Approved Variance from SED

Changes to the
Student Performance Category
2020-2021 to 2022-2023

EVALUATION COMMITTEE

District Office: Tim Kaltenecker
Administrators: Chris Walsh (BHAA President), MaryBeth Crupi, Peggy McInerney, Lisa Pellegrino
Teachers: Susan Tyrrell (BHTA President), Elise Feder, Robin Zilli, Willoughby Levesque, Leisa Palmer, Jill Berner, Dana Ferraro, Aaron Lockwood
Overview of Teacher Evaluation Rating

**OBSERVATION CATEGORY**

1. *Lead Evaluator* Observations
2. *Independent Evaluator* Observations

**STUDENT PERFORMANCE CATEGORY**

Teachers & principals are rated based upon student growth on state or state-approved tests

Teachers receive a rating (HEDI) using the SED [matrix](#) based upon two categories.

SED allows [regulatory flexibility](#) for districts to modify their APPR process.

*The District, BHAA and BHTA agreed upon two changes for this year, due to the pandemic, which SED approved:*

1. Hardship waiver (observation category)
2. Variance (student performance category)
The Independent Evaluator Observation

**OBSERVATION CATEGORY**

1. Lead Evaluator Observations
2. Independent Evaluator Observations (*unannounced*)

**STUDENT PERFORMANCE CATEGORY**

*For 2020-2021*

**OBSERVATION CATEGORY**

1. Lead Evaluator Observations
2. Observation conducted by the Lead Evaluator (*unannounced*)

The **Lead Evaluator** will conduct this required, *unannounced observation* instead of the Independent Evaluator.

- Will focus on components 2a and 3c
- Remains 15% of observation category
A shift from rating teachers and principals based on a single or multiple tests to rating teachers and principals on their actions and ability to reflect on professional growth that ultimately leads to improved student learning.

**Performance Category (i.e., SLOs)**

- **2020-2021 through 2022-2023**
  - **STUDENT PERFORMANCE CATEGORY**
    - Teachers & principals are rated based upon student growth on state or state-approved tests
  - **OBSERVATION CATEGORY**
  - **STUDENT PERFORMANCE CATEGORY**
    - **Principals**: Annual goals
    - **Tenured Teachers**: Professional Growth Plans
    - **Probationary Teachers**: Portfolio Projects
Shift from an *Output* Model to an *Input* Model

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Classroom Practice</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning and Preparation</strong> <em>(i.e., Domain 1)</em></td>
<td><strong>Classroom Environment</strong> <em>(i.e., Domain 2)</em></td>
<td>Student achievement as measured on various assessments, such as:</td>
</tr>
<tr>
<td>Examples:</td>
<td>Examples:</td>
<td>● Local assessments</td>
</tr>
<tr>
<td>● Content knowledge</td>
<td>● Creating an environment of respect and rapport</td>
<td>● Classroom activities</td>
</tr>
<tr>
<td>● Planning coherent instruction</td>
<td>● Creating a culture of learning</td>
<td>● Diagnostic assessments</td>
</tr>
<tr>
<td>● Designing assessments</td>
<td></td>
<td>● Standardized tests</td>
</tr>
<tr>
<td><strong>Professional Practice</strong> <em>(i.e., Domain 4)</em></td>
<td><strong>Instruction</strong> <em>(i.e., Domain 3)</em></td>
<td>● State tests</td>
</tr>
<tr>
<td>Examples:</td>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td>● Reflecting on practice</td>
<td>● Setting high expectations for learning</td>
<td></td>
</tr>
<tr>
<td>● Collaborating with colleagues</td>
<td>● Using Questioning and discussion techniques</td>
<td></td>
</tr>
<tr>
<td>● Continuous improvement</td>
<td>● Creating high cognitive student engagement</td>
<td></td>
</tr>
<tr>
<td>through ongoing learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. During the final conference, the teacher and their administrator will review the rubric and discuss ratings for each element of the rubric. The administrator will rate the overall PGP and assign a HEDI rating using the chart below.

3. **The Professional Growth Plan rubric** will be used to rate the PGP.

4. **HEDI scoring chart:**
   - Highly Effective: 17-20
   - Developing: 9-12
   - Effective: 13-16
   - Ineffective: 0-8

5. If a teacher receives a rating lower than Effective, a review will be automatically conducted by a District office administrator using a predetermined process. (See the review process slide for the rating review process.)
### Tenured Teachers - Rubric

<table>
<thead>
<tr>
<th>Element</th>
<th>Highly Effective (4 points)</th>
<th>Effective (3 points)</th>
<th>Developing (2 points)</th>
<th>Ineffective (1 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assessment of professional learning</td>
<td>The teacher provides an accurate and specific assessment of their professional learning throughout the year, aligned to their professional growth plan.</td>
<td>The teacher provides an accurate assessment of their professional learning throughout the year, aligned to their professional growth plan.</td>
<td>The teacher provides a general overview of their professional learning throughout the year, aligned to their professional growth plan.</td>
<td>The teacher considers their professional learning but draws incorrect conclusions or did not reference their professional growth plan.</td>
</tr>
<tr>
<td>Examples of professional learning</td>
<td>The teacher provides specific examples of their professional growth and how it impacted student learning.</td>
<td>The teacher provides specific examples of their professional growth.</td>
<td>The teacher discusses their professional growth in general terms.</td>
<td>The teacher is unable to identify how they grew professionally throughout the year.</td>
</tr>
<tr>
<td>Leadership &amp; collaboration</td>
<td>The teacher demonstrates leadership amongst their colleagues in promoting activities related to their professional learning.</td>
<td>The teacher demonstrates collaborative and/or supportive relationships with colleagues related to professional learning.</td>
<td>The teacher demonstrates cordial relationships with colleagues.</td>
<td>The teacher is not collaborative and/or their relationships with colleagues are combative and/or negative.</td>
</tr>
</tbody>
</table>

### Tenured Teachers

**Professional Growth Plans**

Building upon the rigorous focus on teacher practice during the probationary years, tenured teachers collaborate with their administrators to develop their professional growth plans each year. The professional growth plan focuses on classroom practice which stems from the previous year’s evaluation feedback in the areas of curriculum, instruction, and assessment. (See pp. 17-18 in the Guide to Teacher Evaluation.)
### Tenured Teachers - Rubric (continued)

| **Continuous improvement** | The teacher seeks regular opportunities for continued professional learning, including initiating action research (i.e., reflective practice in a continuous improvement cycle) in their classroom. | The teacher seeks and/or initiates regular opportunities for continued professional learning. | The teacher participates in professional learning activities when they are required to do so. | The teacher ignores opportunities to participate in professional learning activities. | A rubric score of 1 to 4 will be calculated for each element, totaling to 20 points. The rating scale will translate to the following HEDI ratings:  
**Highly Effective:** 17-20  
**Effective:** 13-16  
**Developing:** 9-12  
**Ineffective:** 0-8  
A rating lower than Effective will automatically trigger the rating review process. Any of the five elements not completed will result in a rating of zero for that element. |
|---|---|---|---|---|
| **Reflecting on professional learning** | The teacher addresses the following questions in specific ways:  
- What were your greatest areas of growth?  
- What helped you to grow in these areas?  
- What are areas in which you want to focus next year? | The teacher addresses the following questions in specific ways:  
- What were your greatest areas of growth?  
- What helped you to grow in these areas? | The teacher addresses the following questions in general terms:  
- What were your greatest areas of growth?  
- What helped you to grow in these areas? | The teacher generally discusses their areas of growth. |
Probationary Teachers - Overview

1. Probationary teachers follow the usual process for the Portfolio Project as outlined in the Guide to Teacher Evaluation.

2. The administrator will apply a rubric score to each portfolio entry.

3. During the final conference, the teacher and their administrator will review the rubric and discuss ratings for each element of the rubric. The administrator will rate the overall portfolio and assign a HEDI rating using the chart below.

4. The Portfolio Project rubric will be used to rate the Portfolio Project.

5. HEDI scoring chart:
   - Highly Effective: 17-20
   - Developing: 9-12
   - Effective: 13-16
   - Ineffective: 0-8

6. If a teacher receives a rating lower than Effective, a review will be automatically conducted by a District office administrator using a predetermined process. (See the review process slide for the rating review process.)
## Probationary Teachers - Rubric

<table>
<thead>
<tr>
<th>Element</th>
<th>Highly Effective (4 points)</th>
<th>Effective (3 points)</th>
<th>Developing (2 points)</th>
<th>Ineffective (1 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy:</strong> Self-assessment of teaching practice and student learning</td>
<td>The teacher’s reflections accurately capture what happened throughout the lessons and how they impact student learning and growth.</td>
<td>The teacher’s reflections are mostly accurate in capturing what happened throughout the lessons and how they impact student learning and growth.</td>
<td>The teacher reflects on the lesson, sometimes with accuracy in capturing what happened throughout the lesson.</td>
<td>The teacher’s reflections are not accurate in capturing what happened throughout the lesson.</td>
</tr>
<tr>
<td><strong>Specificity:</strong> Self-assessment of teaching practice and student learning</td>
<td>The teacher reflects upon specific elements of the lesson, offering a detailed analysis aligned to specific components of the Danielson Framework and how they impact student learning and growth.</td>
<td>The teacher reflects upon somewhat specific elements of the lesson, offering a fairly detailed analysis aligned to specific components of the Danielson Framework and how they impact student learning and growth.</td>
<td>The teacher reflects upon general elements of the lesson, offering a general analysis aligned to general aspects of the Danielson Framework.</td>
<td>The teacher does not provide a specific analysis of the lesson and/or does not mention the components of the Danielson Framework.</td>
</tr>
<tr>
<td><strong>Response to feedback</strong></td>
<td>The teacher reflects upon specific ways they will use the feedback from the lesson observation in future teaching.</td>
<td>The teacher reflects upon ways they will use the feedback from the lesson observation in future teaching.</td>
<td>The teacher acknowledges that they want to change the lesson but does not provide future actions.</td>
<td>The teacher does not describe how they will use feedback in the future.</td>
</tr>
</tbody>
</table>

### Probationary Teachers Portfolio Project

The portfolio project provides an avenue for teacher reflection on their decisions and actions -- related to curriculum, instruction, and assessment -- that impact student learning.

Teachers discuss evidence of classroom practice and its impact on student learning, and they determine future professional learning needs.

(See pp. 12-15 in the Guide to Teacher Evaluation.)
<table>
<thead>
<tr>
<th><strong>Continuous improvement</strong></th>
<th>The teacher identifies at least two resources they will utilize to enhance their professional practice (such as, colleagues; administrators; students; families; consultants; courses; workshops; books; articles; etc.)</th>
<th>The teacher identifies one resource they will utilize to enhance their professional practice (such as, colleagues; administrators; students; families; consultants; courses; workshops; books; articles; etc.)</th>
<th>The teacher references general resources they will utilize to advance their professional learning.</th>
<th>The teacher does not identify resources to enhance their professional learning.</th>
</tr>
</thead>
</table>
| **Reflecting on professional learning** | The teacher addresses the following questions in specific ways:  
- What were your greatest areas of growth?  
- What helped you to grow in these areas?  
- What are areas in which you want to focus next year? | The teacher addresses the following questions in specific ways:  
- What were your greatest areas of growth?  
- What helped you to grow in these areas? | The teacher addresses the following questions in general terms:  
- What were your greatest areas of growth?  
- What helped you to grow in these areas? | The teacher generally discusses their areas of growth. |

A rubric score of 1 to 4 will be calculated for each element, totaling to 20 points.

The rating scale will translate to the following HEDI ratings:

- **Highly Effective**: 17-20
- **Effective**: 13-16
- **Developing**: 9-12
- **Ineffective**: 0-8

A rating lower than Effective will automatically trigger the rating review process.

Any of the five elements not completed will result in a rating of zero for that element.
1. Building principals follow the usual process for developing their **annual goals**.

2. During their final conference, the principal and the superintendent will review the rubric and discuss ratings for each element of the rubric. The superintendent will assign a score based on the rubric and assign a HEDI rating using the chart below.

3. **The Annual Goals rubric** will be used to rate the goals process.

4. **HEDI scoring chart:**
   - Highly Effective: 17-20
   - Effective: 13-16
   - Developing: 9-12
   - Ineffective: 0-8
Principals - Overview (continued)

Each year the principal develops an Annual Goals plan that aligns with the District mission and initiatives, and that supports a rigorous academic program for students. The process includes:

- A review of student assessment data
- Reflection on the previous year’s plan
- Consideration of Board of Education goals and District initiatives
- Feedback data from various stakeholder groups
- Review of survey or climate data
- Focuses on observable outcomes of student learning
- Developed in conjunction with the superintendent

The Annual Goals rubric rates the principal’s ability to:

1. Develop, articulate, and implement a shared vision of learning
2. Align and define action plans to promote student learning outcomes
3. Prioritize and strategize to attain these outcomes
4. Take action by mobilizing others and monitoring progress toward these outcomes
5. Evaluating attainment of the student outcomes

Evidence will be reviewed in various ways: meetings with the Board of Education; monthly meetings with the superintendent; during school visits throughout the year; principals coffees; and other venues as appropriate.
<table>
<thead>
<tr>
<th>Element</th>
<th>Highly Effective (4 points)</th>
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<tbody>
<tr>
<td><strong>Culture</strong>&lt;br&gt; <em>Attitudes, knowledge, behaviors, and beliefs that characterize the school environment and are shared by its stakeholders</em></td>
<td>engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning</td>
<td>collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning</td>
<td>identifies the school’s vision and mission, and makes them public</td>
<td>claims to have a vision and mission for the school, but keeps it private</td>
</tr>
<tr>
<td></td>
<td>school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide</td>
<td>school vision and mission aligns with the vision and mission of the district</td>
<td>school vision and mission are created in isolation of the district’s vision and mission and aligned as an afterthought</td>
<td>school vision and mission are unrelated to the district vision and mission</td>
</tr>
<tr>
<td></td>
<td>uses the school’s vision and mission as a compass to inform reflective practice, goal-setting, and decision making</td>
<td>explicitly links the school’s vision and mission to programs and policies</td>
<td>refers to the school vision and mission as a document unconnected to programs, policies or practices</td>
<td>disregards the need to use the school’s vision and mission to guide goals, plans and actions</td>
</tr>
</tbody>
</table>

A rubric score of 1 to 4 will be calculated for each element, totaling to 20 points.

The rating scale will translate to the following HEDI ratings:

- **Highly Effective**: 17-20
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Any of the five elements not completed will result in a rating of zero for that element.
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment</strong></td>
<td><strong>Outcomes align with district mission and initiatives</strong></td>
<td><strong>Embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the school's current reality and the vision</strong></td>
<td><strong>Engages in the goal setting process as part of own professional improvement as related to improving student learning</strong></td>
<td><strong>Completes goal setting activities to satisfy external expectations and assumptions about the connection between principal practice and student learning</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Engages a cross role group, including the superintendent, teachers and other administrators, to triangulate the school and district vision with data depicting the current reality of student learning, teacher practice, academic results and/or the school learning environment</strong></td>
<td><strong>Works with the superintendent to consider the school and district vision and student learning needs, as well as information gathered about teacher practice, academic results and/or the school learning environment</strong></td>
<td><strong>Creates outcomes that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning</strong></td>
<td><strong>&quot;Does&quot; goal setting in order to be in compliance with mandates or regulations</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Generates outcomes that maximize on the principal's role in improving teacher practice, academic results, and/or school learning environment in the service of improving learning</strong></td>
<td><strong>Outcomes are stated in ways that allow progress toward them to be assessed</strong></td>
<td><strong>Outcomes are broad, general, aspirational statements that are too big to be assessed</strong></td>
<td><strong>Operates from own opinion and perceptions without attending to vision and data</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Outcomes are expressed in statements that are both actionable and measurable</strong></td>
<td></td>
<td></td>
<td><strong>Extracts outcomes from own interests</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Outcomes are isolated action steps, unaligned to a goal that can actually be worked toward</strong></td>
</tr>
<tr>
<td>Element</td>
<td>Highly Effective (4 points)</td>
<td>Effective (3 points)</td>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>prioritizes outcomes by considering the potential benefits and unintended consequences of pursuing certain outcomes vis-a-vis others</td>
<td>prioritizes outcomes by considering what can be gained by pursuing each</td>
<td>prioritizes outcomes based on own interests</td>
<td>considers outcomes in no special order</td>
</tr>
<tr>
<td></td>
<td>uses the perspectives of others to test own assumptions about the outcomes articulated and to see if they are truly connected to the school/district vision and needs</td>
<td>uses superintendent’s perspective to test own assumptions about outcomes to see if they are truly connected to the school/district vision and needs</td>
<td>relies on own perspective to assert the importance and alignment of identified outcomes</td>
<td>changes commitment to outcomes as new ones emerge</td>
</tr>
<tr>
<td></td>
<td>articulates strategies supporting actions and also for overcoming obstacles to the plan, with rationale for selecting them that includes anticipated results, implementation intentions related to each, and evidence of strategy’s impact.</td>
<td>articulates strategies supporting actions, and reasons for selecting them</td>
<td>lists strategies that will be used to accomplish goals identified</td>
<td>lists generic strategies that could apply to a variety of goals</td>
</tr>
<tr>
<td></td>
<td>describes the evidence that, when collected and annotated, will support that attending to these outcomes actually decreases the distance between current reality and the vision</td>
<td>identifies anticipated specific measures of success for each outcomes</td>
<td>describes, in general terms, what successful outcomes attainment will look like and accomplish</td>
<td>states the benefits of attaining the outcome(s)</td>
</tr>
<tr>
<td>Element</td>
<td>Highly Effective (4 points)</td>
<td>Effective (3 points)</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>Taking Action</td>
<td>designs an action plan that clearly differentiates between short and long term goals and their associated steps and strategies</td>
<td>creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term</td>
<td>identifies a series of individual actions for each goal without specifying whether the goals are long or short term</td>
<td>refers in general to working toward goals, but is unable to articulate related steps or strategies</td>
</tr>
<tr>
<td>Ability to mobilize others, monitor progress toward the vision, and refine the process as needed</td>
<td>shares and implements the action plan publically, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning</td>
<td>implements the action plan publically, and invites others to use it as a model for goal setting that they can do as well</td>
<td>implements the action plan quietly and privately</td>
<td>speaks about taking actions, but has trouble committing and getting started</td>
</tr>
<tr>
<td></td>
<td>seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan</td>
<td>monitors and refines goals and/or action steps, based on formative assessment of evidence collected</td>
<td>adjusts goals and actions based on instinct and self perceptions</td>
<td>changes goals to better match what is currently happening or uses what is happening to rationalize giving up</td>
</tr>
<tr>
<td>Element</td>
<td>Highly Effective (4 points)</td>
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<td>---------</td>
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</tr>
<tr>
<td>Evaluating progress toward shared vision and culture of learning</td>
<td>systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences</td>
<td>periodically documents own thinking and reactions to the progress made obstacles encountered, and insights or questions that arise</td>
<td>sporadically documents thinking related to key moments, obstacles or achievements</td>
<td>documentation is a beginning and end event and focuses on restating actions taken and noting obstacles to goal achievement</td>
</tr>
<tr>
<td></td>
<td>taps the perspectives of those who supported the initial data analysis to help evaluate intended outcomes and related impact on learning by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and determining next steps in attaining the school vision and improving learning</td>
<td>evaluates intended outcomes by assessing “evidence of success,” establishing the degree to which progress has been achieved, and determining next steps towards attaining the school vision</td>
<td>evaluates intended outcomes based on own impressions of what success should have looked like and what was actually achieved</td>
<td>categorically claims failure to meet intended outcomes set as evidence that the process does not work</td>
</tr>
<tr>
<td></td>
<td>engages stakeholders in planning, future actions and next steps to improve student learning, teacher practice, academic results and/or the school learning environment based on how much closer the school and district are to the vision</td>
<td>determines next steps and future actions to improve student learning, teacher practice, academic results and/or the school learning environment in light how successful the recent work was in making improvements</td>
<td>considers new outcomes based on success in achieving current outcomes, adjusting them to match perceived ability of the school to actually improve</td>
<td>dismisses the possibility of using outcomes to define next steps</td>
</tr>
</tbody>
</table>
If a rating for the Student Performance Category (based on the teacher’s professional growth plan or portfolio project) is **lower than Effective**, the following procedure occurs:

The deputy superintendent or designee will:

1. Review any documents that were presented during the final conference.
2. Discuss the rating and evidence with the lead evaluator and building principal.
3. Discuss the rating and evidence with the teacher.
4. Decide whether the original rating remains or if a new rating is warranted. If a new rating is warranted, provide a written review with a new scoring rubric.
5. Review the decision with the superintendent.
6. Present the review to the teacher and administrator.
Matrix for Overall Rating (SED-determined)

<table>
<thead>
<tr>
<th>STUDENT PERFORMANCE CATEGORY</th>
<th>HIGHLY EFFECTIVE (HE)</th>
<th>EFFECTIVE (E)</th>
<th>DEVELOPING (D)</th>
<th>INEFFECTIVE (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY EFFECTIVE (HE)</td>
<td>H</td>
<td>H</td>
<td>E</td>
<td>D</td>
</tr>
<tr>
<td>EFFECTIVE (E)</td>
<td>H</td>
<td>E</td>
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</tr>
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<td>DEVELOPING (D)</td>
<td>E</td>
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<td>D</td>
<td>I</td>
</tr>
<tr>
<td>INEFFECTIVE (I)</td>
<td>D</td>
<td>D</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>
Resources

- Guide to Teacher Evaluation
- Danielson Framework for Teaching
- Multidimensional Principal Performance Rubric

Student performance category rubrics:
- Rubric - Tenured Teachers, professional growth plans
- Rubric - Probationary Teachers, portfolio project
- Rubric - Principals, annual goals

APPR documents submitted to SED:
- Approved APPR plan (2016, until contract negotiation)
- Approved APPR variance (2020-2021 through 2022-2023)
- APPR hardship waiver application (2020-2021)