Gilbertsville-Mount Upton Central School District

Annual Professional Performance Review Plan 2016-2019

This APPR plan will be approved by the Gilbertsville-Mount Upton School Board of Education by September 1st, 2016, filed in the District Office and made available on the District's Web Site no later than September 10th, 2016.

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DISTRICT INFORMATION

DISTRICT NAME: Gilbertsville-Mount Upton Central School District

BEDS CODE: 47020204000

SUPERINTENDENT: Annette Hammond

CONTACT: 693 State Highway 51   Phone: 607-783-2207

Gilbertsville, NY 13776   Fax: 607-783-2254

Email: ahammond@gmucsd.org

PLAN DATES: 2016-2019

APPR Committee Members

Name	Constituencies Represented
Annette Hammond	District Office/Administration
Heather Wilcox	Building Level Administration
John Grenier	Middle School Teacher
Aaron Sorensen	Special Education, Elem.
Jan Costello	High School Teacher
Steve Cimineri	Elementary Teacher
Kimberly Degear	GMUTA President/Special Education, MS
Winnie Sortman	Specials (Music), Elem and HS

PART I:

INTRODUCTION

This APPR plan for the Gilbertsville-Mount Upton Central School District was developed by a team of teachers and administrators who volunteered and were appointed by the Superintendent. The plan will be approved by SED under Education Law §3012-d and by the Gilbertsville-Mt. Upton Board of Education by September 1st of the year and made available on the District's Website no later than September 10th of the year. This plan will be in effect for the APPR transition years of 2016-2019. The LINKS team in the district will utilize this plan in association with all other plans to develop district goals that will drive decisions for professional development as well as future decisions made by this committee.

Under Education Law §3012-d, a performance evaluation system for classroom teachers and building principals uses a comprehensive evaluation system designed to measure teacher and principal effectiveness based on performance which includes student achievement and evidence of educator effectiveness in meeting New York State teacher or school leader standards. The new system established by section 2012-d builds on and does not eliminate New York's prior APPR process set forth in §100.2(o) of the Commissioner's regulations.

Under the new law, New York State will differentiate teacher and principal effectiveness using four rating categories—Highly Effective, Effective, Developing and Ineffective (HEDI scores). Education Law §3012-d requires annual professional performance reviews to result in a single composite teacher or principal effectiveness score. This score incorporates multiple measures of effectiveness. The results of the evaluation shall be a significant factor in employment decisions as well as teacher and principal professional development.

District Mission Statement, 2016

The Gilbertsville-Mt. Upton Central School District is committed to an educational environment that assures equitable opportunity for individuals to become College and Career Ready and ultimately, responsible, productive members of society. We will encourage all individuals to do their personal best, that they may gain a lifelong enthusiasm for work and learning.

District Vision Statement, 2016

The Gilbertsville-Mt. Upton Central School District is to provide a supportive and creative learning environment, which challenges our students to achieve their personal best as a way of life.

PART II:

STANDARDS AND RUBRIC

The GMUCSD APPR Committee has approved the 2014 Revision of the NYSUT Teacher Practice Rubric. This rubric for Professional Practice includes the following seven standards modeled after the New York State Teaching Standards:

1: Knowledge of Students and Student Learning,

2: Knowledge of Content and Instructional Planning,

3: Instructional Practice,

4: Learning Environment,

5: Assessment for Student Learning,

6: Professional Responsibilities and Collaboration, and

7: Professional Growth Planning.

A teacher's Annual Professional Performance Review (APPR) must be based on multiple measures of effectiveness, which includes 60% for the Professional Practice (rubrics), 40% Student performance. The NYSUT Teacher Practice Rubric contains four levels of performance ratings which align with the four (4) rating categories developed by the New York State Education Department: Highly Effective, Effective, Developing, and Ineffective.

The NYSUT Rubric and New York State Teaching Standards are located on the schools website in the staff section and can also be accessed on internet at:

     2014 NYSUT Rubric: http://www.nysut.org/resources/all-listing/2012/september/nysut-teacher-practice-rubric#2014

     NYS Teacher Standards: https://www.engageny.org/resource/new-york-state-teaching-standards

The APPR committee has chosen the following indicators:

Standard III Instructional Practice

Indicator 1. Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning

B. Engages Students

Indicator 2. Teachers communicate clearly and accurately with students to maximize their understanding and learning

A. Provides directions and Procedures

Indicator 6. Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs

A. Uses formative assessment to monitor and adjust pacing

B. Provides feedback during and after instruction

Standard IV Learning Environment

Indicator 1. Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student

A. Interactions with students

Indicator 2. Teachers create an intellectually challenging and stimulating learning environment

A. Promotes student pride in work and accomplishments

Indicator 3. Teachers manage the learning environment for the effective operation of the classroom

A. Establishes routines/procedures/transitions and expectations for student behavior

Indicator 4. Teachers organize and utilize available resources to create a safe and productive learning environment

A. Organizes learning environment

Standard V Assessment for Student Learning

Indicator 2. Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction

B. Engages students in self-assessment

Indicator 5. Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated

B. Provides preparation and practice

The composite score will be a combination of the weighted observation scores and the student growth score. The student growth scores will be assigned after the NYS 3-8 test scores and Regents scores are released each year. Points will be assigned based on the Student Learning Objective charts in Appendix __. After each portion of the composite score is determined, the rubric below will be used to determine a teachers composite score:

		TEACHER OBSERVATION			
		Highly Effective	Effective	Developing	Ineffective
STUDENT PERFOR-MANCE	Highly Effective	H	H	E	D
	Effective	H	E	E	D
	Developing	E	E	D	I
	Ineffective	D*	D*	I	I

*If a teacher is rated ineffective on the Student Performance category, and a local selected state-designed supplemental assessment was included as an optional subcomponent of the Student Performance category, the teacher must be rated Ineffective overall.

PART III:

MECHANICS OF THE PLAN

1) Definition of Covered Teachers

This APPR plan will apply to all teachers in all subjects and grade levels for the 16/17 through 18/19 school years.

2) Teacher of Record

For each school year, the teacher of record is the teacher or teachers primarily and directly responsible for a student's learning activities that are aligned to support the NYS Standards. The teacher of record will be determined by administration and data coordinator and verified by each teacher.

3) Ensuring Accurate Teacher and Student Data

The District shall provide accurate data to the State Education Department (the "SED") in a format and timeline prescribed by the Commissioner. The District shall also provide an opportunity for every covered teacher to verify the subjects and/or student rosters assigned to him/her. The district's Superintendent shall be designated as the Data Coordinator who shall be in charge of collecting the required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data. The Data Coordinator shall have the authority to assign tasks and deadlines, as required. The Data Coordinator will review all assignments of teacher of record and any disagreements related to data reported.

4) Reporting Individual Subcomponent Scores

The Data Coordinator shall be responsible for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each covered classroom teacher and building principal in the District, and shall do so in a format and timeline prescribed by the Commissioner.

5) Security and Scoring of Assessments

The Data Coordinator shall be responsible for overseeing the assessment security, and scoring processes utilized by the District under this APPR Plan, and shall take steps to ensure that any assessments and/or measures used to evaluate teachers and principals are not disseminated to students before administration, and that teachers and principals do not have a vested interest in the outcome of the assessments they score. Assessments will ensure rigor and will be comparable to the Common Core Standards. All assessments will be kept secure.

6) Details of the District's Evaluation System

The following are the details of the District's Chapter 103 evaluation system. The details must be determined through collective negotiations with the bargaining agent of the covered teachers, and such negotiations will be ongoing and reviewed on a yearly basis adopted by the board of education before September 1st and placed on our website before September 10th.

⇒ Training for lead evaluators will include the following required topics:

Any evaluator who participates in the evaluation of teachers or principals for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law 3012-d and Subpart 30-3 of the Rules of the Board of Regents prior to conducting a teacher evaluation.

The "lead evaluator" is the administrator who is primarily responsible for a teacher's evaluation. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher.

All evaluators (including independent evaluators) shall successfully complete a training course that meets the minimum requirements prescribed in Regents rules Section 30-3.10 of the regulations thereunder. Such training shall include application and use of the State-approved teacher practice rubric(s) selected by the District for use in evaluations (NYSUT 2014 Teacher Practice Rubric).

Once an evaluator has successfully completed a training course (NYSUT initial training 40 hours) meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator. After initial calibration, re-calibration requires two days training from NYSUT trainers annually.

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards (teachers) or ISLLC Standards (principal), forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions.

All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted within 30 calendar days of the beginning of each subsequent school year for newly hired staff.
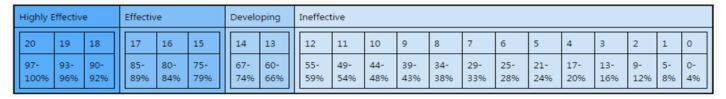
Teacher training will include rubric-specific training provided by NYSUT and evidence-based evaluation methods training provided by DCMO BOCES. Representatives from the Teachers Association and the District will jointly conduct additional/turnkey training for teachers. Principal training will include rubric-specific training provided by NYSUT.

Teacher training will include rubric-specific training provided by NYSUT and evidence-based evaluation methods training provided by DCMO BOCES. Representatives from the Teachers Association and the District will jointly conduct additional / turnkey training for teachers. Principal training will include rubric-specific training provided by NYSUT, rubric-specific training in the Multidimensional rubric by their representatives, and evidence-based evaluation methods training provided by DCMO BOCES.

⇒ **Student Growth Measures**

SED is required to score and report the teacher student growth measure. The state has required that the vendor for this component of the evaluation system provide the data to the district by June 15 (or no later than three weeks from vendor receipt of data) for inclusion in the final composite score. Teachers and districts will not be penalized in any way because of such data not being received in a timely manner, which results in an incomplete rating.

During the transition period, from the fall 2016 to spring 2019 school years, student growth measures will be based on historical data (the average of the assigned exam proficient percentage for the last three years) from specified test for each grade level grouping with the exception of High School teachers with a course ending in a Regents exam. PK through 4th grade will be based on the 4th grade NYS Science scores; 5-8th grade will be based on the 8th grade NYS Science scores; 9-12th grade teachers without Regents exam will be based on the Biology Regents exam. High School teachers with a course which ends in a Regents exam will have their score based on the historical data of that course. The point conversion will be turned into a HEDI score based on the following chart.

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

⇒ Student Learning Objectives for the transition period as well as Points Conversion charts for each proficiency score are available in the Appendixes.

⇒ **Teacher Observation Measure**

⇒ Observation Rubric: The State Education Department approved practice rubrics that will be used for the evaluation of teachers will be the 2014 Revision of the NYSUT Rubric. This rubric is available in print in each Faculty Room and online at: http://www.nysut.org/resources/all-listing/2012/september/nysut-teacher-practice-rubric#2014.

⇒ All teaching staff will receive two observations that will include one unannounced and one announced visit. No mechanical or electronic recording devices will be used without the consent of the teacher in advance of the observation.

- ⇒ **Unannounced Observation**: One unannounced observation will occur between September 15th and May 1st for all tenured teachers and by March 1st for non-tenured teachers. The unannounced observation will be scored by the average of the number of rubric indicators documented and will be weighted at 15% of the teacher performance score.

  - ⇒ For this observation there will be no additional paperwork required. The observation will be scored and shared with the teacher within five business days in a post-observation conference.

- ⇒ **Announced Observation**: One announced observation will occur between September 15th and May 1st for all tenured teachers and by March 1st for non-tenured teachers. The announced observation will be scored by the average of the number of rubric indicators documented and will be weighted at 85% of the teacher performance score.

  - ⇒ The announced observation will be scheduled at least two weeks prior to the observation unless agreed upon by the teacher and observer. The observer and teacher may meet to discuss the lesson in person prior to the observation. This pre-observation meeting is required for any non-tenured teacher or teacher with a Teacher Improvement Plan in place.

  - ⇒ A GMU APPR Announced Lesson Plan (Appendix __) will be completed by the teacher and turned in to the observer at least 48 hours prior to the observation.

  - ⇒ A post-observation conference will then be schedule between the observer and teacher within one week.

  - ⇒ Scoring of the observation should be completed and shared with the teacher within a two week period from the observation unless agreed upon by the observer and teacher at the post-observation conference.

⇒ **Teacher Performance** score will be the combined weighted scores of the two observations. There will be a conversion to a HEDI score based on the following chart:

⇒ Teacher Performance score will be the combined weighted scores of the 2 observations. There will be a conversion to a HEDI score based on the following chart:

	Overall Observation Category Score and Rating	
	Minimum	Maximum
H	3.5	4.0
E	2.5	3.49
D	1.5	2.49
I	0	1.49

⇒ Teacher Improvement Plans (TIPs)

As per the regulations for the APPR Plan, all school districts must include provisions for the development of a Teacher Improvement Plan (TIP). Teachers rated as developing or ineffective, must have a TIP.   The development of a Teacher Improvement Plan regarding any teacher should be collaborative between the teacher, administration and the association representative.

A TIP should maintain the supportive climate inherent in the supportive supervision process for as long as is feasible to foster growth. The district will cover all costs associated with the implementation of the TIP Plan that are approved by the district. This would include conference fees, class fees, books, travel, housing or any other fees directly incurred by the TIP.

The TIP will include the following:

⇒ Identification of the specific areas in need of improvement

⇒ A timeline for achieving improvement

⇒ The manner in which the improvement will be assessed

⇒ Differentiated activities to support a teacher's improvement plan

Notwithstanding the language in the 3012-d regulations and guidance, the TIP process should not change without the District and Association bargaining any changes.

⇒ TIPs Timeline for development and monitoring

⇒ In the event a teacher's performance is found to be developing or ineffective, the teacher shall be given written notice to such effect within ten (10) school days of the post-observation meeting or composite rating determination.

⇒ Within five (5) school days of the receipt of the written notice, a meeting will be set up between the teacher, administrator, and Association Representation. The purpose of the meeting is to develop specific recommendations that, if satisfactorily implemented by the teacher, should lead to continuous professional improvement. The improvement plan "shall be developed by the superintendent or his or her designee in the exercise of their pedagogical judgment (Section 3012-d). All members participating in the conference can provide input.

⇒ The administrator will observe the teacher and review the TIP until deficiencies are corrected. Revisions to the plan can be discussed at any meeting after an observation. The administrator will provide written feedback and specific suggestions after each set of formal observations as indicated in the APPR Plan.

⇒ The TIP will be signed and dated by the teacher and the evaluator after each review.

⇒ If it is determined that the teacher is not able to meet the District's professional standards, the administrator will share his/her recommendation with the staff member, the Superintendent and the Association President.

⇒ The TIP process is to be kept confidential among the members of the improvement team. The effort is a cooperative commitment to professional growth and development.

⇒ New Appeals Process for Growth Scores

September 16, 2015 regulations include a new appeals process for teachers who wish to challenge their State-provided growth score, which **begins with 2014-15 scores** and future years until the growth model has been re-examined.

Teachers should send challenges to their state provided growth score to the department and the district within **20 days** of receipt of the overall annual rating. For appeals of 2014-15 scores, the appeal must be filed by *October 19, 2015.* In order to appeal the growth score, the teacher must provide sufficient documentation that he/she meets the following criteria:

⇒ Teacher was rated Ineffective on his/her state provided growth score and Highly Effective on the other measures of teacher effectiveness subcomponent in the current year and was rated either Effective or Highly Effective on his/her state provided growth score in the previous year.

The district has 10 days from receipt of appeal to submit a reply to the department, confirming the teacher meets the criteria. Based on the documentation received, if the department overturns a rating on the state provided growth score, the district shall substitute the teacher's back-up SLO score for the growth score. If a back-up SLO is used, a teacher shall not receive a score/rating higher than developing on such SLO. If a back-up SLO was not developed, then the teacher's overall composite score and rating will be based on the portions of their APPR not affected by the nullification of the state provided growth score.

* **Please note that during the transition period, the growth score will not be used to calculate the transition rating.**

⇒ GMU Appeals Process for APPR for Teachers

Section 3012-d of the Education Law establishes a comprehensive annual evaluation system for classroom teachers.

To the extent that a teacher wishes to challenge the annual performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law.

> ⇒ APPEALS OF INEFFECTIVE RATINGS FOR TENURED TEACHERS
> Appeals of annual professional performance reviews will be limited to tenured teacher that received a rating of ineffective only. Additional procedures may be appropriate where compensation decisions are linked to rating categories.
>
> ⇒ What may be challenged in an appeal
> Appeal procedures will limit the scope of appeals under Education Law §3012-d to the following subjects:
> > ⇒ The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;
> > ⇒ The adherence to the Commissioner's regulations, as applicable to such reviews;
> > ⇒ Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
> > ⇒ The school district's issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-d.

Prohibition against more than one appeal

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

PART IV

Appendixes

Standard	Indicator	Highly Effective	Examples of indicator
III. Instructional Practice			
1 Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning	B Engages students	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement.	--think, pair, share --students answer teacher questions --students ask teacher questions --students ask peer questions --students take initiative to ask questions/ comment on topic --students involved in classroom discussion --students are working when independent or group activities --agreement with class discussion/activities --sign language --active listening skills --effective questioning—higher level
2 Teachers communicate clearly and accurately with students to maximize their understanding and learning	A Provides directions and procedures	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students.	--bell ringer --agenda --exit ticket --assignment board/folders --turn in/return bins/folders --standard document pick up at beginning of class --classroom supplies available without difficulty --job board --classroom rules posted --expectations (group discussions, active listening) posted --"listen to teacher" signal in class --sign language signals for RR, pencil

			sharpener, tissue
6 Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs	A Uses formative assessment to monitor and adjust pacing	Teacher always uses a variety of formative assessments to monitor the progress of individual students. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.	--bell ringer --exit tickets --journals --student reflections --whiteboard work and show --fist to 5 --thumbs up/down/neutral --think, pair, share --students called on and volunteer to answer
	B Provides feedback during and after instruction	Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students use the feedback to advance their own learning.	--good job statements --class or group "pat on the back" --student work displayed --age/grade appropriate student data graphs displayed (mad minutes; sight words, lab minutes) --"looks like we're all ready to move on" --"Ok, I can see from my quick check that we will need a little more practice before we move on"

IV: Learning Environment

1 Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student	*A Interactions with students.*	Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individual students, as well as groups of students.	--good job statements --class or group "pat on the back" --student work displayed --"looks like we're all ready to move on" --"Ok, I can see from my quick check

		Teacher creates a supportive learning environment where all students feel accepted and free to take learning risks.	that we will need a little more practice before we move on" --think, pair, share --students answer teacher questions --students ask teacher questions --students ask peer questions --students take initiative to ask questions/ comment on topic --students involved in classroom discussion --students are working when independent or group activities --agreement with class discussion/activities
2 Teachers create an intellectually challenging and stimulating learning environment	*A Promotes student pride in work and accomplishments.*	Teacher consistently promotes a sense of pride in student work or accomplishment, creates an environment where all students are expected to express their ideas, take initiative and have high expectations and pride for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals.	--good job statements --class or group "pat on the back" --student work displayed --age/grade appropriate student data graphs displayed (mad minutes; sight words, lab minutes) --"looks like we're all ready to move on" --shares expectations --shares exceptional work
3 Teachers manage the learning environment for the effective operation of the	A Establishes routines/ procedures/transitions	The teacher and students have established seamless routines/ procedures/	--bell ringer --agenda --exit ticket

| **classroom** | and expectations for student behavior. | transitions and standards of conduct. They are clear to all students and require no prompting. Students assume responsibility in reinforcing routines and standards of conduct, and in ensuring their efficient operation. | --assignment board/folders
--turn in/return bins/folders
--standard document pick up at beginning of class
--classroom supplies available without difficulty
--groupings of students
--job board
--classroom rules posted
--expectations (group discussions, active listening) posted
--"listen to teacher" signal in class |
| **4 Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment** | A Organizes learning environment. | Teacher has modified and organized the learning environment to accommodate all student learning needs. Available resources are accessible to all students.
Teacher supports students in adjusting the resources to advance their learning. | --resources are available (copies, scissors, papers, crayons)
--share text if not available
--laptop cart when needed
--technology is working but back-ups can be available or in use
--students may have alternate text, worksheet, schedule available
--students are seated for hearing or vision needs |

V: Assessment for Student Learning

| **2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction** | B Engages students in self-assessment. | Teacher regularly engages students in self-assessment of their learning goals, strategies, and outcomes and suggests next steps for achieving the learning goals. | --grade, self-rubric
--peer editing
--bell ringer or exit ticket determines objective success
--white board group answers
--fist to five
--thumbs up, neutral, down |

5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated	B Provides preparation and practice.	Teacher thoroughly prepares students for assessment formats by using authentic curriculum, skills, and strategies.	--authentic curriculum --"real world connections" made by student or introduced by teacher --practice test skills --problem solving to determine best answers

Gilbertsville-Mount Upton CSD
Annual Professional Performance Review
ANNOUNCED LESSON Plan
With Standard /Indicator Connections and Evidence Examples

To be used for documentation preparation and to incorporate best practices into lesson planning.		
	Standard/Indicators that can be addressed	**Examples of Evidence**
Curriculum Standard(s) *(Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline)* <u>CCCS, CDOS, Subject specific additional standard(s)</u>	**3.1.B** **4.4.A** **5.5.B**	**Agenda** **Student Objective**
Student/Class Profile *(Identify any accommodations in instruction to meet student learning needs)*	**3.6.A**	**Attach IEP** **Checklist of instructional/testing accommodations for CSE students** **IEP a@ a Glance** **Student descriptions**
Learning Outcomes *(Identify the important concepts and skills that students will be expected to learn)*	**3.2.A** **3.6.A** **4.2.A** **4.3.A** **5.5.B**	**Agenda** **Student Objective** **Bell Ringer** **Exit Ticket** **Fist to 5** **Thumbs up/down/neutral** **White board work/answer show** **Expectations posted** **Shared rubric**
Assessments *(Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson)*	**3.6.A** **3.6.B** **4.1.A** **4.2.A** **4.3.A** **5.2.B** **5.5.B**	**Bell Ringer** **Exit Ticket** **Student response journals** **Student reflections** **Think/pair/share** **Sign language** **Assignment Board/Folders**
Cognitive Engagement *(Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity)*	**3.1.B** **3.2.A** **3.6.A** **3.6.B** **4.1.A** **4.2.A** **4.3.A** **4.4.A** **5.2.B** **5.5.B**	**Student led questions** **Active listening** **White board work/answer show** **Closure** **Gradual Release** **Student response journals** **Student reflections** **Think/pair/share** **Problem Solving Strategies** **Gallery Walk** **Note formats** **Discussion/Higher order questioning**

		Whole class share-out
Adjustments/Modifications *(Identify ways in which you may adjust the lesson if formative assessments warrant modification)*	**3.1.B** **3.2.A** **3.6.A** **3.6.B** **4.1.A** **4.3.A** **4.4.A** **5.2.B**	**Problem Solving Strategies** **Note-taking formats** **Mutual Respect** **Class share-out** **Expectations posted** **Peer editing** **Student agreement** **Sign Language** **Turn in bins** **Job Board** **Checklist of instructional/testing accommodations for CSE students**
Groups *(How will students be grouped for each activity of the lesson)*	**3.6.A** **4.3.A** **4.4.A** **5.2.B**	**Student groupings explanation** **Uses support staff to work with groups**
Resources *(Identify resources and materials needed for lesson)*	**3.1.B** **3.6.A** **4.4.A** **5.5.B**	**Standards** **Research based practices** **Assessments/rubrics,** **Work blanks** **Child study/CSE information** **Best practices** **BOCES Conference Reflections** **Checklist of instructional/testing accommodations for CSE students** **Informal research-book club, articles, websites**

Observation Discussion Documentation

Teacher: _____   Evaluator: _____

Scheduled Date: _____   Time: _____

GMUCSD Standards and Elements:

3.1.B --Engages Students

3.2.A—Provides directions and procedures

3.6.A—Uses formative assessment to monitor and adjust pacing

3.6.B—Provides feedback during and after instruction

4.1.A—Interactions with students

4.2.A—Promotes student pride in work and accomplishments

4.3.A --Establishes routines/procedure/transitions and expectations for student behavior

4.4.A—Organizes learning environment

5.2.B—Engages students in self-assessment

5.5.B—Provides preparation and practice

Pre-Observation Conference

Date: _____   Time: _____

What best practices will you be using in your lesson?

What strengths and weaknesses do you bring to this lesson? What would you like observed during this observation?

Post-Observation Conference

Date: _____   Time: _____

A preliminary rating should be provided at the conference; if there is additional information available it can be incorporated from this lesson discussion.

Rating	Standard/Indicator		Rating	Standard/Indicator
	3.1.B Engages Students			3.2.A Provides directions and procedures
	3.6.A Uses formative assessment to monitor and adjust pacing			3.6.B Provides feedback during and after instruction
	4.1.A Interactions with students			4.2.A Promotes student pride in work and accomplishments
	4.3.A Establishes routines/ procedures/transitions and expectations for student behavior			4.4.A Organizes learning environment
	5.2.B Engages students in self-assessment			5.5.B Provides preparation and practice

Discussion Questions

What assessments were used and how did your students meet your expectations for this lesson? (3.6.A, 3.6.B, 5.2.B)

How did students demonstrate their engagement during your lesson? (3.1.B)

How was the pace of the lesson modified? (3.6.A)

What student cues led you to modify the pacing? (5.2.B)

Are there any positive outcomes will you share with others? (4.2.A)

Are there any instructional goals you would like to support with professional development (peer classroom visits; BOCES presentations; research; book groups)?

Final Rating:

Average of 10 indicators (numeric value): _____

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Combination of Announced and Unannounced Observations:

Average of Unannounced: _____ X 0.15 = _____

Average of Announced: _____ X 0.85 = _____

Sum of two scores = _____ Conversion score: _____

	Overall Observation Category Score and Rating	
	Minimum	Maximum
H	3.5	4.0
E	2.5	3.49
D	1.5	2.49
I	0	1.49

Teachers with Regents or Science Exams—

4th Science, 8th Science, Algebra, Geometry, Living Environment, Earth Science, Global, US History, 11th ELA

Primary—Must use these test and apply to historical grades and maintenance of that average

Back up—Group SLO

Teachers without Regents or Science Exams—

PK-8 non-science teachers, 9-12 no regents test for exit

Use Science test, apply to historical grades and maintenance of that average

SLO Group	Teachers in this group	Baseline	Target	Actual Result	SLO Rating
Pk-4 (non-science 4th)	PK-Stensland K-Davis, Maninna 1-Hill 2-Hankey, Palmer ¾-Bennett Specials-Theis, Zehr, Monaco, Norton, Trass L.	Historically in this district, *95%* of students score a level 3 or 4 on the 4th grade NYS Science Exam.	At least 90% of the 4th grade students testing in this building will meet the expectations for a level 3 or 4 on the 4th grade NYS Science Exam. Each teacher in the PK through 4th grades has focused on problem solving, reading comprehension, real world applications of health and safety as well as use of measuring tools which also supports the curriculum of science. Each 4th grade student can show they have met "a year's worth of expected growth" in each of the previous years' curriculum by being proficient on the 4th grade Science test.		
5-8 (non-science 8th)	5-Cimmineri 6-Banks, Trass 7/8-Grenier, Toulson, Stafford, Degear, Knowles	Historically in this district, *92%* of students score a level 3 or 4 on the 8th grade NYS Science Exam.	At least 90% of the 8th grade students testing in this building will meet the expectations for a level 3 or 4 on the 8th grade NYS Science Exam. Each teacher in the 5th through 8th grades has focused on problem solving, reading comprehension, real world applications of measuring tools, graphing and utilizing text evidence which also supports the curriculum of science. Each 8th grade student can show they have met "a year's worth		

			of expected growth" in each of the previous years' curriculum by being proficient on the 8th grade Science test.		
9-12 Without Regents Courses	Costello, Waghorn, Heggenstaller, Bonczkowski, Johnson, Oram, Sortman, Krupp, Held	Historically in this district, *94*% of students score 65+/proficient or higher on the Living Environment Regents.	At least 90% of the students testing for the Living Environment Regents in this building will meet the expectations for proficiency. Each teacher in the 9th through 12th grades has focused on problem solving, reading comprehension, use of text evidence and real world applications of foundation skills to support the curriculum of the Living Environment. Each Living Environment student can show they have met "a year's worth of expected growth" in each of the previous years' curriculum by being proficient on the Living Environment Regents.		
██

Individual Test based SLO	Teachers in this Group	Baseline	Target	Actual Result	SLO Rating
4th grade Science Teacher	¾-McMullen	Historically in this district, *95*% of students score a level 3 or 4 on the 4th grade NYS Science Exam.	At least 90% of the 4th grade students testing in this building will meet the expectations for a level 3 or 4 on the 4th grade NYS Science Exam. The district has determined a "years' worth of expected growth" to indicate that a 4th grade student is capable of completing this exam with a 3 or higher and have therefore accumulated enough knowledge to progress to subsequent courses.		
8th grade Science Teacher	Woods	Historically in this district, *92*% of students score a level 3 or 4 on the 8th grade NYS Science Exam.	At least 90% of the 8th grade students testing in this building will meet the expectations for a level 3 or 4 on the 8th grade NYS Science Exam. The district has determined an "a year's worth of expected growth" to indicate that an 8th grade student is capable of completing this exam with a 3 or higher and have therefore accumulated enough knowledge to progress to subsequent courses.		

Living Environment	Seigers	Historically in this district, *94%* of students score at least 65/proficient on the NYS Living Environment Regents Exam.	At least 90% of the Living Environment students testing in this building will meet the expectations for a 65+/proficient The district has determined a "a year's worth of expected growth" to indicate that an Living Environment student is capable of completing this exam with a 65 or higher and have therefore accumulated enough knowledge to progress to subsequent courses and/or graduate.		
ELA 11	Luettger	Historically in this district, *90*% of students score at least 65/proficient on the NYS Comprehensive Regents Exam and *89%* score at or above level 3 on the ELA Common Core Exam.	At least 90% of the English Exams (Regents and Common Core) students testing in this building will meet the expectations for a 65+/Level 3+ proficient. The district has determined "a year's worth of expected growth" to indicate that an ELA student is capable of completing this exam with a 65 or higher and have therefore accumulated enough knowledge to progress to subsequent courses.		
Integrated Algebra/Algebra I	Izzo	Historically in this district, *87%* of students score at least 65+ proficient on the NYS Integrated Algebra Regents Exam and *77%* score at or above level 3 on the Algebra I Common Core Exam.	At least 75% of the Algebra I (Regents and Common Core) students testing in this building will meet the expectations for a 65+/Level 3+ proficient. The district has determined "a year's worth of expected growth" to indicate that an Algebra student is capable of completing this exam with a 65 or higher and have therefore accumulated enough knowledge to progress to subsequent courses.		

Geometry/ (CC)	Izzo	Historically in this district, *55%* of students score at least 65+ proficient on the NYS Geometry Regents Exam and *48%* score at or above level 3 on the Geometry Common Core Exam.	At least 70% of the Geometry (Regents and Common Core) students testing in this building will meet the expectations for a 65+/Level 3+ proficient. The district has determined "a year's worth of expected growth" to indicate that a Geometry student is capable of completing this exam with a 65 or higher and have therefore accumulated enough knowledge to progress to subsequent courses or graduate.
Algebra 2/Trig	Talbot	Historically in this district, *66%* of students score at least 65+ proficient on the NYS Algebra 2/Trigonometry Regents Exam.	At least 70% of the Algebra 2/Trigonometry students testing in this building will meet the expectations for a 65+ proficient. The district has determined "a year's worth of expected growth" to indicate that an Algebra 2/Trigonometry student is capable of completing this exam with a 65 or higher and have therefore accumulated enough knowledge to progress to subsequent courses or graduate.
Global History & Geography	Connell	Historically in this district, *71%* of students score at least 65+ proficient on the NYS Global History & Geography Regents Exam.	At least 70% of the Global History & Geography students testing in this building will meet the expectations for a 65+ proficient. The district has determined "a year's worth of expected growth" to indicate that an Global History & Geography student is capable of completing this exam with a 65 or higher and have therefore accumulated enough knowledge to progress to subsequent courses.
US History & Government	Delaney	Historically in this district, *92%* of students score at least 65+ proficient on the	At least 90% of the US History & Government students testing in this building will meet the expectations for a 65+ proficient. The district has determined "a year's worth of expected growth" to indicate that an US History & Government student is capable of completing this exam with a 65 or higher and

		NYS US History & Government Regents Exam.	have therefore accumulated enough knowledge to progress to subsequent courses.		
Physical Setting/Earth Science	Woods	Historically in this district, *79%* of students score at least 65+ proficient on the NYS Physical Setting/Earth Science Regents Exam.	At least 75% of the Physical Setting/Earth Science students testing in this building will meet the expectations for a 65+ proficient. The district has determined "a year's worth of expected growth" to indicate that an Physical Setting/Earth Science student is capable of completing this exam with a 65 or higher and have therefore accumulated enough knowledge to progress to subsequent courses or graduate.		
Physical Setting/Chemistry	Rhone	Historically in this district, *45%* of students score at least 65+ proficient on the NYS Physical Setting/ Chemistry Regents Exam.	At least 70% of the Physical Setting/ Chemistry students testing in this building will meet the expectations for a 65+ proficient. The district has determined "a year's worth of expected growth" to indicate that an Physical Setting/Earth Science student is capable of completing this exam with a 65 or higher and have therefore accumulated enough knowledge to progress to subsequent courses or graduate.		
Physical Setting/Physics	Rhone	Historically in this district, *58%* of students score at least 65+ proficient on the NYS Physical Setting/ Physics Regents Exam.	At least 70% of the Physical Setting/ Physics students testing in this building will meet the expectations for a 65+ proficient. The district has determined "a year's worth of expected growth" to indicate that an Physical Setting/ Physics student is capable of completing this exam with a 65 or higher and have therefore accumulated enough knowledge to progress to subsequent courses or graduate.		

SLO Point Conversion chart for all tests expected to show 90% or greater proficiency

Target to receive all possible points: **90%**

Percent Reaching the Target

Bottom	Top	SED Scoring Ranges	HEDI points
0%	3.6%	0-4%	0
3.7%	7%	5-8%	1
7.1%	10.8%	9-12%	2
10.9%	14.4%	13-16%	3
14.5-%	18%	17-20%	4
18.1%	21.6%	21-24%	5
21.7%	25.2%	25-28%	6
25.3%	29.7%	29-33%	7
29.8%	34.2%	34-38%	8
34.2%	38.7%	39-43%	9
38.8%	43.2%	44-48%	10
43.3%	48.6%	49-54%	11
48.7%	53.1%	55-59%	12
53.2%	59.4%	60-66%	13
59.5%	66.6%	67-74%	14
66.7%	71.1%	75-79%	15
71.2%	75.6%	80-84%	16
75.7%	80.1%	85-89%	17
80.2%	82.5%	90-92%	18
82.6%	86.4%	93-96%	19
86.5%	90%	97-100%	20

SLO Point Conversion chart for all tests expected to show 85% or greater proficiency

Target to receive all possible points: **85%**

Percent Reaching the Target

Bottom	Top	SED Scoring Ranges	HEDI points
0%	3.4%	0-4%	0
3.5%	6.8%	5-8%	1
6.9%	10.2%	9-12%	2
10.3%	13.6%	13-16%	3
13.7%	17%	17-20%	4
17.1%	20.4%	21-24%	5
20.5%	23.8%	25-28%	6
23.9%	28%	29-33%	7
28.1%	32.3%	34-38%	8
32.4%	36.5%	39-43%	9
36.7%	40.8%	44-48%	10
40.9%	45.9%	49-54%	11
46%	50.1%	55-59%	12
50.2%	56.1%	60-66%	13
56.2%	62.9%	67-74%	14
63%	67.1%	75-79%	15
67.2%	71.4%	80-84%	16
71.5%	75.6%	85-89%	17
75.7%	78.2%	90-92%	18
78.3%	81.6%	93-96%	19
81.7%	85%	97-100%	20

SLO Point Conversion chart for all tests expected to show 80% or greater proficiency

Target to receive all possible points: **80%**

Percent Reaching the Target

Bottom	Top	SED Scoring Ranges	HEDI points
0%	3.2%	0-4%	0
3.3%	6.4%	5-8%	1
6.5%	9.6%	9-12%	2
9.7%	12.8%	13-16%	3
12.9%	16%	17-20%	4
16.1%	19.2%	21-24%	5
19.3%	22.4%	25-28%	6
22.5%	25.6%	29-33%	7
25.7%	28.8%	34-38%	8
28.9%	34.4%	39-43%	9
34.5%	38.4%	44-48%	10
38.5%	43.2%	49-54%	11
43.3%	47.2%	55-59%	12
47.3%	52.8%	60-66%	13
52.9%	59.2%	67-74%	14
59.3%	63.2%	75-79%	15
63.3%	67.2%	80-84%	16
67.3%	71.2%	85-89%	17
71.3%	73.6%	90-92%	18
73.7%	76.7%	93-96%	19
76.8%	80%	97-100%	20

SLO Point Conversion chart for all tests expected to show 75% or greater proficiency

Target to receive all possible points: **75%**

Percent Reaching the Target

Bottom	Top	SED Scoring Ranges	HEDI points
0%	3.5%	0-4%	0
3.6%	7%	5-8%	1
7.01%	10.5%	9-12%	2
10.51%	14%	13-16%	3
14.01%	17.5%	17-20%	4
17.51%	21%	21-24%	5
21.01%	24.5%	25-28%	6
24.51%	28%	29-33%	7
28.01%	31.5%	34-38%	8
31.51%	35%	39-43%	9
35.01%	38.5%	44-48%	10
38.51%	42%	49-54%	11
42.01%	45.5%	55-59%	12
45.51%	50.5%	60-66%	13
50.51%	54%	67-74%	14
54.01%	57.5%	75-79%	15
57.51%	61%	80-84%	16
61.01%	64.5%	85-89%	17
64.51%	68%	90-92%	18
68.01%	71.5%	93-96%	19
71.51%	75%	97-100%	20

SLO Point Conversion chart for all tests expected to show 70% or greater proficiency

Target to receive all possible points: **70%**

Percent Reaching the Target

Bottom	Top	SED Scoring Ranges	HEDI points
0%	3%	0-4%	0
3%	6%	5-8%	1
6%	8%	9-12%	2
9%	11%	13-16%	3
12%	14%	17-20%	4
15%	17%	21-24%	5
17%	19%	25-28%	6
20%	23%	29-33%	7
24%	26%	34-38%	8
27%	30%	39-43%	9
31%	33%	44-48%	10
34%	38%	49-54%	11
38%	41%	55-59%	12
42%	43%	60-66%	13
44%	45%	67-74%	14
46%	49%	75-79%	15
50%	54%	80-84%	16
55%	59%	85-89%	17
60%	62%	90-92%	18
63%	66%	93-96%	19
67%	70%	97-100%	20

Gilbertsville-Mount Upton Central School District

Teacher Improvement Plan

Teacher: _____ School Year: _____

Supervisor: _____

1. Identify the areas for improvement in the evaluation (Standard and Indicator(s), Growth Score).

Rating	Standard/Indicator	Rating	Standard/Indicator
	3.1.B Engages Students		3.2.A Provides directions and procedures
	3.6.A Uses formative assessment to monitor and adjust pacing		3.6.B Provides feedback during and after instruction
	4.1.A Interactions with students		4.2.A Promotes student pride in work and accomplishments
	4.3.A Establishes routines/ procedures/transitions and expectations for student behavior		4.4.A Organizes learning environment
	5.2.B Engages students in self-assessment		5.5.B Provides preparation and practice

2. List specific measurable goals for improvement(s) in the required areas.

3. Identify professional development and/or activities necessary to accomplish these goals.

4. Identify a timeline for completion of the Teacher Improvement Plan and intermediate checkpoint meetings:

    a. Plan Meeting:

    b. Checkpoint 1:

    c. Check point 2:

    d. Completion of Plan:

5. What evidence will be used to evaluate growth and improvement?

_____   _____

Teacher Signature   Date

_____   _____

Administrator Signature   Date

Checkpoint Meetings:

Checkpoint 1: ☐ Satisfactory   ☐ Unsatisfactory (Please list adjustments below)

Checkpoint 2: ☐ Satisfactory   ☐ Unsatisfactory (Please list adjustments below)

Completion of Plan: ☐ Satisfactory   ☐ Unsatisfactory (Please list adjustments below)

_____   _____

Teacher Signature   Date

_____   _____

Administrator Signature   Date