# Gilbertsville-Mount Upton
# Annual Professional Performance Review
# 2023-2027

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# Part I

## District Information

| | |
|---|---|
| District Name: | Gilbertsville Mount Upton Central School District |
| BEDS Code: | 47020204000 |
| Superintendent: | Heather Wilcox |
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Plan Dates: 2023 2024 2025 2026

# 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 in September of the year and made available on the District's Website no later than September 30 of the year. This plan will be in effect for the 2023-24 though 2025-26 school years. The LINKS Team and Strategic Planning 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 3012-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:
We support everyone's journey to become the best version of themselves by:

- Fostering an equitable, inclusive and student-focused environment
- Providing opportunities for academic and community engagement
- Empowering individuals to embrace their potential

District Vision Statement:
To have a nurturing school community that provides opportunities for lifelong personal growth.

District Values:

- A Growth Mindset
- Critical Thinking Skills
- Essential Skills for Career Readiness
- Social/Emotional/Behavioral Wellness
- Meaningful and Healthy Relationships
- A Safe School Environment

# Part II

## New York State Teaching 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 reflecting the New York State Teaching Standards:

I. Knowledge of Students and Student Learning
II. Knowledge of Content and Instructional Planning
III. Instructional Practice
IV. Learning Environment
V. Assessment for Student Learning
VI. Professional Responsibilities and Collaboration
VII. Professional Growth

A teacher's Annual Professional Performance Review (APPR) is based on the two-category matrix system that includes student performance and teacher observation. 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 HEDI).
The NYSUT Rubric and New York State Teaching Standards are located on the school's website in the staff section and can also be accessed on internet at:

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

**NYS Teacher Standards:**
https://www.nysed.gov/teacher-leader-development/teaching-and-educational-leadership-standards

## Observation Indicators

In the NYSUT rubric, NYS Teaching Standards are broken into **Elements** that make up each Standard. Elements are broken into **Indicators**. The APPR committee has chosen the following indicators which are underlined for quick identification:

**Standard I: Knowledge of Students and Student Learning**

Element 2 - Teachers demonstrate research-based knowledge of learning and language acquisition theories and processes.

- Indicator 1.2a. Uses strategies to support learning and language acquisition.

**Standard II: Knowledge of Content and Instructional Planning**

Element 1 - Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

- Indicator 2.1a. Understands key discipline concepts, themes, learning standards and key disciplinary language.

**Standard III: Instructional Practice**

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

- Indicator 3.2b. Uses questioning techniques to engage students.

Element 3 - Teachers set high expectations and create challenging learning experiences for students.

- Indicator 3.3b. Implements challenging learning experiences.

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

- Indicator 3.6b. Provides feedback during and after instruction.

**Standard IV: Learning Environment**

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

- Indicator 4.3a. Establishes routines/procedures/transitions and expectations for student behavior.

**Standard V Assessment for Student Learning**

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

- Indicator 5.5b. Provides preparation and practice.
- Indicator 5.5c. Provides accommodations.

**Standard VI: Professional Responsibilities and Collaboration**

Element 2 - Teachers engage and collaborate with colleagues and the community to develop

and sustain a common culture that supports high expectations for student learning.

- Indicator 6.2b. Participates on an instructional team.

**Standard VII: Professional Goals**

Element 2 - Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.

- Indicator 7.2a. Sets goals.

## Composite Scoring Matrix

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 E. After each portion of the composite score is determined, the rubric below will be used to determine a teacher's composite score.

**Teacher Observation**

| | Highly Effective (teacher observation) | Effective (teacher observation) | Developing (teacher observation) | Ineffective (teacher observation) |
|---|---|---|---|---|
| Highly Effective (SLO) | H | H | E | D |
| Effective (SLO) | H | E | E | D |
| Developing (SLO) | E | E | D | I |
| Ineffective (SLO) | 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 and Definitions

**Definition of Covered Teachers**

This APPR plan will apply to all teachers in all subjects and grade levels for the 2023-24 and 2024-25 school years.

**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.

**Ensuring Accurate Teacher and Student Data**

The District shall provide accurate data to the State Education Department (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 teacher of record assignments and any disagreements related to data reported.

**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.

**Security and Scoring of Assessments**

The Data Coordinator shall be responsible for overseeing 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.

**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 and placed on our website before the end of September.

## Training on the APPR Process

**Training for lead evaluators**:
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 “lead 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.

Once an evaluator has successfully completed a training course 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. Lead evaluators are required to attend training annually.

**Training for staff subject to APPR regulations:**
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 PSEL 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 an overview of evidence-based evaluation and review of the NYSUT practice rubric.  Representatives from the Teachers Association and the District will jointly conduct additional/turnkey training for teachers.

## Student Growth Measures

The Student Growth Measure, or Student Learning Objective (SLO) used for evaluation purposes as part of the composite HEDI score is a district wide measure. In the 2023-2024 and 2024-2025 school years, all teachers will receive a student growth measure based on a composite made up of that year's scores on the following Regents examinations:

- English Language Arts Comprehensive Exam
- Living Environment Exam
- Integrated Algebra Exam

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% |

## Teacher Observation Measure

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

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 about May 1st for all tenured teachers and on or about 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 about May 1st for all tenured teachers and on or about 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 B) 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 scheduled between the observer and teacher within one week of the announced observation.
- 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:

| | 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 Plan (TIP)

As per APPR regulations, 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 TIP 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.

TIP 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.

# 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 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 teachers who receive 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 locally negotiated procedures applicable to annual professional performance reviews or improvement plans
- 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

## 2023-2026 Indicators and Examples of Evidence (A-1)

| Element | Indicator | Highly Effective | Evidence of Indicator |
|---|---|---|---|
| Standard I: Knowledge of Students and Student Learning | | | |
| **Teachers demonstrate research-based knowledge of learning and language acquisition theories and processes.** | Uses strategies to support learning and language acquisition | Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of each student. | ● includes definition and application of new vocabulary or domain specific vocabulary<br>● questions student knowledge of existing vocabulary<br>● provides instruction in how to identify word root, prefixes and suffixes<br>● defining words from context clues<br>● encourages complete expression of student ideas (full sentences)<br>● asking students to clarify or expand ideas<br>● lesson includes both strategies like graphic organizer - visual supports<br>● rubrics<br>● several modes of learning modes of learning<br>● information available outside of class for further student study<br>● vocab quizlet,vocab speed dating |

| Element | Indicator | Highly Effective | Evidence of Indicator |
|---|---|---|---|
| Standard II: Knowledge of Content and Instructional Planning | | | |
| **Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).** | Understands key discipline concepts, themes, learning standards and key disciplinary language. | Teacher understands and purposefully plans key discipline concepts and themes in the discipline and how they relate within and outside of the discipline. Teacher plans instruction that allows students to be cognitively engaged in the use and comprehension of key disciplinary language in order to enrich learning experiences in the discipline. | ● standards/concepts/themes explicitly addressed in lesson plan and pre-observation conference<br>● key disciplinary language/vocabulary addressed in lesson<br>● 21st Century skills explicitly/implicitly addressed in lesson plan and lesson<br>● English - analysis vs. summary,<br>● Science - correlation vs causation<br>● Math - proofs<br>● Social Studies<br>● Special ed - fairness, lifeskills |

| Element | Indicator | Highly Effective | Evidence of Indicator |
|---|---|---|---|
| Standard III: Instructional Practice | | | |
| **Teachers communicate clearly and accurately with students to maximize their understanding and learning.** | Uses questioning techniques to engage students. | Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Techniques require all students to respond. Students formulate questions to advance their understanding. | ● What, why, how questions,-<br>● -tell me more, -can you describe that,<br>● Give students time to think<br>● responding to answers - redirecting, probing, reinforcing.<br>● Questioning techniques align with student learning goals - applicable across disciplines<br>● "Requires all students to respond" - popsicle sticks, think-pair-share |

| Element | Indicator | Highly Effective | Evidence of Indicator |
|---|---|---|---|
| Standard III: Instructional Practice | | | |
| **Teachers set high expectations and create challenging learning experiences for students.** | Implements challenging learning experiences. | Teacher articulates high expectations for all students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, experiences, and resources. | • Clearly articulated expectations for learning, not the activity based<br>• Students engaged in productive struggle<br>• Not observing for correct answers as much as for support of students being challenged |
| **Teachers monitor and access student progress, seek and provide feedback, and adapt instruction to student needs.** | 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. | • feedback is timely and specific<br>• praises effort not just product<br>• more specific than just "good job" statements<br>• whole class positive message<br>• student work displayed<br>• teacher walks around the room giving quick feedback or guidance<br>• teacher conduct mini conference with individual students or in small groups<br>• teacher encourages students to look at problems again and redo them if necessary.<br>• When teacher feedback shows student in error, or partially correct, teacher engages student in process of re-learning to achieve correct answer |

| Element | Indicator | Highly Effective | Evidence of Indicator |
|---|---|---|---|
| Standard IV: Learning Environment | | | |
| **Teachers manage the learning environment for the effective operation of the classroom.** | Establishes routines/ procedures/ transitions and expectations for student behavior. | The teacher and students have established seamless routines/ procedures/ 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. | • lesson plan accessible<br>• agenda posted<br>• supplies available<br>• bellringer, exit ticket, deadlines and instructions clear<br>• sign out procedures clear<br>• room arrangement allows for unobstructed movement |
| Standard V: Assessment for Student Learning | | | |
| **Teachers prepare students to understand the format and directions of assessments used and the criteria by which students will be evaluated.** | Provides preparation and practice. | Teacher thoroughly prepares students for assessment formats by using authentic curriculum, skills, and strategies. | • authentic curriculum<br>• embeds 21st Century Skills<br>• real world connections made by teacher and students<br>• problem solving with a problem that has multiple viable solutions<br>• use of gradual release of responsibility |
| | Provides accommodations | Teacher provides required accommodations/ testing conditions for students with exceptional learning needs. Teacher consistently seeks out specialists/resources to ensure accommodations meet individual student needs. | |
| Standard VI: Professional Responsibilities and Collaboration | | | |
| **Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.** | Participates on an instructional team. | Teacher proactively collaborates with teammates, paraprofessionals and volunteers to support high expectations for student learning. Teacher consistently shares information and/or best practices with colleagues. | • teacher attends and is thoroughly prepared and appropriately engaged in PLCs |

| Element | Indicator | Highly Effective | Evidence of Indicator |
|---|---|---|---|
| Standard VII: Professional Growth | | | |
| **Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.** | Sets goals. | Teacher sets goals to enhance areas of strengths or address areas of weaknesses in practice. Goals are well formulated with specific student learning needs. | |

# Announced Lesson Plan
# With Standard/Indicator Connections and Evidence Examples

(A-2a)

This form should be used for documentation preparation and to incorporate best practices into lesson planning. Form A-2b (pg.) should be used and submitted before the announced lesson observation.

| | District Indicator(s) Addressed by each lesson plan section: | Examples of Evidence |
|---|---|---|
| **Skills and Curriculum Standard(s)** *Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline*<br><br>CCCS, CDOS, Subject specific additional standard(s) | 2.1A | Agenda<br>Student Learning Outcome<br>**21st Century Skills Addressed:**<br>● Critical Thinking<br>● Communication<br>● Collaboration<br>● Creativity<br>● Life Skills (Flexibility, Initiative, Social skills, Productivity, Leadership)<br>● Literacy Skills (Information Literacy, Media Literacy, Technology Literacy |
| **Student/Class Profile** *Identify any accommodations in instruction to meet student learning needs* | 1.2A<br>5.5C | IEP(s)<br>Checklist of instructional/testing accommodations for CSE students IEP at a Glance<br>Student descriptions |
| **Assessments** *Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson* | 5.5B<br>5.5C | Bell Ringer<br>Exit Ticket<br>Student response journals<br>Student reflections<br>Think/pair/share<br>Sign language Assignment<br>Board/Folders |
| **Cognitive Engagement** *Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity* | 3.2.B<br>3.3B | Student led questions<br>Active listening<br>White board work/answer show Closure<br>Gradual Release<br>Student response journals<br>Student reflections<br>Think/pair/share<br>Problem Solving Strategies<br>Gallery Walk<br>Note formats<br>Discussion/Higher order questioning<br>Whole group share out |

| | | |
|---|---|---|
| **Adjustments/Modifications**<br>*Identify ways in which you may have to adjust the lesson if formative assessment show a need for modification.* | 3.2B<br>3.3B<br>4.3A<br>5.5B<br>5.5C | Problem solving strategies<br>Note-taking formats<br>Mutual respect<br>Class share out<br>Expectation posted<br>Peer editing<br>Student agreement<br>Sign language<br>Turn-in bins<br>Job board<br>Checklist of instructional and testing accommodations for CSE students |
| **Groups**<br>*How will students be grouped for instruction and/or activities during this lesson?* | 5.5B | Strategies/Rationale for student grouping<br>Support staff used to manage small group learning |
| **Resources**<br>Identify resources and materials needed for this lesson | 4.3A | Standards documentation<br>Research-Based practices<br>Assessments/Rubrics<br>Word banks<br>Child study/CSE information<br>Best practices<br>Professional learning reflection<br>Checklist of instructional and testing accommodations for CSE students<br>Informal research: book clubs, articles, websites |

# Announced Lesson Plan

(A-2b)

LESSON PLAN Teacher:_____ Date:_____

| Subject: | Skills and Curriculum Standards Addressed: |
|---|---|
| Student/Class Profile: | |
| Assessments For Learning: | |
| Description of Lesson (including Cognitive Engagement Strategies, Grouping): | |
| Resources Needed for the Lesson: | |

# Observation Discussion (Pre- and Post-) Worksheet (A-3)

Teacher:_____ Evaluator:

_____

Scheduled Date: _____ Time: _____

## GMUCSD Standards and Indicators:

1.2A - Uses Strategies to Support Learning and Language Acquisition
2.1A - Understands Key Discipline Concepts, Themes, Learning Standards and Key Disciplinary Language
3.2B - Uses Questioning Techniques to Engage Students
3.3B - Implements Challenging Learning Experiences
3.6B - Provides Feedback During and After Instruction
4.3A - Establishes Routines/Procedures/Transitions and Expectations for Student Behavior
5.5B - Provides Preparation and Practice
5.5C - Provides Accommodations
6.2B - Participates on an Instructional Team
7.2A - Sets Goals

## Pre-Observation Conference Discussion

Date:_____ Time: _____

What Standards are being taught during this lesson? Are these standards being introduced, developed or mastered?

What best practices will you be using in your lesson?

What 21st Century Skills will be evident in this lesson?

How will you ensure that all students meet the learning objective(s)?

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

## Post-Observation Conference Discussion

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 |
|---|---|---|---|---|
| | 1.2A - Uses Strategies to Support Learning and Language Acquisition | | | 2.1A - Understands Key Discipline Concepts, Themes, Learning Standards and Key Disciplinary Language |
| | 3.2B - Uses Questioning Techniques to Engage Students | | | 3.3B - Implements Challenging Learning Experiences |
| | 3.6B - Provides Feedback During and After Instruction | | | 4.3A - Establishes Routines/Procedures/Transitions and Expectations for Student Behavior |
| | 5.5B - Provides Preparation and Practice | | | 5.5C - Provides Accommodations |
| | 6.2B - Participates on an Instructional Team | | | 7.2A - Sets Goals |

## Discussion Questions

What assessments were used and how did your students meet your expectations for this lesson? (1.2A, 3.6.B, 5.5C)

How did students demonstrate their engagement during your lesson? (3.2B, 3.3B)

How was the pace of the lesson modified? (3.3B, 5.5C)

What student cues led you to modify the pacing? (5.5.B)

Please share examples of how you have collaborated with others to support high expectations for student learning and shared best practices with colleagues? (6.2B)

Are there any instructional goals you would like to support with professional development (peer classroom visits; BOCES presentations; research; book groups)? (7.2A)

How has work toward your professional goal helped build upon your teaching expertise? What actions will you take moving forward this school year? Beyond this school year?

## 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 |

## Professional SMART Goal Worksheet (A-4)

Professional Goal should be submitted to the main office by the October conference day. Teachers should work on this goal throughout the school year and be prepared to discuss with their administrator during the APPR process. Grade levels or Content area teams may work on the same goal.

| | |
|---|---|
| **S**<br>Specific | What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal? |
| | |
| **M**<br>Measurable | How will you measure progress and know if you've successfully met your goal? |
| | |
| **A**<br>Achievable | Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve? |
| | |
| **R**<br>Relevant | Why am I setting this goal now? Is it aligned with overall objectives? |
| | |
| **T**<br>Time Bound | What's the deadline and is it realistic? |
| | |

| SMART GOAL | |
|---|---|

## Teacher Improvement Plan (A-5)

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 |
|---|---|---|---|---|
| | 1.2A - Uses Strategies to Support Learning and Language Acquisition | | | 2.1A - Understands Key Discipline Concepts, Themes, Learning Standards and Key Disciplinary Language |
| | 3.2B - Uses Questioning Techniques to Engage Students | | | 3.3B - Implements Challenging Learning Experiences |
| | 3.6B - Provides Feedback During and After Instruction | | | 4.3A - Establishes Routines/Procedures/Transitions and Expectations for Student Behavior |
| | 5.5B - Provides Preparation and Practice | | | 5.5C - Provides Accommodations |
| | 6.2B - Participates on an Instructional Team | | | 7.2A - Sets Goals |

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 Date:_____:

- Satisfactory
- Unsatisfactory (Please list adjustments below.)

Checkpoint 2 Date:_____:

- Satisfactory
- Unsatisfactory (Please list adjustments below.)

Completion of Plan Date:_____:

- Satisfactory
- Unsatisfactory (Please list adjustments below.)

Notes:

Notes: