

BYRAM HILLS

CENTRAL SCHOOL DISTRICT

Armonk, New York

Guide to Teacher Evaluation (Annual Professional Performance Review)

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*The Board of Education of the Byram Hills School District, acting in public session on **DATE** 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; for professional support staff, including school psychologists, counselors, social workers, and CSE chairpersons, the goal is enhanced knowledge of professional services and programs and skills in providing those services. 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 and leaders 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 and programs 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, programs, and teacher effectiveness.

A. THE EVALUATION MATRIX MODEL

The District shall assess teacher effectiveness (under 3012-d) 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 (under 3012-d) 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. SUMMARY OF EVALUATION RATINGS

Teachers who fall under NYS law 3012-d must be rated using the above matrix and the prescribed ratings, however, other faculty who are not teachers of record, referenced in this document as non 3012-d faculty, are not required to be rated in the same way. Those non 3012-d faculty, including school psychologists, counselors, social workers, CSE chairperson, and any other teacher who is not a teacher of record, will receive ratings as noted in the chart below.

NYS Category	Byram Hills Component	Teachers of Record (3012-d)	Other Teachers (Non 3012-d)
Observation Category	Observations	Highly Effective Effective Developing Ineffective	Satisfactory Developing Unsatisfactory
Student Performance Category	Portfolio Project or SLOs (3012-d)	Highly Effective Effective Developing Ineffective	Complete Incomplete
	Professional Growth Plan or SLOs (3012-d)	Highly Effective Effective Developing Ineffective	Complete Incomplete
Overall Rating	Overall Rating	Highly Effective Effective Developing Ineffective	Satisfactory Unsatisfactory

Notes:

- a. Non 3012-d faculty will receive feedback aligned to the corresponding rubrics for the Portfolio Project and the Professional Growth Plan.
- b. Details for ratings of each category are described throughout this document and distinguish between 3012-d and non 3012-d faculty. In some cases different forms are used and noted in the appendix.
- c. Any questions should be directed to the teachers' supervisors or a member of the Evaluation Committee.
- d. SLOs will be used for the Student Performance Category for 3012-d faculty if the District does not utilize a variance to replace SLOs with the portfolio project and the professional growth plan.

C. 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.
Prior to December vacation	Midyear evaluation completed	Administrator will schedule meeting.
March 15	Final evaluation report due for teachers not recommended to continue as probationary teachers.	
May 1	Portfolio Project due to administrator	The Evaluation Committee conducts Portfolio Project information sessions in the fall.
June 1	Final evaluation report due to superintendent. Final evaluation meetings take place beforehand.	Teachers having SLOs requiring state assessments may have incomplete evaluations prior to June 15.
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
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 having 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.

3. LEAVE REPLACEMENT TEACHER TIMELINE

See section VIII(B) of this document for details on leave replacement teachers and teachers on leave of absence.

- a. Full year leave replacement teachers: follow the probationary teacher timeline.
- b. Less than full year leave replacement teachers: follow the timeline below.

DATE	EVENT	NOTES
September – March 1	<p>One announced formal observation at the discretion of the administrator</p> <p>One informal observation</p> <p>One informal unannounced observation</p>	The pre-observation form must be completed and brought to the pre-observation conference.
May 1	Portfolio Project due to administrator	
June 1	Final evaluation report due to superintendent. Final evaluation meetings take place beforehand.	A final evaluation is at the discretion of the administrator. It is not required.
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.

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*

Furthermore, the professional learning standards serve as guidance for professional practice:

- Classroom teachers: [The NYS Teaching Standards \(2011\)](#)
- Psychologists: [The Professional Standards of the National Association of School Psychologists \(2020\)](#)
- School Counselors: [School Counselor Professional Standards and Competencies \(2019\)](#)
- Social Workers: [NASW Standards for School Social Work Services \(2012\)](#)

Additional standards for teaching in particular content areas are valuable resources and can be located by searching professional organizations.

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 of Observations

Scoring and Weighting for Teachers Under 3012-d

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.

Scoring and Weighting for Teachers non 3012-d faculty, including school psychologists, counselors, social workers, CSE Chairpersons and other faculty who are not teachers of record

All observations are rated using the corresponding professional practice rubric for the particular area (see rubrics listed under item IV. A of this document.) Feedback will be provided using the rubric and an observation rating will be assigned using the following categories:

Satisfactory (Equates to Danielson Proficient and Distinguished)

Developing (Equates to Danielson Basic)

Unsatisfactory (Equates to Danielson Unsatisfactory)

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, for faculty under 3012-d only, 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 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 or program, 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; in the case of school psychologists, counselors, social workers, CSE chairperson, or other non 3012-d faculty, strategies regarding specific programs and services and methods for evaluating the success of such strategies will be discussed.

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 or meeting (for professional support faculty) is the teacher. This means that the order of elements presented, the time frame for activities, and the methodology or strategies are 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 or meeting description. 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 or meeting for professional support faculty will be objectively reported by the observer, taking notes on the process observed and the interaction in the classroom or during the meeting. 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 or meeting (for professional support faculty) 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 or meeting, referencing approved professional 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 faculty are voracious learners. Probationary faculty benefit from structured opportunities to observe, to write, to read, and to talk about professional practices. To help faculty reflect upon their high learning curves as beginning faculty 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, faculty 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, faculty will use the Charlotte Danielson *Framework for Teaching* (the 2011 version for teachers and the 2007 version for professional support faculty) 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 classroom teachers and professional support faculty 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 faculty 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 faculty evaluation process and a means for collaboration with administration. Probationary faculty reveal their thinking behind the work in the Portfolio Project. They will make explicit the processes by which they construct their

professional practice; for teachers, that is in the area of curriculum, instruction, and assessment, and for school psychologists, school counselors, and social workers, that is in the area of support services. 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.

Note: The Portfolio Project is rated only when the District applies for and receives a variance from the State Education Department to use as the student performance category in place of state or state-approved assessments for student learning objectives. Also note that the rating only applies to teachers of record under the laws of 3012-d.

Should the District not apply for or receive approval of the variance from the State Education Department, then the portfolio will be rated as complete or incomplete, and the score for the student performance category will use the district-wide measures previously approved by SED.

The portfolio for faculty who are not required to be rated under 3012-d (school counselors, social workers, school psychologists, and CSE chairpersons) will be rated as complete or incomplete. The modified rubric will be used for feedback purposes. See the sections below for details.

Note for Tenure: To be considered for tenure, all probationary teachers must complete the Portfolio Project in its entirety. Should a teacher be on a leave of absence, they must pick up with the portfolio entries where they left off. Thus, teachers must have six reflections following their first six formal observations, regardless of the year they occur, and three end-of-year reflections.

The following section contains descriptions of the Portfolio Project for:

- a) Teachers of Record Under 3012-d
- b) School Counselors and Social Workers
- c) School Psychologists and CSE Chairperson
- d) Library Media Specialists

a. Portfolio Project Requirements for Teachers of Record Under 3012-d

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 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. 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 for Years 1 and 2

The teacher will submit each entry of the portfolio within 10 school days of receiving the final signed observation report through the online management system. The final entries are due on the dates noted in the timeline.

The completed portfolio will include the collection of the following elements: The reflection sheet for each observation report for all three observations, and the Year-End Reflection sheet.

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.

Year 3

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

1. The teacher will reflect upon the time 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 they learned about curriculum, instruction, and assessment over their time in Byram Hills.
3. The teacher will write a closing reflection that includes a) future professional goals and b) a statement on how they would like to be remembered as a teacher.

The final submission of the Year 3 Portfolio is due by the date in the timeline.

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 their administrator to improve teaching practice for the benefits of students. To demonstrate continuous improvement, the Year 4 teacher will collaborate with their 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. The Professional Growth Plan requirements are outlined in the Tenure Teacher section of this document.

By the due date in the timeline, the teacher will engage in a Final Conference with the administrator to reflect on their 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?

Rating of Portfolio Project

The portfolio will be rated at the end of the year using the Probationary Project Rubric (for years 1, 2 and 3) or the Professional Growth Plan Rubric (for year 4) and counts as the Student Performance subcategory of the evaluation criteria. The teacher's administrator will provide feedback on portfolio entries to date in the midyear evaluation. During the final conference at the end of the year, the teacher and administrator will review the rubric and discuss ratings for each element. The administrator will rate the overall portfolio, assign a HEDI rating using the scoring chart below, and write a summary in the end-of-year evaluation.

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

If a teacher receives a rating lower than Effective, a review will be automatically conducted by a District administrator using a predetermined process developed by the Evaluation Committee, located in section V of this document.

The categories of the rubric include:

- Accuracy: self-assessment of teaching practice and student learning
- Specificity: self-assessment of teaching practice and student learning
- Response to feedback
- Continuous improvement
- Reflecting on professional learning

b. Portfolio Project Requirements for School Psychologists and CSE Chairperson (non 3012-d)

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

Year 1

The probationary psychologist will receive three formal observations during each year of the probationary period. The psychologist 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 psychologist will reflect upon an aspect of each observation, using the Danielson practice rubric as the basis for the reflection. During the post observation conference, the administrator will select components from the rubric, and the psychologist will select components, using the corresponding 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.

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.

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.

Year-End Reflection: After completing the three observation reflections, the psychologist will complete a year-end reflection. The psychologist 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, psychologists should be specific, citing evidence from observations and conversations with colleagues, administrators, students, and parents. The psychologist may include other resources and professional development activities they utilized to assist them in their areas of growth.

Submission of Portfolio for Years 1 and 2: The psychologist will submit each entry of the portfolio within 10 school days of receiving the final signed observation report through the online management system. The final entries are due on the dates noted in the timeline.

The completed portfolio will include the collection of the following elements: The reflection sheet for each observation report for all three observations, and the Year-End Reflection sheet.

Year 2

The Portfolio Project requirements for Year 2 are the same as Year 1, except that the psychologist should select *different components* than those used in Year 1, if possible. The psychologist will reflect upon the second year in Byram Hills in the Year-End Reflection sheet.

Year 3

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

1. The psychologist will reflect upon the three years in Byram Hills and write a reflection sheet using the practice rubric, domain/components 4d and 4e.
2. The psychologist will write a personal philosophy statement about what they learned about their professional practice during their time in Byram Hills.
3. The psychologist will write a closing reflection that includes a) future professional goals and b) a statement on how they would like to be remembered as a psychologist.

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

Year 4

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

The psychologist 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 psychologist will engage in a Final Conference with their administrator to reflect on professional growth using the prompts below. The psychologist 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?

Rating of Portfolio Project

The Portfolio Project will be rated as *Complete* or *Incomplete*. The psychologist's supervisor will provide comments in the Midyear and/or Annual Evaluation aligned to the Probationary Project Rubric (for years 1, 2 and 3) or the Professional Growth Plan Rubric (for year 4.) During the final conference at the end of the year, the psychologist and administrator will review the rubric and discuss ratings for each element.

c. Portfolio Project Requirements for School Counselors and Social Workers (non 3012-d)

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

Year 1

The probationary school counselor and social workers will receive three formal observations during each year of the probationary period. The school counselor and social workers will complete a reflection sheet after each observation, due to their supervisor within 10 school days of receiving the final signed, written observation report. The school counselor and social workers will reflect upon an aspect of each observation, using the professional practice rubric as the basis for the reflection. During the post observation conference, the administrator will select components from the rubric, and the school counselor and social worker will select components, using the corresponding 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.

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.

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.

Year-End Reflection: After completing the three observation reflections, the school counselor and social worker will complete a year-end reflection. The school counselor and social workers 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, school counselors and social workers should be specific, citing evidence from observations and conversations with colleagues, administrators, students, and parents. The school counselor and social worker may include other resources and professional development activities they utilized to assist them in their areas of growth.

Submission of Portfolio for Years 1 and 2: The school counselor and social worker will submit each entry of the portfolio within 10 school days of receiving the final signed observation report through the online management system. The final entries are due on the dates noted in the timeline.

The completed portfolio will include the collection of the following elements: The reflection sheet for each observation report for all three observations, and the Year-End Reflection sheet.

Year 2

The Portfolio Project requirements for Year 2 are the same as Year 1, except that the school counselor and social worker must select *different components* than those used in Year 1, if possible. The school counselor and social workers will reflect upon their second year in Byram Hills in the Year-End Reflection sheet.

Year 3

The intent of the Portfolio Project in Year 3 of probationary status is for school counselors and social workers to reflect on their professional growth and share their thinking about their professional practice since starting at Byram Hills. The portfolio consists of three elements:

1. The school counselor and social worker will reflect upon their three years in Byram Hills and write a reflection sheet using the professional practice rubric, domain/components 4d and 4e.
2. The school counselor and social worker will write a personal philosophy statement about what they learned about their professional practice during their time in Byram Hills.
3. The school counselor and social worker will write a closing reflection that includes
a) future professional goals and b) a statement on how they would like to be remembered as a school counselor.

The final submission of the Year 3 Portfolio is due to the school counselor or social worker's supervisor by the date in the timeline.

Year 4

The intent of the Portfolio Project in Year 4 is to prepare the school counselor and social worker for tenure in Byram Hills. The tenured school counselor and social worker are reflective and lifelong learners who collaborates with their administrator to improve professional practice for the benefits of students. To demonstrate continuous improvement, the Year 4 school counselor and social worker will collaborate with their administrator on a Professional Growth Plan, designed to engage in professional learning and growth in their professional practice.

The school counselor and social worker 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 school counselor and social worker will engage in a Final Conference with their administrator to reflect on their growth using the prompts below. The school counselor and social worker will reflect upon the prompts in advance, and may bring written responses if desired.

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

Rating of Portfolio Project

The Portfolio Project will be rated as *Complete* or *Incomplete*. The social worker's supervisor will provide comments in the Midyear and/or Annual Evaluation aligned to the Probationary Project Rubric (for years 1, 2 and 3) or the Professional Growth Plan Rubric (for year 4.) During the final conference at the end of the year, the school counselor/social worker and administrator will review the rubric and discuss ratings for each element.

d. Portfolio Project Requirements for Library Media Specialists

Library media specialists will use the following domains of the *School Library Systems Association & the NYS Library Association Framework* for their portfolio reflections as follows:

- Observation 1: Domains 1 and 2
- Observation 2: Domains 3, 4, and 5
- Observation 3: Domains 6 and 7

Library media specialists who fall under 3012-d will follow the portfolio process for classroom teachers and will be rated accordingly.

Library media specialist who are non-3012-d will follow the portfolio process for school counselors.

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, or for professional support staff, high quality services that they provide. 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 observation 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

For professional support staff, including psychologists, counselors, social workers, and CSE chairpersons, observation types will include meetings, counseling sessions, and class delivery.

2. PROFESSIONAL GROWTH PLAN OPTIONS

In addition to 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 professional growth with a focus on classroom practice, or for school psychologists, counselors, social workers, CSE chairperson, or other non 3012-d faculty, on support services and programs for students.

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 professional 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, or the services and programs provided by the professional support staff (including psychologists, counselors, social workers, and CSE chairpersons.) 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:

- I. 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 during the final conference, the teacher and administrator will review the rubric and discuss ratings for each element of the rubric. The administrator will rate the plan and assign a HEDI rating. The administrator writes a summary of the teacher's professional growth and attainment of the goals of the plan in the final evaluation. For psychologists, counselors, social workers, and CSE chairpersons, the professional growth plan is rated satisfactorily or unsatisfactory.

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 and describes how the components relate 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?

Rating of the Professional Growth Plan

The Professional Growth Plan will be rated at the end of the year using the Professional Growth Plan Rubric and counts as the Student Performance subcategory of the evaluation criteria for teachers under 3012-d. During the final conference at the end of the year, the teacher and administrator will review the rubric and discuss ratings for each element. The administrator will rate the overall portfolio, assign a HEDI rating using the scoring chart below, and write a summary in the end-of-year evaluation.

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

Non 3012-d faculty, such as school psychologists, counselors, social workers, and CSE chairpersons will receive feedback corresponding to the rubric, however, their overall rating will be complete or incomplete.

If a teacher under 3012-d receives a rating lower than Effective, a review will be automatically conducted by a District administrator using a predetermined process developed by the Evaluation Committee located in section V of this document.

The categories of the rubric include:

- Self-assessment of professional learning
- Examples of professional learning
- Leadership and collaboration
- Continuous improvement
- Reflecting on professional learning

The Professional Growth Plan outline is 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, the student performance category (if available), and the overall rating, 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

The Evaluation Committee, in collaboration with the District, developed an alternative approach to the Student Performance Category (through the APPR variance process), which was approved by the New York State Education Department for a three-year term, to be used in 2020-2021, 2021-2022, and 2022-2023. At the end of this timeframe, the Evaluation Committee will revisit this category to determine whether or not to apply for another variance. The variances may be granted by NYSED for up to three years.

Should the variance not be approved, or should the District decide to not apply for renewal of the variance, the District will revert to the Student Learning Objectives outlined in the District's APPR plan for the student performance category. The details of this "back-up" plan are noted below.

I. **Description of Variance.** (To be used if the District applies and the variance is approved by NYSED.)

Background

NYSED developed a student performance category that rated teachers based on state tests or state-approved assessments using student learning objects. This process evaluated teachers on the outcomes of learning as measured on tests. The Byram Hills-variance shifts the evaluation process to elements within a teacher's control, specifically, areas within domains 1 and 4 of the teacher practice rubric, planning and preparation and teacher professional practice.

Process

The student performance category of the teacher evaluation ratings will utilize the following areas of the evaluation process to determine the teacher score and rating:

Probationary teachers in years 1-3: The Portfolio Project

Probationary teachers in year 4: The Professional Growth Plan

Tenured teachers: The Professional Growth Plan

Teachers will follow the guidelines for the Portfolio Project and the Professional Growth Plan in this document and will be rated as described in those sections and summarized below.

Scoring

Teachers who fall under 3012-d will be scored using the corresponding rubrics developed by the Evaluation Committee, and will receive a HEDI rating using the following (and described under the professional growth plan category):

Highly Effective: 17-20

Effective: 13-20

Developing: 9-12

Ineffective: 0-8

Non 3012-d faculty, such as school psychologists, counselors, social workers, and CSE chairpersons will receive feedback corresponding to the rubric, however, their overall rating will be complete or incomplete.

Review Process

If a teacher receives a rating lower than Effective, a review will be automatically conducted by a District administrator using the following process developed by the Evaluation Committee:

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. A BHTA rep may be present.
4. Decide whether the original rating remains or if a new rating is warranted. If a new rating is warranted, will 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.

2. Student Learning Objectives. *(To be used if the District does not apply for the variance or NYSED does not approve the variance.)*

Student Learning Objectives (SLO)

A Student Learning Objective is an academic goal for teachers' students that is set at the start of a course. It represents the most important learning for the year. It must be specific and measurable, based on available prior student learning data, and aligned to NYS 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.

Assessment to be Used for SLOs

The District will utilize a District-wide measure for student learning objectives. That is, all teachers (except those teachers not required to have SLOs, noted as non 3012-d in this document) will be utilize the same SLOs based on the same state-approved assessments.

The District, as negotiated with the BHAA and BHTA in 2022, will use the following assessments to measure teacher performance in the student performance category: The four Regents exams in: Algebra I; Living Environment; Global History; and English.

Process for Development of SLOs

The Superintendent, or designee, in collaboration with the BHTA president and vice-president, will determine the rigorous targets for student growth, and will write the SLOs. Previous scores on the assessments will be reviewed (a 5-year trend analysis, when data is available) and targets will be set that meet the NYSED criteria of "rigorous and attainable."

BYRAM HILLS CENTRAL SCHOOL DISTRICT
ARMONK, NEW YORK

Ratings of Student Learning Objectives

The teacher's rating for the student performance category is calculated based upon the student scores on the assessments outlined in the Student Learning Objectives. The points are allocated by determining the percentage of students who met the target in the SLO. The scores are 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%

VI. 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 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 will write a portfolio reflection for each formal observation they receive and write the final reflection.
- c. Part-time teachers will 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.

VII. 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.
 - Receive a final evaluation and appropriate scores/ratings on all completed subcomponents 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.
 - 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 subcomponent 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.
- Complete the portfolio project as per the observation schedule.
- 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.

VIII. EVALUATION PROCESS FOR BUILDING SUBSTITUTE TEACHERS

Building substitute teachers are hired to serve as general substitute teachers and used as needed by the schools. Due to the nature of this position, building substitute teachers will not be fully evaluated as per the District's APPR plan. Therefore, building substitute teachers will not be eligible for Jarema credit, as per NYSED regulations. Exceptions may occur when a building substitute teacher is assigned as a regular long-term substitute teacher for at least one semester as per NYS law. *Should a building substitute teacher be assigned to a regular long-time substitute teacher position, the evaluation process will commence at the time of the assignment.* (See requirements for leave replacement teachers in this document.)

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 Appendix 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. RUBRICS FOR RATINGS

The following rubrics are used in the ratings of various components outlined in this document.

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>

PROBATIONARY TEACHERS RUBRIC - PORTFOLIO PROJECT

The rubric below will be applied to the evidence discussed with the teacher and their administrator during the final conference. A rubric score of 1 to 4 will be calculated for each element, totaling 20 points. The rating total will translate to the following HEDI ratings:

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

Any of the five elements not completed will result in a rating of zero.

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

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

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Element	Highly Effective (4 points)	Effective (3 points)	Developing (2 points)	Ineffective (1 points)
Continuous improvement	The teacher identifies <u>at least two</u> resources they will utilize to enhance their professional practice (such as, colleagues; administrators; students; families; consultants; courses; workshops; books; articles; etc.)	The teacher identifies <u>one</u> resource they will utilize to enhance their professional practice (such as, colleagues; administrators; students; families; consultants; courses; workshops; books; articles; etc.)	The teacher references general resources they will utilize to advance their professional learning.	The teacher does not identify resources to enhance their professional learning.
Reflecting on professional learning	The teacher addresses the following questions in specific ways: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • What were your greatest areas of growth? • What helped you to grow in these areas? 	The teacher addresses the following questions in general terms: <ul style="list-style-type: none"> • What were your greatest areas of growth? • What helped you to grow in these areas? 	The teacher generally discusses their areas of growth.

Rating Review Process

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, will 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.

TENURED TEACHERS RUBRIC - PROFESSIONAL GROWTH PLANS

The rubric below will be applied to the evidence discussed with the teacher and their administrator during the final conference. A rubric score of 1 to 4 will be calculated for each element, totaling 20 points. The rating total will translate to the following HEDI ratings:

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

Any of the five elements not completed will result in a rating of zero.

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

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

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Element	Highly Effective (4 points)	Effective (3 points)	Developing (2 points)	Ineffective (1 points)
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.
Reflecting on professional learning	<p>The teacher addresses the following questions in specific ways:</p> <ul style="list-style-type: none"> • <i>What were your greatest areas of growth?</i> • <i>What helped you to grow in these areas?</i> • <i>What are areas in which you want to focus next year?</i> 	<p>The teacher addresses the following questions in specific ways:</p> <ul style="list-style-type: none"> • <i>What were your greatest areas of growth?</i> • <i>What helped you to grow in these areas?</i> 	<p>The teacher addresses the following questions in general terms:</p> <ul style="list-style-type: none"> • <i>What were your greatest areas of growth?</i> • <i>What helped you to grow in these areas?</i> 	The teacher generally discusses their areas of growth.

Rating Review Process

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, will 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.

**PROBATIONARY SCHOOL PSYCHOLOGISTS, SCHOOL COUNSELORS,
SOCIAL WORKERS, AND CSE CHAIRPERSON
RUBRIC - PORTFOLIO PROJECT**

The rubric below will be applied to the evidence discussed with the professional support faculty member and their administrator during the final conference in order to provide feedback and recommendations. The elements of the rubric are the same as those for 3012-d teachers, but some revisions in language were adjusted to address the context of the work of the professional support faculty.

The portfolio will be rated as complete or incomplete. However, the rating of satisfactory; developing; unsatisfactory for each element below will be used to provide specific feedback.

Element	Satisfactory	Developing		Unsatisfactory
<i>Accuracy: Self-assessment of professional practice and student learning</i>	The professional support faculty's reflections <u>accurately capture</u> what happened throughout the observation and how they impact student learning and growth.	The professional support faculty's reflections are <u>mostly accurate</u> in capturing what happened throughout the observation and how they impact student learning and growth.	The professional support faculty reflects on the observation, sometimes with accuracy in capturing what happened throughout the observation.	The professional support faculty's reflections are not accurate in capturing what happened throughout the observation.
<i>Specificity: Self-assessment of professional practice and student learning</i>	The professional support faculty reflects upon <u>specific</u> elements of the observation, offering a detailed analysis aligned to specific components of the Danielson Framework and how they impact student learning and growth.	The professional support faculty reflects upon <u>somewhat specific</u> elements of the observation, offering a fairly detailed analysis aligned to specific components of the Danielson Framework and how they impact student learning and growth.	The professional support faculty reflects upon <u>general</u> elements of the observation, offering a general analysis aligned to general aspects of the Danielson Framework.	The professional support faculty does not provide a specific analysis of the observation and/or does not mention the components of the Danielson Framework.
<i>Response to feedback</i>	The professional support faculty reflects upon <u>specific</u> ways they will use the feedback from the observation in future work.	The professional support faculty reflects upon ways they will use the feedback from the observation in future work.	The professional support faculty acknowledges that they want to change the approach in the observation but does not provide actions.	The professional support faculty does not describe how they will use feedback in the future.

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Element	Satisfactory	Developing		Unsatisfactory
Continuous improvement	The professional support faculty identifies <u>at least two</u> resources they will utilize to enhance their professional practice (such as, colleagues; administrators; students; families; consultants; courses; workshops; books; articles; etc.)	The professional support faculty identifies <u>one</u> resource they will utilize to enhance their professional practice (such as, colleagues; administrators; students; families; consultants; courses; workshops; books; articles; etc.)	The professional support faculty references general resources they will utilize to advance their professional learning.	The professional support faculty does not identify resources to enhance their professional learning.
Reflecting on professional learning	The professional support faculty addresses the following questions in specific ways: <ul style="list-style-type: none"> • <i>What were your greatest areas of growth?</i> • <i>What helped you to grow in these areas?</i> • <i>What are areas in which you want to focus next year?</i> 	The professional support faculty addresses the following questions in specific ways: <ul style="list-style-type: none"> • <i>What were your greatest areas of growth?</i> • <i>What helped you to grow in these areas?</i> 	The professional support faculty addresses the following questions in general terms: <ul style="list-style-type: none"> • <i>What were your greatest areas of growth?</i> • <i>What helped you to grow in these areas?</i> 	The professional support faculty generally discusses their areas of growth.

APPENDIX

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

**PRE-OBSERVATION CONFERENCE FORM
FOR SCHOOL PSYCHOLOGISTS, SCHOOL COUNSELORS,
SOCIAL WORKERS, AND CSE CHAIRPERSON**

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

Type of Observation:

- Meeting
- Counseling
- Class Delivery

Description of Observation:

Professional Standards and Indicators to be Addressed:

(Standards include: National Association of School Psychologists; American School Counselor Association; National Association of Social Workers)

Objectives of Observation:

Methods, Approach, and/or Strategies to be Utilized:

How will you know progress is made toward the objective?

Comments:

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

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.

**REPORT OF CLASSROOM OBSERVATION DESCRIPTION
FOR SCHOOL PSYCHOLOGISTS (NON 3012-D)**

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 meeting or lesson in an objective manner.

PART II

Post-observation Conference:	Date:	Time:
-------------------------------------	-------	-------

Following the observation, the observer and the school psychologist discuss the meeting or lesson with respect to the pre-observation conference and objectives. Discussion elements include observed behaviors as aligned to professional practice rubric, recommendations, and suggestions for improvement.

Observed Behaviors:

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

Domain I: Planning and Preparation

- a. Demonstrating knowledge and skill in using psychological instruments to evaluate students
- b. Demonstrating knowledge of child and adolescent development and psychopathology
- c. Establishing goals for the psychology program appropriate to the setting and the students served
- d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district
- e. Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention
- f. Developing a plan to evaluate the psychology program

Domain 2: The Environment

- a. Establishing rapport with students
- b. Establishing a culture for positive mental health throughout the school
- c. Establishing and maintaining clear procedures and referrals
- d. Establishing standards of conduct in the testing center
- e. Organizing physical space for testing of students and storage of materials

Domain 3: Delivery of Service

- a. Responding to referrals; consulting with teachers and administrators
- b. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines
- c. Chairing evaluation team
- d. Planning interventions to maximize students' likelihood of success
- e. Maintaining contact with physicians and community mental health service providers
- f. Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities

- a. Reflecting on practice
- b. Communicating with families
- c. Maintaining accurate records
- d. Participating in a professional community
- e. Engaging in professional development
- f. Showing professionalism

Recommendations for Improvement:

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

Overall Rating:

Observation ratings for non 3012-d faculty will be: satisfactory; developing; unsatisfactory. Any rating below satisfactory will include recommendations 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 psychologist may add comments or attach a statement, if necessary. These comments should be signed by the person making the original observation.

**REPORT OF CLASSROOM OBSERVATION DESCRIPTION
FOR SCHOOL COUNSELOR OR SOCIAL WORKER
(NON 3012-D)**

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 meeting or lesson in an objective manner.

PART II

Post-observation Conference:	Date:	Time:
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Following the observation, the observer and the school counselor or social worker discuss the meeting or lesson with respect to the pre-observation conference and objectives. Discussion elements include observed behaviors as aligned to professional practice rubric, recommendations, and suggestions for improvement.

Observed Behaviors:

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

Domain I: Planning and Preparation

- a. Demonstrating knowledge counseling theory and techniques
- b. Demonstrating knowledge of child and adolescent development
- c. Establishing goals for the counseling program appropriate to the setting and the students served
- d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district
- e. Planning the counseling program, integrated with the regular school program
- f. Developing a plan to evaluate the counseling program

Domain 2: The Environment

- a. Establishing rapport with students
- b. Establishing a culture of productive communication
- c. Managing routines and procedures
- d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school
- e. Organizing physical space

Domain 3: Delivery of Service

- a. Assessing student needs
- b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs
- c. Using counseling techniques in individual and classroom programs
- d. Brokering resources to meet needs
- e. Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities

- a. Reflecting on practice
- b. Maintaining records and submitting them in a timely manner
- c. Communicating with families
- d. Participating in a professional community
- e. Engaging in professional development
- f. Showing professionalism

Recommendations for Improvement:

When they are needed, the observer should state specific observable behaviors in need of improvement. The observer should also provide specific suggestions that will help the school counselor or social worker improve their performance.

Overall Rating:

Observation ratings for non 3012-d faculty will be: satisfactory; developing; unsatisfactory. Any rating below satisfactory will include recommendations 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 school counselor or social worker 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.

Portfolio Project Summary to date:

- Provide feedback using the Portfolio Project rubric on the submitted entries to date. List suggestions for improvement. Indicate areas in which the teacher is scoring below effective.

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.)

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. 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.

III. Portfolio Review:

The administrator will provide feedback to the teacher on the contents of the portfolio aligned to the Portfolio Project rubric and the teacher practice rubric. *The portfolio is scored and rated using the rubric and the agreed upon scoring bands.*

IV. Teacher Rating:

Based upon the Commissioner’s regulations and the prescribed scoring bands, the teacher receives the following ratings:

	Score	Effectiveness Rating
Student Performance Category:		
Observation Category:		
Overall Teacher Rating:	--	

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.)

V. 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
employment in the Byram Hills School District.

Principal’s Signature: _____ Date: _____

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

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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:

II. Recommendations for Improvement:

III. Portfolio Review:

IV. Rating of Overall Performance:

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

V. Recommendation for Employment:

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 I: 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 scored and rated using the Professional Growth Plan rubric and the agreed upon scoring bands.

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. 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. Teacher Rating:

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

	Score	Effectiveness Rating
Student Performance Category:		
Observation Category:		
Overall Teacher Rating:	--	

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. Recommendations for Improvement:

IV. Teacher Rating:

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

	Score	Effectiveness Rating
Student Performance Category:		
Observation Category:		
Overall Teacher Rating:	--	

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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. 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. 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.

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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.

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 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

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 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)

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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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