:

- a. The District sets a framework for assessments for consistency.
- b. The District trains administrators on assessment requirements and provides assessment training to administrators and teachers using national experts.
- c. Administrators determine priorities for assessments with the District.
- d. Administrator and teachers discuss and determine content area focus for assessment used with Student Learning Objectives.
- e. Teacher representatives and administrators design, develop, and write assessments and rubrics/scoring criteria, and they complete the appropriate district framework. They revise as necessary.
- f. Teachers review and provide feedback to assessment designers.
- g. Administrator reviews and provides feedback.
- h. Administrator approves assessment and verifies rigor.
- i. Superintendent, or his or her designee, approves assessment and verifies rigor.

Standards of Rigor

The NYS regulations require assessment measures used for the purposes of APPR must be *locally comparable* and *rigorous*. The following definitions are used:

Locally comparable is defined as the same locally selected measures of student achievement or growth across all classrooms in the same grade/subject in district.

Rigorous, as applied to assessments, is defined in the field of testing standards as validity and reliability. A *valid assessment* accurately gauges what the assessment claims to measure. A *reliable assessment* demonstrates accuracy of results through consistency in what it measures over time. (Mills, 2007; Sagor, 2000).

Several procedures are employed to assure validity and reliability of the District developed assessment process.

- The Byram Hills assessments are aligned to the NYS Learning Standards and to instructional objectives and activities.
- The assessments are scored using common scoring rubrics and anchor papers.
- The assessments, rubric design, and anchor papers are rated on a *readiness scale*. The scale reflects the continuum in the assessment design from beginning stages to revised/refined stage of development.
- The assessment data are compared to other measures of student performance, including state tests and teacher-created assessments.
- The data analysis process involves collaboration with peers and administrators to reflect on the data and determine instructional improvement methods.

Evidence of rigor will include the following:

Validity – the assessment measures what it is intended to measure. *Evidence would include:* aligned to NYS Standards; local standards; Byram Hills Lifelong Learner Standards; course learning objectives or unit goals; and rubric aligned to learning standards/goals.

Reliability – the assessment demonstrates accuracy of results demonstrated over time. *Evidence of this might include:* compare student results to other data, such as classroom grades, state assessments; teacher observations, and other classroom assessments; use of rubric and anchor papers for scoring; and compare data over several years.

Purpose – the assessment connects to District, school, and department goals and expectations. *Examples might include:* focus on critical thinking, higher level thinking, lifelong learner standards, habits of mind, deep learning, problem-solving through application of knowledge, etc.

Utility – the data collected from the assessments are useful for improving student learning through instructional and curricular design. *Evidence of this might include:* annotated student exemplars over time; teacher instructional/curricular goals based on assessment data; and teacher reflection on data.

Administration, Scoring, and Security of Assessments

The District, in collaboration with building administration, will ensure that all security requirements set forth in the SED Administrative Manuals are strictly followed for NYS Assessments administered in the District. The established protocols for storage, distribution, and administration of the assessments prohibit the possible dissemination to students before administration of the assessments. The assessments will be held in a secure location until the time when the assessments are administered to students. The District will provide teacher training, through the regional BOCES, for the scoring of SED assessments.

The administration and scoring of the locally-developed assessments will follow the same protocols for security as the SED assessments. Teachers will receive training on the scoring procedures, rubric use, and anchor papers.

Scoring of assessments must be done by educators who do not have a vested interest in the assessments they score.

Data Collection and Storage

The District, in collaboration with the Principal, the Director of Technology, and the Teachers Association, shall develop a verification procedure to ensure that all teacher of record determinations have been made accurately and in a manner consistent with the standards established by the Commissioner's regulations prior to the administration of state assessments. Each teacher is responsible for verifying his or her class roster. Any classroom teacher who believes that the list is incorrect and/or inconsistent with the teacher-of-record determinations shall notify the building administration.

The District will adhere strictly to the requirements for reporting sub-component and composite scores to the New York State Department of Education established by the Commissioner's regulations using the unique identifier assigned to teachers. The District data coordinator will oversee changes and maintenance of the local data management system, and ensure the accuracy of the data. The data will be stored in a District-developed system maintained by the data coordinator.

VI. EVALUATION PROCEDURES FOR NON 3012-D FACULTY

The following section outlines the evaluation process for those faculty members who do not fall within the NYSED Annual Professional Performance Review guidelines, referred to as 3012-d. The building principals, in consultation with the assistant superintendent and BHTA president, will review the requirements and identify all non-3012-d faculty in September.

While the responsibilities of school counselors, psychologists, library media specialists, and building technology consultants include similarities with classroom teachers, they include specialized knowledge, skills, and responsibilities. Therefore, the procedures vary slightly to match the appropriate functions of the position. The expectations of performance are described in the appropriate practice rubrics, noted below:

Guidance Counselor: *Danielson Framework for School Counselors (2007)*

Psychologist: *Danielson Framework for School Psychologists (2007)*

Building Technology Consultant: *Danielson Framework for Instructional Coaches (2007)*

Library Media Specialist: *School Library Systems Association & the NY Library Association Framework*

VII. EVALUATION PROCESS FOR PART-TIME TEACHERS

A part-time teacher is defined as a teacher with less than 1.0 teaching assignment. Part-time teachers will participate in the evaluation process as outlined below.

A. PART-TIME TEACHERS FOR 1 TO 4 YEARS

Part-time teachers who are in the District for 1, 2, 3 or 4 years will follow the timeline and process for probationary teachers with the exceptions noted below, and they will receive the required evaluation ratings as outlined by the annual evaluation requirements.

Part-time teachers will participate in all of the activities as outlined in the Procedures for Probationary Teacher Evaluation with the following exceptions:

- a. Observation process, modified as follows:
 - i. For staff teaching less than 0.5, they will receive 1 formal observation and one unannounced observation.
 - ii. For staff teaching 0.5 or greater, they will receive 2 formal observations and one unannounced observation.
- b. Part-time teachers *do not* participate in the Portfolio Project.
- c. Part-time teachers *do not* receive a midyear evaluation.

B. PART-TIME TEACHERS FOR OVER 4 YEARS

Part-time teachers who have been in the District more than 4 years and who have received final evaluation ratings of *effective* or *highly effective* for 3 consecutive years will follow the *Procedures for Tenured Teacher Evaluation*. Part-time teachers who are non 3012-d faculty must receive a rating of satisfactory for three consecutive years to participate in the Procedures for Tenured Teacher Evaluation.

Part-time teachers will receive the required observations for tenured teachers and receive a final evaluation and composite score as per the annual evaluation criteria.

The required elements for tenured teachers should be performed proportionally to the part-time status. That is, a teacher working at 0.5 would develop a Focused Professional Growth Plan that involved 50% of the work of a full-time teacher.

Should a part-time teacher be appointed to a probationary position, the teacher will participate in the Procedures for Probationary Teacher Evaluation.

VIII. EVALUATION PROCESS FOR TEACHERS ON LEAVE OF ABSENCE

The guidelines below outline the process for teachers on leave of absence and for the leave replacement teachers.

A. TEACHERS ON LEAVE OF ABSENCE

A teacher on a leave of absence for part of the school year will participate in the evaluation system to the extent possible to maintain continuity in teacher professional growth and feedback to the teacher as part of the evaluation process. To this end, the teacher on leave of absence will participate in all the evaluation processes outlined in the *Guide to Teacher Evaluation* and receive appropriate scores and ratings where relevant.

The following guidelines will be used to determine the extent to which a teacher participates in the evaluation process and receives scores and ratings.

- a. Teachers in the District for a majority of the school year will:
 - Develop a Focused Professional Growth Plan commensurate with the time they are in District;
 - receive the required observations, to the extent practical;
 - complete all components of the evaluation process, including, the local assessment data chart, and if required, student learning objectives, to the extent practical;
 - participate in a final conference with their administrator; and
 - receive a final evaluation and appropriate scores/ratings on all completed sub components of the evaluation process, whenever possible.
 - Teachers who complete the evaluation process and receive a final evaluation (even if they do not receive a full composite score) will advance to the next year in the cycle.
- b. Teachers in the District for less than a majority of the school year will:
 - complete the evaluation process to the extent possible, including the implementation of a Professional Growth Plan;
 - participate in team local assessment processes to the extent possible; and
 - resume the same cycle year when they return from the leave of absence.
- c. Upon announcement of a leave of absence or upon return from a leave of absence, the teacher and administrator should meet to review and agree upon the processes and expectations as described above.

B. LEAVE REPLACEMENT TEACHER

A teacher serving in the District as a substitute teacher, including a long term leave replacement, will receive sub component scores and ratings where appropriate, however, scores may not be reported to NYSED as indicated in the regulations for

3012-d. Teachers serving in the capacity as a leave replacement teacher will participate in the evaluation process to the extent practical, including:

- Receive 2 informal observations with at least one unannounced.
- Receive 1 formal observation at the discretion of the administrator.
- Participate in the Student Learning Objectives processes as appropriate.
- Participate in the NYS assessment program as appropriate.
- Receive a final evaluation at the discretion of the administrator.

IX. TEACHER IMPROVEMENT PLAN OVERVIEW

The NYS Commissioner's Regulation (30-3.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and his or her evaluator. At the end of a mutually agreed upon timeline, the teacher and evaluator shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

A TIP must be implemented by October 1 following the school year for which the teacher was measured, to the extent practicable.

An improvement plan defines specific standards-based goals in which a teacher must show progress within a specific period of time. Elements in the improvement plan include the identification of areas that need improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support improvement in these areas.

The plan clearly describes the professional learning activities that the educator must complete. These activities should be connected directly to the areas needing improvement and will be differentiated based on these areas. The artifacts that the teacher must produce that can serve as benchmarks of their improvement and as evidence for the final stage of their improvement plan should be described and could include items such as lessons, student work, or unit plans. The supervisor must clearly state in the plan the additional support and assistance that the educator will receive.

The process for developing and implementing a TIP includes:

1. The evaluator identifies the areas of improvement and completes the TIP form. The evaluator meets with the teacher to review and discuss the improvement plan, and they sign the form.
2. The District will provide a coach/mentor to the teacher. The teacher meets at least monthly with the coach/mentor to develop specific actions to meet the goals of the improvement plan.
3. The teacher meets monthly with his or her evaluator to review and discuss progress toward meeting the goals of the improvement plan. The teacher

should produce any artifacts or evidence to support progress toward the desired outcomes of the plan.

4. The evaluator meets with the coach/mentor in collaboration with the teacher at least four times throughout the year to review teacher progress toward meeting the goals of the TIP.
5. The evaluator completes the TIP Evaluation Sheet and meets with the teacher to discuss whether or not the teacher satisfied the desired outcomes of the improvement plan.

The Teacher Improvement Plan and the Teacher Improvement Plan Evaluation Sheet are located in the Forms section. The evaluator will complete the forms for teachers as defined by above.

X. APPEALS PROCESS

Appeals of annual professional performance reviews are limited to those that rate a teacher as Ineffective or Developing. As per the Regents Rules a teacher's grounds for appeal are limited only to (1) the substance of an annual professional performance review, including the instance of a teacher rated ineffective on the student performance category but rated highly effective on the observation category; (2) the district's adherence to the standards and methodologies required for such reviews; (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and (4) the school district's issuance and/or implementation of the terms of the teacher improvement plan.

The teacher must indicate in writing which specific parts of the evaluation are being appealed. Any documentation/evidence that the teacher wants considered in the appeal should be attached to the appeals letter. The appeal must be filed with the building principal within 10 school days of receiving the final evaluation.

The teacher must follow the steps outlined below.

A. PROBATIONARY TEACHERS

1. The probationary teacher meets with the building principal to review their written appeal document within 5 school days of filing the appeal. The principal renders a decision within 10 school days from the meeting date.
2. The teacher may submit a second and final appeal to the superintendent with a written statement indicating their basis for appeal of the principal's decision within 5 school days of receiving the decision from the principal. The superintendent will respond within 5 school days from receipt of the appeal.

B. TENURED TEACHERS

1. The tenured teacher meets with the building principal to review the written appeal document within 5 school days of filing the appeal. The principal renders a decision on the appeal within 10 school days from the meeting date.
2. The teacher may submit a second appeal in writing to the Evaluation Committee for peer review within 10 school days from principal's decision. The peer review process includes the following:
 - a. Teacher presents his or her written appeal to the Evaluation Committee at the next scheduled meeting not to exceed 6 weeks.
 - b. The Evaluator presents his or her final evaluation of teacher's performance to the Evaluation Committee.
 - c. The Evaluation Committee reviews and comments on the written appeal.
 - d. A final report and recommendation is written by the assistant superintendent, the BHAA leadership, and the BHTA leadership to the superintendent within 10 school days from the date of the teacher's presentation to the Evaluation Committee. A copy of this recommendation will be provided to the teacher. The teacher has 5 school days to withdraw the appeal. The superintendent will make a final decision within 10 school days from receiving the final report from the Evaluation Committee.

XI. FORM DESCRIPTIONS

The following forms, referenced in this guide, will be used for the evaluation process. The forms will be accessed, written, and shared electronically in the teacher evaluation management system provided by the District.



PRE-OBSERVATION CONFERENCE DESCRIPTION FOR PROBATIONARY TEACHERS

Teacher:	School Year:
School:	Grade/Subject:
Observation Date / Time:	Observer:

Description of Class to be Observed: (1b)

The teacher describes the composition of the class to be observed, including, the academic level, the emotional composition, social interaction factors, and other unique situations of the class that might affect teaching strategy.

Curriculum/Topic of Study: (1a)

The teacher states the curriculum topic to be addressed and the content that will be covered during the lesson, including the skills, knowledge, and understandings. The teacher describes how this lesson fits into the sequence of learning.

New York State Learning Standards and Performance Indicators to be Addressed: (1a)

The teacher lists the specific New York State Learning Standards that are addressed in the lesson. The performance indicators come directly from the standards documents. Please see the school administrator, school librarian, or the Atlas curriculum maps if you need access to the NYS Standards documents. (Or visit the NYSED website at: <http://www.p12.nysed.gov/ciai/cores.html>).

Objectives of Lesson: (1c)

Teachers should indicate the objectives in terms of student learning.

Instructional Strategies: (1a, 1d, 1e)

The teacher describes the specific instructional strategies used throughout the lesson, including, methods used to gain and maintain student interest, ways in which students are grouped for activities, differentiated activities to meet student learning needs, and formative assessment strategies. The teacher is responsible for making the lesson proceed at a rate which is commensurate with the psychological, emotional, and academic level of the students on the day of the observation.

Assessment of Student Learning: (Ib, If)

The teacher will describe assessment strategies used during the lesson and following the lesson implementation. Some questions that may be considered include:

How will you know you have met your objectives?

How will you know that the students learned what you intended?

What techniques will you use to measure student learning *during* the lesson?

Comments:

The teacher should note any information of which the observer should be aware in the observation and assessment of the lesson.

Any difference of opinion between the administrator and the teacher to be observed regarding the teaching strategy should be noted at the time of the pre-observation conference.

Teacher's Signature

Date

Observer's Signature

Date

REPORT OF CLASSROOM OBSERVATION DESCRIPTION FOR PROBATIONARY TEACHERS

Teacher:	School Year:
School:	Grade/Subject:
Class:	Observer:
<input type="checkbox"/> Lead Evaluator	<input type="checkbox"/> Independent Evaluator

PART I

Pre-observation Conference:		Observation:	
Date:	Time:	Date:	Time:

Brief Description of the Lesson:

This section should describe the lesson in an objective manner.

PART II

Post-observation Conference:	Date:	Time:
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Following the observation, the observer and the teacher discuss the lesson with respect to the pre-observation conference and lesson objectives. Discussion elements include observed behaviors as aligned to appropriate teacher practice rubric, recommendations, and suggestions for improvement.

Observed Teacher Behaviors:

This section should cite specific observable behaviors that relate to the teaching /learning process. To the extent possible, it is helpful if specific teaching strategies and student behaviors can be generated into comments about theory, philosophy, and goals of teaching. Each observed component must be rated using the rubric criteria.

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

- a. Creating an environment of respect and rapport
- b. Establishing a culture for learning
- c. Managing classroom procedures
- d. Managing student behavior
- e. Organizing physical space

Domain 3: Instruction

- a. Communicating with students
- b. Using questioning and discussion techniques
- c. Engaging students in learning
- d. Using assessment in instruction
- e. Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities

NOTE: Faculty members who are not classroom teachers should reference the appropriate practice rubric for their area of specialty.

Recommendations for Improvement:

When they are needed, the observer should state specific observable teacher behaviors in need of improvement. The observer should also provide specific suggestions that will help the teacher improve his or her performance.

Overall Rating:

Calculate the average score using the rated components. Any observation component that is rated below a level 3 will include recommendations for improvement from the evaluator.

Observer's Signature

Date

Teacher's Signature

Date

Signatures indicate that parties have read and discussed the contents.

Teacher Comments *(if desired):*

Within ten school days, the teacher may add comments or attach a statement, if necessary. These comments should be signed by the person making the original observation.

**PROBATIONARY TEACHER
MIDYEAR SUMMARY OF PERFORMANCE DESCRIPTION**

Teacher:	School Year:
School:	Grade/Department:
Probationary year:	Evaluator:

Strengths observed to date include:

Areas that need continued attention are:

- List areas that the teacher needs to work on.
- *For example:* Promote higher order thinking skills.

Suggestions for improvement:

- List suggestions of ways for the teacher to address what is in the section above.
- *For example:* Implement writing activities to promote higher order thinking skills.

Principal's Signature: _____ Date: _____

Additional Signature: _____ Date: _____
(Assistant Principal/Director/Chairperson)

Teacher's Signature: _____ Date: _____

Signatures indicate that parties have read and discussed contents.

Annual professional performance reviews of classroom teachers and buildings principals should be a significant factor for employment decisions, including but not limited to, promotion, retention, tenure determination, and termination, in accordance with Education Law §3012-d(1). (NYSED Guidance on NYS APPR, updated October 16, 2015, p. 113.)

COMMENDATIONS FORM

Instructions

Please complete this form as a way to describe the types of activities you have participated in or have performed beyond your contractual obligations for possible inclusion in the commendations section of your annual evaluation. Please note that this is a broad, inclusive list, and you are **not** expected to complete all categories. Similarly, not all items you submit will be included in your annual evaluation. Submission of this form is optional.

Submit form to your building principal by the dates indicated in the timeline.

Teacher:	School Year:
School:	Grade/Subject:
Evaluator:	

1. Attendance at professional meetings, professional presentations, and/or publication on professional journals.
2. Membership or leadership in professional organizations.
3. Higher education courses, in-service courses, and/or workshops taken.
4. Conferences, visitations, and/or attendance at seminars.
5. Community service activities within the school district.
6. Special or extraordinary work with children, such as:
 - a. Extra time working with students;
 - b. Supervising educational activities after school;
 - c. Working with students on special exams;
 - d. Extraordinary teacher to parent interaction.
7. Committee membership within the building or district level.
8. Unique classroom and/or school displays; programs and/or presentations; extraordinary resources (people and/or materials).
9. Mentoring for colleagues and/or teachers in training.
10. Personal research and/or reading enrichment for intellectual development.
11. Other contributions (specify).

Please asterisk those contributions of which you are particularly proud.

PROBATIONARY TEACHER ANNUAL EVALUATION DESCRIPTION

Teacher:	School Year:
School:	Grade/Subject:
Probationary year:	Evaluator:

I. Summary of Overall Performance:

The administrator summarizes the evidence that was collected throughout the year through observations of teacher performance in the classroom, implementation of the recommendations, and other interactions and observations of teacher performance throughout the year.

The summary of teacher performance is based on previous observations, written memos, documented conversations, and various other forms of evidence produced by the administrator and the teacher. All information in the final evaluation is feedback the teacher received previously during the school year.

The summary of teacher performance will include evidence aligned to the appropriate teacher practice rubric.

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

II. Commendations:

This section contains specific commendations of a non-contractual nature performed by the teacher throughout the year. When the teacher completes the Commendations Form, the administrator will use the data in writing the final evaluation.

III. Recommendations for Improvement:

The administrator will prepare appropriate comments for this section. These comments will vary according to the teacher and should relate to observations, discussions, and activities observed and documented throughout the year. Information in this section should have been communicated to the teacher previously during the school year.

IV. Portfolio Review:

The administrator will provide feedback to the teacher on the contents of the portfolio as it relates to the teacher’s reflection on curriculum, instruction, and assessment aligned to the appropriate components of the practice rubric.

The portfolio is rated complete or incomplete.

V. Rating of the Observation Category:

Based upon the Commissioner’s regulations and the prescribed scoring bands, the teacher receives the following rating for the Observation Category sub component:

	Score	Effectiveness Rating
Observation Category		

Scores for sub components will be provided when available, but no later than September 1.

Teachers rated as “ineffective” or “developing” must receive a Teacher Improvement Plan (TIP). A TIP shall be developed in consultation with the teacher and his or her evaluator as described in the APPR. A TIP must be implemented by October 1 following the school year for which the teacher was measured, to the extent practicable.

Annual professional performance reviews of classroom teachers and buildings principals should be a significant factor for employment decisions, including but not limited to, promotion, retention, tenure determination, and termination, in accordance with Education Law §3012-d(1). (NYSED Guidance on NYS APPR, updated October 16, 2015, p. 113.)

VI. Recommendation for Employment:

The administrator will include *one* of the following statements based upon the recommendation for continued employment.

a) _____ (Teacher Name) is recommended for _____
(a second year / a third year / tenure) in the Byram Hills School District.

b) _____ (Teacher Name) is not recommended to continue
as a probationary teacher in the Byram Hills School District.

Principal's Signature: _____ Date: _____

Additional Signature: _____ Date: _____
(Assistant Principal/Director/Chairperson)

Teacher's Comments:

Teachers have the right to respond within ten days. A copy of this response should be initialed by both parties, dated, and attached to the final evaluation.

Teacher's Signature: _____ Date: _____

Signatures indicate that parties have read and discussed contents.

**PROBATIONARY TEACHER ANNUAL EVALUATION
NON 3012-D FACULTY**

Teacher:	School Year:
School:	Grade/Subject:
Probationary year:	Evaluator:

I. Summary of Overall Performance:

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

II. Commendations:

III. Recommendations for Improvement:

IV. Portfolio Review:

V. Rating of Overall Performance:

In keeping with the two stipulated categories of “satisfactory” and “unsatisfactory,” the teacher receives a rating of: INSERT RATING HERE.

VI. Recommendation for Employment:

BYRAM HILLS CENTRAL SCHOOL DISTRICT
ARMONK, NEW YORK

Principal's Signature: _____ Date: _____

Additional Signature: _____ Date: _____
(Assistant Principal/Director/Chairperson)

Teacher's Comments:

Teacher's Signature: _____ Date: _____

Signatures indicate that parties have read and discussed contents.

PROFESSIONAL GROWTH PLAN DESCRIPTION

Teacher:	School Year:
School:	Grade/Subject:
	Evaluator:

The Professional Growth Plan for tenured teachers in Byram Hills is intended to strengthen the ongoing learning of teachers in collaboration with the building administrators through an evaluation cycle that includes professional development, observations of teaching practices, and ongoing feedback.

Teachers develop a Focused Professional Growth Plan through conversations with their administrator that focuses on an aspect of curriculum, instruction, or assessment relevant to the teaching assignment of the teacher. The goal of the Plan is to promote professional learning in a collaborative environment between teacher and administrator.

Type of Plan:

- Individual

The teacher writes and implements the professional growth plan individually and reflects upon his or her growth with his or her administrator.

- Collaborative with Colleagues

Teams of teachers design, write, and implement the professional growth plan and reflect upon their growth with one another and with their administrator.

- Collaborative through *Investigators of Practice*

Investigators of Practice is designed to provide an opportunity for teachers to conduct an inquiry project using a formal “action research” protocol. Teachers will participate in a 6-session course throughout the year to learn the process and participate in discussion and inquiry with colleagues. Teachers will consider an area of inquiry, design a plan, review resources, collect and analyze data, and reflect on their learning throughout the process. Participants write a summary of their inquiry project at the end of the year and discuss their learning with their administrator.

Description of Professional Growth Plan:

The teacher describes the growth plan by considering an area of focus for his or her growth. The teacher outlines the methods for achieving the elements of the plan.

Domains/Components of the Teacher Practice Rubric:

The teacher selects appropriate domains and components that apply to the plan and describes how the Components relate to the Plan.

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

- a. Creating an environment of respect and rapport
- b. Establishing a culture for learning
- c. Managing classroom procedures
- d. Managing student behavior
- e. Organizing physical space

Domain 3: Instruction

- a. Communicating with students
- b. Using questioning and discussion techniques
- c. Engaging students in learning
- d. Using assessment in instruction
- e. Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities

Reflection on Plan:

- a. Representations of teacher professional learning

During the final conference, the teacher or teams of teachers will reflect on the implementation of the plan and their growth in teacher practice. The teachers may bring representations of their professional learning using the following:

- *Anecdotal records*
- *Log or journal*
- *Examples of student learning*
- *Summary of action research summary through Investigators of Practice*
- *Walk-through visit through Partners of Practice*
- *Peer visits*
- *Other methods as appropriate*

- b. Discussion with administrator

The following prompts may guide the conversation with the teacher's supervisor:

- *What did you learn?*
- *How have you grown as a teacher?*
- *What areas of practice do you feel need to be improved upon in future years?*

These prompts are not required to be written, but only discussed, with the teacher's administrator.

Principal's Signature: _____ Date: _____

Additional Signature: _____ Date: _____
(Assistant Principal/Director/Chairperson)

Teacher's Signature: _____ Date: _____

TENURED TEACHER ANNUAL EVALUATION DESCRIPTION

Teacher:	School Year:
School:	Grade/Subject:
	Evaluator:

I. Report on Professional Growth Plan:

The administrator summarizes the success of teacher's implementation of the Professional Growth Plan. The plan is rated complete or incomplete.

II. Summary of Overall Performance:

The administrator summarizes the evidence that was collected throughout the year through observations of teacher performance in the classroom, implementation of the Professional Growth Plan, and other interactions and observations of teacher performance throughout the year that occur in natural conversations during the evaluation cycle.

The summary of teacher performance is based on previous observations, written memos, documented conversations, and various other forms of evidence produced by the administrator and the teacher. All information in the final evaluation is feedback the teacher received previously during the school year.

The summary of teacher performance will include evidence aligned to the appropriate teacher practice rubric.

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

III. Commendations:

This section contains specific commendations of a non-contractual nature performed by the teacher throughout the year. When the teacher completes the Commendations Form, the administrator will use the data in writing the final evaluation.

IV. Recommendations for Improvement:

The administrator will prepare appropriate comments for this section. These comments will vary according to the teacher and should relate to observations, discussions, and activities observed and documented throughout the year. Information in this section should have been communicated to the teacher previously during the school year.

V. Rating of the Observation Category:

Based upon the Commissioner's regulations and the prescribed scoring bands, the teacher receives the following rating for the Observation Category sub component:

	Score	Effectiveness Rating
Observation Category		

Scores for sub components will be provided when available, but no later than September 1.

Principal's Signature: _____ Date: _____

Additional Signature: _____ Date: _____
(Assistant Principal/Director/Chairperson)

Teacher's Comments:

Teacher's Signature: _____ Date: _____

Signatures indicate that parties have read and discussed contents.

PART-TIME TEACHER ANNUAL EVALUATION

Teacher:	School Year:
School:	Grade/Subject:
	Evaluator:

I. Report on Professional Growth Plan:

(If applicable. Consult the Guide to Teacher Evaluation for the Evaluation Process for Part-Time Teachers.)

II. Summary of Overall Performance:

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

III. Commendations:

IV. Recommendations for Improvement:

V. Rating of the Observation Category:

Based upon the Commissioner's regulations and the prescribed scoring bands, the teacher receives the following rating:

	Score	Effectiveness Rating
Observation Category		

Scores for sub components will be provided when available, but no later than September 1.

BYRAM HILLS CENTRAL SCHOOL DISTRICT
ARMONK, NEW YORK

Principal's Signature: _____ Date: _____

Additional Signature: _____ Date: _____
(Assistant Principal/Director/Chairperson)

Teacher's Comments:

Teacher's Signature: _____ Date: _____

Signatures indicate that parties have read and discussed contents.

TENURED TEACHER ANNUAL EVALUATION NON 3012-D FACULTY

Teacher:	School Year:
School:	Grade/Subject:
	Evaluator:

I. Report on Professional Growth Plan Option or Professional Review Plan:

The administrator summarizes the success of teacher's implementation of the Professional Growth Plan option or the Professional Review Plan. The plan is rated complete or incomplete.

II. Summary of Overall Performance:

The administrator summarizes the evidence that was collected throughout the year through observations of performance, implementation of the Professional Growth Plan, and other interactions and observations of teacher performance throughout the year that occur in natural conversations during the evaluation cycle.

The summary of teacher performance is based on previous observations, written memos, documented conversations, and various other forms of evidence produced by the administrator and the teacher. All information in the final evaluation is feedback the teacher received previously during the school year.

The summary of teacher performance will include evidence aligned to the appropriate practice rubric for area of specialization.

III. Commendations:

This section contains specific commendations of a non-contractual nature performed by the teacher throughout the year. When the teacher completes the Commendations Form, the administrator will use the data in writing the final evaluation.

IV. Recommendations for Improvement:

The administrator will prepare appropriate comments for this section. These comments will vary according to the teacher and should relate to observations, discussions, and activities observed and documented throughout the year. Information in this section should have been communicated to the teacher previously during the school year.

V. Rating of Overall Performance:

The administrator rates the faculty member's performance using two ratings, either satisfactory or unsatisfactory.

In keeping with the two stipulated categories of "satisfactory" and "unsatisfactory," the teacher receives a rating of: INSERT RATING HERE.

BYRAM HILLS CENTRAL SCHOOL DISTRICT
ARMONK, NEW YORK

Principal's Signature: _____ Date: _____

Additional Signature: _____ Date: _____
(Assistant Principal/Director/Chairperson)

Teacher's Comments:

Teacher's Signature: _____ Date: _____

Signatures indicate that parties have read and discussed contents.

**A FRAMEWORK FOR TEACHING COMPONENTS OF
 PROFESSIONAL PRACTICE**

<p style="text-align: center;">Domain 1: Planning and Preparation</p> <p>Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.</p>	<p style="text-align: center;">Domain 2: Classroom Environment</p> <p>2a. Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> ▪ <i>teacher interaction with students</i> ▪ <i>student interactions with one another</i> <p>2b. Establishing a culture for learning</p> <ul style="list-style-type: none"> ▪ <i>importance of the content</i> ▪ <i>expectations for learning and achievement</i> ▪ <i>student pride in work</i> <p>2c. Managing classroom procedures</p> <ul style="list-style-type: none"> ▪ <i>management of instructional groups</i> ▪ <i>management of transitions</i> ▪ <i>management of materials and supplies</i> ▪ <i>performance of non-instructional duties</i> ▪ <i>supervision of volunteers and paraprofessionals</i> <p>2d. Managing student behavior</p> <ul style="list-style-type: none"> ▪ <i>expectations</i> ▪ <i>monitoring of student behavior</i> ▪ <i>responses to student misbehavior</i> <p>2e. Organizing physical space</p> <ul style="list-style-type: none"> ▪ <i>safety and accessibility</i> ▪ <i>arrangement of furniture and use of physical resources</i>
<p style="text-align: center;">Domain 4: Professional Responsibilities</p> <p>Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.</p>	<p style="text-align: center;">Domain 3: Instruction</p> <p>3a. Communicating with students</p> <ul style="list-style-type: none"> ▪ <i>expectations for learning</i> ▪ <i>directions and procedures</i> ▪ <i>explanations of content</i> ▪ <i>use of oral and written language</i> <p>3b. Using questioning and discussion techniques</p> <ul style="list-style-type: none"> ▪ <i>quality of questions</i> ▪ <i>discussion techniques</i> ▪ <i>student participation</i> <p>3c. Engaging students in learning</p> <ul style="list-style-type: none"> ▪ <i>activities and assignments</i> ▪ <i>grouping of students</i> ▪ <i>instructional materials and resources</i> ▪ <i>structure and pacing</i> <p>3d. Using assessment in instruction</p> <ul style="list-style-type: none"> ▪ <i>assessment criteria</i> ▪ <i>monitoring of student learning</i> ▪ <i>feedback to students</i> ▪ <i>student self-assessment and monitoring of progress</i> <p>3e. Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> ▪ <i>lesson adjustment</i> ▪ <i>response to students</i> ▪ <i>persistence</i>

A FRAMEWORK FOR TEACHING

Components of Professional Practice – Aligned to C/I/A for Portfolio Project

<p>Domain 1: Planning and Preparation</p> <p>1a. Demonstrating knowledge of content and pedagogy (C/I)</p> <ul style="list-style-type: none"> ▪ <i>knowledge of content and the structure of the discipline</i> ▪ <i>knowledge of prerequisite relationships</i> ▪ <i>knowledge of content-related pedagogy</i> <p>1b. Demonstrating knowledge of students (I/A)</p> <ul style="list-style-type: none"> ▪ <i>knowledge of child and adolescent development</i> ▪ <i>knowledge of the learning process</i> ▪ <i>knowledge of students' skills, knowledge and language proficiency</i> ▪ <i>knowledge of students' interests and cultural heritage</i> ▪ <i>knowledge of students' special needs</i> <p>1c. Setting instructional outcomes (C/I/A)</p> <ul style="list-style-type: none"> ▪ <i>value, sequence and alignment</i> ▪ <i>clarity</i> ▪ <i>balance</i> ▪ <i>suitability for diverse learners</i> <p>1d. Demonstrating knowledge of resources (C)</p> <ul style="list-style-type: none"> ▪ <i>resources for classroom use</i> ▪ <i>resources to extend content knowledge and pedagogy</i> ▪ <i>resources for students</i> <p>1e. Designing coherent instruction (I)</p> <ul style="list-style-type: none"> ▪ <i>learning activities</i> ▪ <i>instructional materials and resources</i> ▪ <i>instructional groups</i> ▪ <i>lesson and unit structure</i> <p>1f. Designing student assessments (A)</p> <ul style="list-style-type: none"> ▪ <i>congruence with instructional outcomes</i> ▪ <i>criteria and standards</i> ▪ <i>design of formative assessments</i> ▪ <i>use for planning</i> 	<p>Domain 2: Classroom Environment</p> <p>2a. Creating an environment of respect and rapport (I)</p> <ul style="list-style-type: none"> ▪ <i>teacher interaction with students</i> ▪ <i>student interactions with one another</i> <p>2b. Establishing a culture for learning (I)</p> <ul style="list-style-type: none"> ▪ <i>importance of the content</i> ▪ <i>expectations for learning and achievement</i> ▪ <i>student pride in work</i> <p>2c. Managing classroom procedures (I)</p> <ul style="list-style-type: none"> ▪ <i>management of instructional groups</i> ▪ <i>management of transitions</i> ▪ <i>management of materials and supplies</i> ▪ <i>performance of non-instructional duties</i> ▪ <i>supervision of volunteers and paraprofessionals</i> <p>2d. Managing student behavior (I)</p> <ul style="list-style-type: none"> ▪ <i>expectations</i> ▪ <i>monitoring of student behavior</i> ▪ <i>responses to student misbehavior</i> <p>2e. Organizing physical space (I)</p> <ul style="list-style-type: none"> ▪ <i>safety and accessibility</i> ▪ <i>arrangement of furniture and use of physical resources</i>
<p>Domain 4: Professional Responsibilities</p> <p>4a. Reflection on Teaching (C/I/A)</p> <ul style="list-style-type: none"> ▪ <i>accuracy</i> ▪ <i>use in future teaching</i> <p>4b. Maintaining accurate records (A)</p> <ul style="list-style-type: none"> ▪ <i>student completion of assignments</i> ▪ <i>student progress in learning</i> ▪ <i>non-instructional records</i> <p>4c. Communicating with families</p> <ul style="list-style-type: none"> ▪ <i>information about the instructional program</i> ▪ <i>information about individual students</i> ▪ <i>engagement of families in the instructional program</i> <p>4d. Participating in a professional community (C)</p> <ul style="list-style-type: none"> ▪ <i>relationships with colleagues</i> ▪ <i>involvement in a culture of professional inquiry</i> ▪ <i>service to school</i> ▪ <i>participation in school and district projects</i> <p>4e. Growing and developing professionally (C)</p> <ul style="list-style-type: none"> ▪ <i>enhancement of content knowledge and pedagogical skill</i> ▪ <i>receptivity to feedback from colleagues</i> ▪ <i>service to profession</i> <p>4f. Showing professionalism</p> <ul style="list-style-type: none"> ▪ <i>integrity and ethical conduct</i> ▪ <i>service to students</i> ▪ <i>advocacy</i> ▪ <i>decision making</i> ▪ <i>compliance with school and district regulations</i> 	<p>Domain 3: Instruction</p> <p>3a. Communicating with students (I)</p> <ul style="list-style-type: none"> ▪ <i>expectations for learning</i> ▪ <i>directions and procedures</i> ▪ <i>explanations of content</i> ▪ <i>use of oral and written language</i> <p>3b. Using questioning and discussion techniques (I)</p> <ul style="list-style-type: none"> ▪ <i>quality of questions</i> ▪ <i>discussion techniques</i> ▪ <i>student participation</i> <p>3c. Engaging students in learning (I)</p> <ul style="list-style-type: none"> ▪ <i>activities and assignments</i> ▪ <i>grouping of students</i> ▪ <i>instructional materials and resources</i> ▪ <i>structure and pacing</i> <p>3d. Using assessment in instruction (I/A)</p> <ul style="list-style-type: none"> ▪ <i>assessment criteria</i> ▪ <i>monitoring of student learning</i> ▪ <i>feedback to students</i> ▪ <i>student self-assessment and monitoring of progress</i> <p>3e. Demonstrating flexibility and responsiveness (I)</p> <ul style="list-style-type: none"> ▪ <i>lesson adjustment</i> ▪ <i>response to students</i> ▪ <i>persistence</i>

BYRAM HILLS CENTRAL SCHOOL DISTRICT
ARMONK, NEW YORK

NEW YORK STATE STUDENT LEARNING OBJECTIVE TEMPLATE

Teacher Name:	School:	Grade/Subject:	Date:
Administrator:		SLO # ____ of ____ for this teacher	

PART I: All SLOs MUST include the following basic components:

Population	<i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i>
Learning Content	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i>
Interval of Instructional Time	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i>
Evidence	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>
Baseline	<i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i>
Target(s)	<i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i>

BYRAM HILLS CENTRAL SCHOOL DISTRICT
ARMONK, NEW YORK

HEDI Scoring	<i>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?</i>																				
	HIGHLY EFFECTIVE			EFFECTIVE			DEVELOPING		INEFFECTIVE												
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	97%- 100%	93%- 96%	90%- 92%	85%- 89%	80%- 84%	75%- 79%	67%- 74%	60%- 66%	55%- 59%	49%- 54%	44%- 48%	39%- 43%	34%- 38%	29%- 33%	25%- 28%	21%- 24%	17%- 20%	13%- 16%	9%- 12%	5%- 8%	0%- 4%
Rationale	<i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i>																				

Completed forms for all necessary SLOs due to administrator by the date in the timeline.

Teacher Signature

Date

Administrator Signature

Date

PART II: RESULTS FOR STUDENT LEARNING OBJECTIVE

Results	<i>What were the actual results on the assessment used for evidence? (Include multiple SLO results if applicable.)</i>
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Teacher Signature

Date

Administrator Signature

Date

PART III: MULTIPLE SLOs (if applicable)

TEACHER IMPROVEMENT PLAN (TIP)

Teacher: _____

School: _____

Grade/Subject: _____

Evaluator: _____

Date Final Evaluation Conducted: _____

Date of Plan: _____

The evaluator identifies areas of improvement based on the teacher's final evaluation and completes the Teacher Improvement Plan below. The evaluator meets with the teacher to review and discuss the goals of the improvement plan **by October 1st following the school year for which the teacher was rated ineffective or Developing**, or soon soon as practicable thereafter.

Check the box next to any domain below that is rated as Developing or Ineffective. The areas addressed in the TIP Plan will be differentiated based on the areas checked below.

Domain 1: Planning and Preparation

Domain 2: Learning Environment

Student Performance

Domain 3: Instructional Practice

Domain 4: Professional Responsibilities

For Library Media Specialists: 1: Knowledge of students & student learning

2: Knowledge of content & instructional planning 3: Instructional practice 4: learning environment

5: Assessment for student learning 6: Collaboration & professional learning 7: Professional growth

In the spaces below, describe the following: (a) list areas needing improvement to address the categories above assessed as Developing or Ineffective; (b) identify the specific desired outcomes associated with each area of improvement; (c) list differentiated activities or action steps to support the teacher's improvement; (d) describe the manner in which the improvement will be assessed; (e) and provide a timeline for achieving improvement and benchmark checkpoints.

Areas needing improvement from area(s) above	Desired outcomes	Activities/action steps to support improvement	How will the improvement be assessed?	Timeline & benchmark checkpoints

BYRAM HILLS CENTRAL SCHOOL DISTRICT
ARMONK, NEW YORK

Areas needing improvement from area(s) above	Desired outcomes	Activities/action steps to support improvement	How will the improvement be assessed?	Timeline & benchmark checkpoints

Teacher's Comments:

Evaluator's Comments:

Teacher's Signature

Date

Evaluator's Signature

Date

TEACHER IMPROVEMENT PLAN (TIP) EVALUATION SHEET

Teacher: _____

School: _____

Grade/Subject: _____

Evaluator: _____

Date: _____

The evaluator completes the TIP Evaluation Sheet at the end of the agreed upon timeline and meets with the teacher to discuss progress toward meeting the desired outcomes.

In the spaces below, the evaluator describes the following: (a) list areas stated as needing improvement; (b) identify the desired outcomes; (c) describe the teacher's progress to address the areas of improvement and the steps taken, stating whether or not the teacher made satisfactory progress; and (d) determine whether or not the teacher satisfied the improvement plan for each area listed.

Areas needing improvement from area(s) above	Desired outcomes	Describe the teacher's progress	Is this area satisfied? (Yes or No)

BYRAM HILLS CENTRAL SCHOOL DISTRICT
ARMONK, NEW YORK

Areas needing improvement from area(s) above	Desired outcomes	Describe the teacher's progress	Is this area satisfied? (Yes or No)

Teacher's Comments:

Evaluator's Comments:

Teacher's Signature

Date

Evaluator's Signature

Date



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